To What Extent Can a Coursebook Offer Affective Engagement to Young Learners within the EFL Classroom Context in Brazil?

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1. Introduction

This dissertation is on the subject of how affective engagement from Young Learners of English may be fostered via a coursebook.

The dissertation consists of five chapters. Chapter 1, Introduction, covers the background and motivation for this study, including the research questions that inform the main project. Chapter 2, Literature Review, aims to study the most relevant research and theoretical input in the three fields upon which this research is based, that is, materials development, affective engagement and young learners learning languages. In chapter 3, Research Methodology, I detail and justify the choice of data collection tools and argue for research validity through triangulation of data. In chapter 4, Reporting Research Findings & Data Analysis, findings based on data obtained from various data collection methods are thoroughly described and examined. Finally, chapter 5, Reflection, Implications and Conclusion, allows me to look back at the research conducted, considering implications for future work and pointing out inherent limitations.

1.1 Why this Choice of Topic

The rationale for this research arose both from personal and professional enquiries.

Since as far back as I can remember, I have always dreamed of becoming a teacher. At age 9, I used to sit all my dolls in front of a tiny chalkboard I had on the porch and teach them the English words for farm animals, fruit, jobs, colours etc. Many other fond memories I had as a child and as a teenager were set within the classroom walls. Therefore, when I decided to become an English teacher after graduating from law school, no one at home was actually surprised.

As a teacher, a pedagogical coordinator and, later, a director of studies, the act of teaching has always been mostly about building relationships and forging affective bonds. Hence, a couple of years ago, when I took the position of publishing manager at a Brazilian publishing house, it took me quite some time to uncover the true purpose of my new job. Until I realised that many of those childhood memories I cherished revolved, in fact, around themes, topics, texts, quizzes, roleplays and countless other instances of classroom tasks proposed by my old coursebooks, and facilitated by very good teachers.

Presently, within the publishing industry, I constantly take part in discussions regarding the role and lifespan of print and digital instructional materials for the young mobile generation. What is it that appeals to young learners today? What sort of content, themes, tasks and activities will keep them

engaged in the lessons? Which key features does a coursebook need to contain so as to help foster language learning? These are at the core of the daily discussions in which I participate.

Additionally, I am currently involved in strategic decisions regarding the replacement of the course series of which the book studied in this dissertation is a part. This means that I may have a chance to contribute recommendations for improvements in future materials based on the insights I will gain from this investigation.

Therefore, I believe that the conclusions I will reach through this process will be of great relevance to me, both professionally and personally.

1.2 Research Questions and Objectives

Over two decades after Hutchinson and Torres (1994: p.315) stated that the textbook was almost a universal element of ELT teaching, this artefact remains a ubiquitous presence within the language classroom.

According to Allwright (1981: pp. 14-16), a lesson is an interaction between teacher, learners and materials. Given that this interaction produces learning opportunities (Hutchinson and Torres, 1994: p 317), and based on the premise that affective engagement is an essential element for effective and durable learning (Tomlinson, 2013: p.26), this research aims to investigate the following:

1. **Can a print EFL coursebook offer affective engagement for a group of 10 & 11-year-old Brazilian children at the CEFR A1 level?**

2. **If so, which aspects of the coursebook under investigation are key to promoting affective engagement?**

It is hoped that the knowledge gained from this investigation will provide insights useful for content development and editorial production of the coursebook series that will replace the one that is currently in the catalogue of the publishing house for which I work.

As suggested by Tomlinson (2013:p.25), affective engagement is present in materials that provoke emotions in learners, such as amusement, happiness, excitement, sadness and anger. Emotions such as these, alongside learners' views and attitudes, are deeply personal; thus, this research needs to delve into the individual needs of learners, as well as specific group interests.

In order to investigate the aforementioned questions, I will conduct qualitative research, which will include data gathering mechanisms at specific points in time, over a period of four months. Data gathered will allow analysis of the selected coursebook in the light of learners', teachers' and my

own views. Analysis of all three standpoints will be informed by criteria contained in the research instruments.

1.3 Teaching Context

The English language is of great cultural, economic and commercial importance in Brazil. The National Common Core Curriculum in Brazil (*Base Nacional Comum Curricular* in Portuguese), henceforth BNCC, considers English to be an essential means for international communication, a lingua franca used by speakers around the world with diverse linguistic and cultural repertoires (BNCC 2017: p 239). Regular Brazilian schools officially teach English as a foreign language starting in the sixth year.

In recent years, there has been a rise in bilingual programmes within private-sector, mainstream schools in an attempt to both improve linguistic competence levels and accelerate learning. Even so, private language institutes still have a prominent position in the Brazilian education industry, attracting hundreds of thousands of young learners, teenagers and adults seeking an enhanced language-learning experience. These language institutes historically develop the four language skills in an integrated manner, favouring a focus on oral skills.

1.4 The Language Institute

The school where the research took place is a renowned private language institute in Brazil with an enrolment of around fifty thousand students, ranging from 4 to 60[+] years of age, in a number of different courses. Cultura Inglesa S.A. (henceforth CIISA) has over 80 years of experience teaching English as a foreign language. Over the years, it has acquired an excellent reputation for offering high quality services, through well-trained teachers, a solid pedagogical approach and the use of innovative educational technology.

1.5 The Learners: Background and Selection of Participants

The target population for this study was Brazilian children aged 10-11 at the A1 level of the CEFR. These young learners start studying the English language at age 9. The programme that takes them to the B1 level of the CEFR is comprised of eight sub-levels in total and takes four years. Students spend the first two years at the A1 level before progressing to A2. The second half of the programme takes them from the A2 level to the B1 level.

In the first two years, children use a four-volume coursebook series, especially designed for young learners whose first language is Portuguese, which offers approximately 120 contact hours of English.

The focus of my investigation will be on the fourth sub-level of the young learners' course.

1.6 The Coursebook: an Overview

The coursebook adopted for the young learners' course on which I focus is entitled *New Red Flash*.

New Red Flash consists of 25 one-hour-long lessons, grouped into five units, plus one Revision Lesson. The volume also provides additional activities in the Student's Book and Teacher's Guide, which can extend the course to approximately 45 hours of work per term. By the end of *New Red Flash*, students should be ready to sit the Cambridge English Qualification A1 Movers exam.

Lessons are presented on a double-page spread, covering different topics. According to the publisher (Sarmento, 2012: p.12), the material introduces a range of structures, vocabulary and pronunciation points that meet the specific needs and characteristics of Brazilian learners. The back of the book contains the following special sections and materials:

- Fun Zone: self-explanatory optional activities that provide further practice. There are riddles, puzzles, jokes and other short, game-like activities.
- Word Factory activities and stickers: a series of activities to reinforce lexical items and grammar that involve the use of stickers.
- Revision Section: For each group of five lessons in the Student's Book, there is a set of further practice activities aimed at consolidating language patterns.
- Activity Book.
- List of CD tracks: recorded texts and songs are available for download from CIISA's online platform.

2. Literature Review

2.1 Materials Development for Language Teaching

Literature abounds with arguments for and against the use of ELT coursebooks. Nonetheless, as many others have stated, they are a central element in teaching-learning encounters, not only in regular school settings, but even more frequently within the context of language institutes, such as the one where this investigation took place.

Appel (2011: pp. 50-51) advocates the view that coursebooks exert a much stronger influence in language teaching than in any other school subject, being often treated, in fact, as the syllabus itself.

With a milder viewpoint, Rixon (2013: p. 232) states that coursebooks have their limitations, but also considerable potential. As the author puts it, the framework of content and activities within coursebooks provides very useful support.

In allusion to Allwright's (1981) influential publication, whichever position one decides to take in the *what-do-we-want-teaching-materials-for-?* continuum, the view that coursebooks offer a roadmap for teachers and learners, allowing them to think ahead what will be done in a lesson, and to think back on what has been done (Tomlinson, 2013: p.39), seems to be in line with common practice. Therefore, it is upon this premise that I have based the following review.

2.1.1 Key Principles in Materials Development

Although materials writers typically report relying on their own repertoire, inspiration and creativity to develop materials, a number of theorists have proposed principles that might guide the materials development process. Bell and Gower (2011), Ellis (2010) , Flores (1995), Hidalgo et al. (1995), Masuhara et al. (2008), Tomlinson (1998, 2010), Tomlinson et al. (2001), Tomlinson and Masuhara (2013), among others, have contributed principled frameworks for materials writing. It is worth adding that most of these scholars, if not all of them, have also been materials writers at some point in their professional careers, which signals that they have had experience both in practice and in theorising about the subject.

Hidalgo et al. (1995: p. 8) suggest that the one crucial question that needs to be answered before the development of materials for language teaching starts is: 'How do we think people learn languages?' This proposition strongly relates to Tomlinson's (2010: p. 93), as outlined below.

Tomlinson (ibid) lists four bodies of knowledge that should inform materials writing. These are:

- Theories of language acquisition and development,
- Teaching principles,
- Knowledge of how the target language is actually used, and
- The results of systematic observation and evaluation of materials in use.

In his seminal work, Tomlinson (ibid: pp. 81-108) chose to focus on the first two dimensions to construct his own principled approach to the development of language teaching materials.

The tables below summarize the main aspects of this framework, upon which I have based much of the analysis of the coursebook lessons I analysed.

Principle of language acquisition No. 1
A prerequisite for language acquisition is that learners are exposed to rich, meaningful, and comprehensible input of language in use.
PRINCIPLES OF MATERIALS DEVELOPMENT
• **Make sure that the materials have plenty of spoken and written texts that provide extensive experience of language being used to achieve outcomes in different text types and genres in relation to topics, themes, events, and locations likely to be meaningful to the target learners.** • **Make sure that the language input is authentic and that it represents how the language is normally used.** • **Make sure that the language input is contextualized. Language use is ruled by and understood in relation to its context of use.** • **Make sure that learners are exposed to several instances of language in authentic use to provide natural recycling of language items and features that they might find useful to acquire.**

Table 1: Principle of Language Acquisition 1 & Principles of Materials Development (adapted from Tomlinson, 2010: pp. 87-88

Also in this respect, Richard Amato (2010: p. 209) proposes that materials should reflect topics that are interesting and relevant in learners' lives, present meaningful and logical discourse, and focus on meaningful communication as opposed to language itself.

Principle of language acquisition No. 2
In order for learners to enhance their exposure to language in use, they need to be involved both cognitively and affectively in the language experience.
PRINCIPLES OF MATERIALS DEVELOPMENT
• **Design potentially engaging units by adding a text or a task that is likely to promote affective and cognitive engagement rather than on a teaching item selected from a syllabus.** • **Make use of activities that make learners think about what they are reading or listening to and respond to it personally.** • **Make use of activities that make learners think and feel before, during, and after using the target language for communication.**

Table 2: Principle of Language Acquisition 2 & Principles of Materials Development (adapted from Tomlinson, 2010: pp. 88-89)

Likewise, Saraceni (2013: p. 58) claims that texts and tasks should be used within materials with the main purpose of promoting a subjective response.

Principle of language acquisition No. 3
Language learners who are affectively engaged tend to achieve higher communicative competence than those who are not.
PRINCIPLES OF MATERIALS DEVELOPMENT
• **Make sure the texts and activities are as stimulating, significant and pleasant as possible so as to wield a positive influence on learners' attitudes to the language and to the process of learning it.** • **Set realistic challenges, which help raise learners' self-esteem when success is achieved.** • **Encourage affective responses through the use of music, song, poetry, art, and so on, through the use of polemical and provocative texts, through personalization, and by inviting learners to express their feelings about a text before asking them to interpret it.**

Table 3: Principle of Language Acquisition 3 & Principles of Materials Development (adapted from Tomlinson, 2010: pp. 89-90)

Tomlinson (2013: p. 140) further argues that language teaching materials need to be humanising, in that they should respect users as human beings and help them exploit their capacity for learning through meaningful experience. He (ibid) explains that teaching materials can achieve this by providing opportunities for a more affective experience and by finding ways to help learners connect what is in the book to what is in their minds.

Principle of language acquisition No. 4
Foreign language learners can make use of strategies that they often use when acquiring and using their mother tongue.
PRINCIPLES OF MATERIALS DEVELOPMENT
• **Suggest tasks that motivate learners to visualize and/or use inner speech before, during, and after being exposed to a written or spoken text, and when practicing language themselves.** • **Suggest tasks that help learners think about their learning process and then apply these mental strategies to similar activities.**

Table 4: Principle of Language Acquisition 4 & Principles of Materials Development (adapted from Tomlinson, 2010: pp. 90-93)

Principle of language acquisition No. 5
Language learners can profit from observing noticeable characteristics of the input.
PRINCIPLES OF MATERIALS DEVELOPMENT
• **Use an experiential approach in which learners are first presented to an experience that involves them as whole beings. This way, learners are able to capture and analyze the nature of what is being presented to them before they reason about the language.** • **Rather than highlighting a particular passage of a text and then explicitly explaining its use, it is much more effective to help learners (preferably in collaboration) to make discoveries for themselves.**

Table 5: Principle of Language Acquisition 5 & Principles of Materials Development (adapted from Tomlinson, 2010: p. 93)

Principle of language acquisition No. 6
Learners need opportunities to use language for real-life, communicative purposes.
PRINCIPLES OF MATERIALS DEVELOPMENT
Offer learners plenty of chances to produce language in order to achieve their planned results.   **Ensure that the output activities are devised so as to promote real language use, rather than just controlled language practice.**   **Plan language production activities so that they help learners develop their ability to communicate fluently, accurately, appropriately, and effectively.**   **Make sure that the production activities are fully contextualized.**   **Make sure learners receive proper feedback afterward the output activities.**

Table 6: Principle of Language Acquisition 6 & Principles of Materials Development (adapted from Tomlinson, 2010: pp. 94-95)

Quoting Watt and Foscolos, Ghosn (2013: p. 252) stresses the importance of volume and repetition of language input and output for learners' success. His claim (ibid) that learners need to be exposed to the target language items sufficiently many times within a given activity for learning to happen seems to sustain the principles listed above.

Principle of language teaching No. 1
The content and teaching methodology should be consistent with the objectives of the course and should meet the needs and wants of learners.
PRINCIPLES OF MATERIALS DEVELOPMENT
For any course in which the main objective is to help learners improve their communicative competence in English, it is important that the English learners are exposed to is used in ways that either represent or replicate the reality of language use in typical English discourse.   **Flexibility must be built-in to the course so as to help teachers and learners make principled decisions about texts, tasks, learning points, approaches, and routes to better satisfy learners needs and wants.**

Table 7: Principle of Language Teaching 1 & Principles of Materials Development (adapted from Tomlinson, 2010: p. 95)

Principle of language teaching No. 2
Teaching should be designed to help learners achieve language development and not just language acquisition
PRINCIPLES OF MATERIALS DEVELOPMENT
The activities should, from the earliest levels onward, involve and encourage the use of such high-level skills as imaging, using inner speech, making connections, predicting, interpreting, evaluating, and applying   **The activities should provide opportunities to use the target language to achieve intended outcomes in a range of genres and text types for a range of objectives.**   **The materials should help the teacher assess learners and provide constructive feedback in relation to achievement of intended outcomes.**

Table 8: Principle of Language Teaching 2 & Principles of Materials Development (adapted from Tomlinson, 2010: pp. 95-96)

Richard-Amato (2010: p. 209) proposes that materials should integrate the four language skills, provide ample review of concepts and add difficulty progressively.

Principle of language teaching No. 3
Teaching should be planned so as to equip learners with the tools that will help them develop, by becoming more mature, more critical, more perceptive, more creative, more constructive, more collaborative, more capable, and more confident as a result of the educational process.
PRINCIPLES OF MATERIALS DEVELOPMENT
• **The materials should be cross-curricular in that they relate to other subject areas and are not narrowly focused on language learning.** • **The materials should include some element of content-based teaching so that learners learn more about an area of knowledge that is of particular interest or value to them.** • **The activities should help learners develop skills that can transfer to other subjects of study or to professional and/or leisure pursuits (e.g., creative, analytical, evaluative, organizational, coordination and leadership skills).**

Table 9: Principle of Language Teaching 3 & Principles of Materials Development (adapted from Tomlinson, 2010: p. 96)

Principle of language teaching No. 4
The teacher needs to be able to personalize and localize the materials and to correlate them to the individual learners' needs, wants, and learning-style preferences.
PRINCIPLES OF MATERIALS DEVELOPMENT
• **The materials should provide ideas on how to integrate learners' culture and personal meaning into general activities.** • **The materials should help the teacher suggest ways in which individuals can make their own choices and work at their own level and speed.**

Table 10: Principle of Language Teaching 4 & Principles of Materials Development (adapted from Tomlinson, 2010: pp. 96-97)

Richards (2014: p.26) reminds us of the concept of intercultural competence as a goal in teaching and argues that it should also be reflected in textbooks. As he explains it, language learning provides opportunities for learners to reflect on their own culture, as well as that which is embodied in the foreign language. Therefore, he (ibid: p. 27) sustains that textbook writing involves more than making decisions about how to teach English. It also involves considering how values are communicated through language.

Likewise, Pulverness and Tomlinson (2013: p. 446) propose that language and culture are 'inextricably intertwined'. They (ibid) go on to defend that, in order to equip leaners to manage essential aspects of meaning and to provide them with the necessary tools to identify and respond appropriately to the cultural subtext of language in use, language and culture need to be treated as two dimensions of the same system.

Finally, Saraceni (2013: p. 58) suggests materials should be based on themes that have global reach, yet have the potential for provoking culturally specific responses. In this sense, a local coursebook like the one being studied seems preferable to international materials, in that it may target specific learning situations more easily.

2.1.2 The ELT Coursebook: Genre and Structure

While the section above attempted to demonstrate that materials developers need to master theories of language acquisition and development, be sure of their framework of teaching principles, and be well-versed in how the target language is used, the current section aims to discuss the importance of understanding one's context and target audience in order to better develop ELT materials.

In the Systemic Functional Linguistics approach (Halliday and Matthiessen, 2014: p. xvii), henceforth SFL, genre is seen as a goal-oriented social activity, or, in Hood's (2013) words, the 'representation of the context of culture'. Applying the SFL, Wala (2013: p. 121) promotes the idea that coursebooks ought to be treated as a genre.

According to Wala (ibid), the instructional design of a coursebook can be considered a communicative act in itself, but a coursebook is also a dynamic artefact that contributes to and creates meaning, together with other participants, in the context of language teaching. The author (ibid) goes on to explain that it fulfils a need, a purpose, it performs a function, and conveys meaning.

In her analysis, Wala (ibid) concludes that coursebooks do not exist in a 'vacuum' – they exist for a reason and within a particular context of use, culture and rationale, and are also formed by these.

As regards the instructional design of an ELT coursebook, from SFL one might extrapolate that syllabus objectives are achieved through a Scope and Sequence, and methodology that are, in turn, accomplished by a multimodal code including language, visuals and task design (ibid: p.124), as shown in table 11 below.

	Coursebooks
Content	Syllabus objectives / outcomes
	Scope and Sequence, and methodology
Expression	A multimodal code of instructional design including language and visual elements
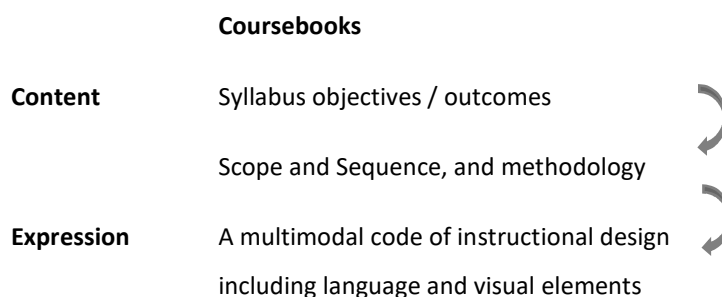
Table 11: The coursebook as a semiotic system: A systemic model of levels or strata in a coursebook unit, by Singapore Wala, 2013, p. 128

Generally, genres are known to be comprised of stages that are recognised as conventional or typical. In order to have a framework on which to base my comparison of the coursebook studied with the language coursebook genre later in the text, I chose to use the typical schematic structure in instructional units in ELT coursebooks, as proposed by Wala (ibid: p. 124):

TITLE ∧ INTRODUCTION ∧ LEARNING TASK ∧ LEARNING TASK ∧ (SERIES OF LEARNING TASKS) ∧ CLOSING

Table 12: Typical schematic structure in instructional unit in ELT coursebooks by Singapore Wala, 2013, p. 124.

Equating language and the instructional design of the coursebook as semiotic systems, Wala (ibid: p. 125) claims that the latter has resources for creating three kinds of meaning simultaneously – ideational, interpersonal and textual.

- The ideational metafunction would be the specific content that the coursebook carries – topics, themes, grammar rules, usage conventions, and so forth (ibid).
- The interpersonal metafunction in a coursebook is achieved through the interaction pattern determined by the instructional design of the activities. Interactivity is understood here to be an implied and assumed one-way action, where the student (and teacher) play the sole role of responder(s) (ibid: pp. 125-126).
- The textual metafunction aims to uncover how the ideational and interpersonal aspects of meaning come together within the coursebook, and its units of instruction, to form a coherent whole through which teachers and learners will navigate effectively towards the goal of managing language learning (ibid: pp. 126-127).

2.1.3 Materials Analysis and Evaluation

Language teaching materials are perused by countless stakeholders, ranging from students and teachers to publishers and educational authorities. All of these will bring principles, beliefs and presumptions to the reading process, influenced by their own personal experiences and sociocultural settings. Therefore, any culturally restricted, global list of criteria can never really apply in most local environments, leading us to the notion that criteria for coursebook analysis are emphatically local (Sheldon, 1988: pp. 241-242).

Ellis (1997: p. 36) categorizes evaluation of teaching materials as *predictive* and *retrospective*. Predictive evaluation is what users do prior to adoption so as to determine which coursebook is best suited to their purposes. Conversely, retrospective evaluation is what users do after a coursebook has been used, in order to determine whether or not the chosen material has fulfilled their needs and expectations (ibid: p. 36-37).

As Sheldon (1988: p. 245) argues, coursebook evaluation is not done only once. When a coursebook is selected, its success or failure can only be significantly determined during and after its use in the classroom (ibid). This is why retrospective evaluation of materials acquire special importance. After all, this type of evaluation provides the teacher with information to determine whether it is worthwhile to use the material again, which activities 'work' and which do not, and how to change or adapt the materials to make them more effective for future use. (Ellis, 1997: p. 36).

Similarly, Rea-Dickins and Germaine (1993: p. 29) define three phases of evaluation criteria for coursebooks, as represented in the diagram below:
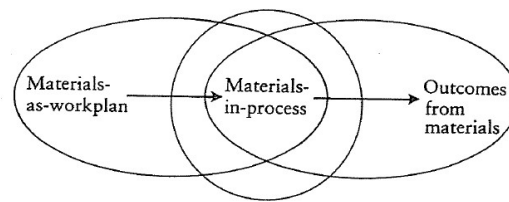
Figure 1: Three phases of materials evaluation by Pauline Rea-Dickens and Kevin Germaine, 1993, p. 30 (after Breen, 1989).

Evaluating materials-as-workplan relates to Ellis's *predictive* evaluation, in that the criteria here will be those used for deciding which book is best for one's teaching context. When we analyse classroom materials in this way, we are evaluating their theoretical value, or, in other words, their construct validity (ibid).

However, in order to ensure a comprehensive evaluation of materials used, we ought to gather information on how learners and teachers actually use and react to them. This is achieved through evaluation of materials-in-process (ibid: p. 31). When systematized, this phase of materials evaluation may also be referred to as empirical (Rea-Dickins and Germaine, 1993: p. 34), and it allows us to collect data that might be used as indicators as to whether the materials are 'successful' or not (ibid).

The view revealed above is supported by other prominent names in literature. McGrath (2002: p. 14) makes the case for evaluation as a cyclical process, moving from pre-use to in-use, and finally to post-use evaluation. In the same vein, Garton and Graves (2004: p. 2) note that any view of materials that neglects their actual use by teachers and/or learners can only be partial.

Finally, outcomes from materials, as depicted in Figure 1 above, correspond to the 'relative achievements of learners' (Rea-Dickins and Germaine, 1993: p. 31), which, though not within the scope of this study, have the potential to amplify the reach of any evaluation process.

When referring to empirical analysis, Ellis (1997: p. 37) introduces the concept of micro-evaluation. The author claims that an empirical evaluation can be made more manageable through micro-

evaluation. Whereas macro-evaluation calls for an overall analysis of an entire set of materials, which may be a daunting enterprise, in a micro-evaluation, the evaluator selects one particular teaching task in which they have a special interest and submits it to a detailed examination (ibid). By the same token, Littlejohn (2011: p. 186) supports that, since the length of most materials would make it impractical to analyse their entire content in depth, a snapshot impression of the general nature of a set of materials may be achieved through analysis of about 10 to 15 per cent of the total material, ideally chosen around the middle.

Even though a sequence of micro-evaluations can serve as the basis for an ensuing macro-evaluation, a micro-evaluation by itself can work as an efficient and valid way of carrying out an empirical evaluation of teaching materials (Ellis, 1997: p. 37). Thus, this is the route I have taken in the course of this study and which I will follow in subsequent chapters.

2.2 Affective engagement

2.2.1 Concepts

Arnold (2009: p. 145) suggests that the term *affect* refers basically to 'the area of emotions, feelings, beliefs, moods and attitudes, which greatly influence our behaviour'.

In language teaching, Stevick's (1980: p.4) contribution still remains valid. The author claims that the relationships that are forged and the interactions that happen between people in the classroom have a greater impact on learner success than materials, techniques or linguistic analysis. Arnold and Brown (1999: pp. 8-23) seem to have been quite successful in listing aspects of both dimensions of affective language learning and teaching, as follows:

i. Individual Factors: what goes on inside people refers to individual factors, such as:
   a. anxiety,
   b. inhibition,
   c. extroversion-introversion,
   d. self-esteem,
   e. willingness to take risks,
   f. self-efficacy,
   g. motivation, and
   h. learning styles.
ii. Relational Factors: what goes on between people are relational aspects, such as:
   a. empathy,
   b. cross-cultural processes, and

c. classroom transactions.

Current debate around the importance of addressing education as a bold venture, whose goal is developing the whole person, has thrown light on the dyad of *affect* and *cognition.* It is now well established that affective and cognitive dimensions of learning ought to be considered complementary. In fact, research shows that cognition and affect are inextricably intertwined. By way of illustration, Schumann (1994: pp. 239-241) postulates that, neurologically speaking, affect is part of cognition. One reason for this is that an affectively positive environment puts the brain in the optimal state for learning: minimal stress and maximum engagement with the material to be learned (Arnold, 2009: p.146). It is now well established by brain research that, when in a positive state of mind, a learner is able to learn and recall better.

Another concept that seems relevant to form a more comprehensive view of affective engagement within and beyond the barriers of ELT is *flow*. As defined by Csikszentmihalyi, Abuhamdeh and Nakamura (2014: p. 230), flow is a subjective state that people report when they are absolutely connected with something, 'to the point of forgetting time, fatigue and everything else but the activity itself'. Goleman (1995: p. 90) highlights the link between flow and affect when stating that flow symbolizes the utmost control of emotions in the service of performing and learning. In flow, the emotions are not just controlled and directed, but positively invigorated and focused on the task at hand (ibid).

Commenting on the structure of flow, Csikszentmihalyi (2014: p. 150) posits that it occurs when an activity captures one's undivided attention, making them act with total concentration, and allowing them to respond to greater challenges with increasing skill. The activity must provide clear and unambiguous feedback. When all of these elements come together, the person will tend to enjoy the activity for its own sake. In these circumstances, we may argue that we have achieved the ideal state for effective learning.

2.2.2 Accounting for Affective Engagement in Materials Development

While most opportunities for promoting affective engagement in learning lie within the intrapersonal-interpersonal spectrum of classroom life, it is also true that we can use materials as allies for forging successful relationships and effective, durable learning.

Arnold (2009: pp. 147-148) provides suggestions on how to do this when she mentions that special classroom activities may be designed both to provide useful language work and to increase personal meaning, motivate, reduce anxiety or give students confidence in their ability to learn and speak the target language.

Moving from a single-activity perspective to a more general approach towards pedagogy, some suggest stimulating the growth of intrinsic motivation in the L2 classroom by involving students in content-based activities related to their interests, which focus their attention on meaning and purposes rather than on verbs and prepositions (Arnold and Brown, 1999: p. 15). After all, the language classroom may borrow from any subject matter or knowledge area. Teachers and learners can talk, read and write about whatever they want (Arnold, 1998: p. 235).

Borrowing from Second Language Acquisition theory (henceforth SLA) to lightly tap into the process of materials writing itself, we may argue that the first step towards affective engagement is to use writers who are genuinely interested in telling a story, and who are concerned with and attentive to the audience (Krashen, 2009: p. 186). Primarily, their job begins with answers to questions such as: 'Do members of the intended audience understand my story? Do they enjoy it? Do they find it interesting? Would they read it on their own (not as an assignment)?' If the answers to these questions are in the affirmative, SLA tells us that that the text is linguistically appropriate (ibid). Extrapolating, we might say that this text will be both linguistically appropriate and affectively engaging.

In the end, it is Chomsky's powerful statement that should guide all efforts in materials development. 'The truth of the matter is that about 99 percent of teaching is making students feel interested in the material' (Chomsky, 1988: p. 181).

2.3 Young Learners Learning Languages: the Age Factor

In this last section of this literature review, I will provide a brief account of the issues concerning young learners learning languages. I will draw heavily on Cameron's (2001) work for reflections on what 10-11 year-olds are able and willing to understand and produce in an additional language.

Children learning an additional language have already learnt a first one, so they bring with them a great deal of experience of language and life, and other natural abilities that help them learn English (Moon: 2005: p. 1). This assertion is, in truth, valid for most additional language learners. What does make a difference and brings potential benefits to learning is the fact that children's desire to communicate is very powerful. If children are engaged in an interesting activity, they will talk away happily, which means that they will get plenty of practice using the language (Cameron, 2001: p. 94).

According to Piaget's Theory of Cognitive Development, around middle childhood, children develop a conscious awareness of language that allows them to think about it, judge it and manipulate it much as adults do (Twyford, 1988: p. 2). Developing an awareness of language enables children to think

about the appropriateness of what they say and of what they are told, and to segment language into units (ibid).

The above seems to have a clear relationship with ELT theory. Cameron (2001: p. 139), for instance, supports that teaching reading and writing can employ any transferable teaching knowledge and skills from first language literacy, such as sounding out words and breaking words into syllables or morphemes.

Still on the topic of teaching reading and writing to children who are around 10 years of age, it is believed that their first language oracy and literacy are quite firmly established (ibid). Children this age understand about how written text works and are in control of the fine motor skills needed for writing, leading us to conclude that reading and writing can be part of language learning programmes at this age, even for beginners (ibid). It is worth mentioning, though, that only familiar vocabulary and grammatical structures should be used initially in written form.

As for speaking, here understood as participating in spoken discourse, it makes different, greater demands than listening and understanding. When too much is demanded, Cameron (ibid: p. 71) observes that children will tend to produce single words or formulaic sequences – also referred to as chunks of language. However limited these formulaic sequences may seem, they help children communicate when they have very little language (Moon, 2005: p. 6).

Another relevant aspect of ELT for children is the need for plenty of short practice activities that may help build productive language for use in discourse (Cameron, 2001: p. 71). The specialist (ibid: p.94) reminds us that young language learners have the chance of developing a robust body of words useful for progressive learning, together with lexis that is learnt because they carry personal interest at that age. However, early vocabulary learning may be inefficient if words are not practised and reinforced frequently.

Lastly, rather than explicitly using metalanguage with learners this age, teachers seem more likely to be successful by giving children a sound basis in using the language, while encouraging curiosity and talk about patterns and contrasts in and between languages (ibid: p. 121).

Turning back to materials development, one could say that every aspect of teaching languages to young learners mentioned above validates the current understanding that language teaching materials for primary school children must take into account the holistic development of the young learner, who is still developing- not only linguistically, but also cognitively and psycho-socially (Ghosn, 2013: pp. 263-266).

3. Research Methodology

This was a small-scale study that used qualitative data collection methods, as shown in the table below.

Date	Research Focus	Research instrument	Location in dissertation
August 2017	Selection of participant group		
30 August – 11 September 2017	Observation of the coursebook in action	Lesson Observation Form: note taking instrument to be used during lesson observations	Appendix 1
		Post-observation Form: a set of evaluation criteria aiming to reveal which aspects of the classroom environment and of the coursebook promote engagement	Appendix 2
11-18 September 2017	Collection of learners' views	Individual Questionnaires	Appendix 3
18 September 2017	Elicitation of learners' views	Workshop Plan	Appendix 4
		Companion Slides	Appendix 5
19-30 September 2017	Initial analysis		
28 November 2017	Elicitation of teacher views	Interview Guide	Appendix 6

Table 13: Schematic presentation of research stages and instruments

In order to collect data concerning what engages 10 to 11 year old children affectively within their coursebook, I chose to use qualitative research methods. Qualitative research is interested in personal viewpoints, experiences and emotions of individuals and, thus, its clear goal is to explore participants' views of the situation being studied (Dörnyei, 2007: p. 38). Therefore, it seemed to be

the appropriate choice to provide me with the means and tools to answer my research questions, as stated in section 1.2 above.

The small group size together with the very specific context, namely the coursebook under investigation and interpretations of affective engagement, means that, though I hope this study will have an impact within my professional setting, it is not meant to be generalised to a wider context. This being so, it should rather be considered to be a project whose focus is on a particular case. Consequently, validity was more significant than reliability during the course of this study (Hopkins, 2008: p.139).

In order to corroborate overall interpretations and, thus, ensure research validity, I chose to use triangulation of data sources, collected from three different standpoints – the learners', the teachers' and my own (Dörnyei, 2007: p. 165).

3.1 Selection of the Participant Group

The group of learners who participated in this study were a convenience sample (Dörnyei, 2007: p. 129), selected based on the match between my time availability and a fellow teacher's willingness to open her classroom to me for my research.

The group was comprised of thirteen learners in total, with 9 boys and 4 girls. Six learners were 10 years old, six of them were 11, and one girl was 9 at the time of the study. They were Junior D level learners at CIISA (which corresponds to the CEFR A1 level, as stated in section 1.5). English classes were held from 11h40 am to 12h55 pm and learners came straight from school. In Brazil, school is only about 5 hours a day, and students attend either in the morning or in the afternoon. This group attends school in the morning, from 6:30 am to 11:30 am.

Ten and eleven-year-olds were chosen because they are usually past the typical excitement younger learners demonstrate towards learning English during the first year(s) of study. In addition, they tend to be more aware and critical of classroom dynamics. At the same time, they have not yet reached the teenage years in which new emotional and cognitive factors add extra complexity to the affective engagement aspects focused on in this study.

The number of learners in class was also taken into consideration. Thirteen was a good number of learners because it represents an average size in young learners' groups at CIISA (although the maximum size is twenty per class, this total is not usually reached).

Considering the above criteria, the choice of participants fit both my particular needs and helped guarantee the chosen group was broadly representative of typical groups within my context.

3.2 Classroom Observation Notes

Although Richards and Morse (2013: p. 130) warn us that it is virtually impossible to observe without some participation, I entered my colleague's classroom as a non-participant observer. I used a combination of open observation methods and focused observation. In the former, the observer aims to be able to subsequently reconstruct the lesson (Hopkins, 2008: p. 87), while the latter helps focus and refine the observer's judgement (Hopkins, 2008: p. 89).

I devised two instruments for collecting data in this stage of my research: a Lesson Observation Form for taking notes during lesson observations (Appendix 1) and a Post-observation Form (Appendix 2).

I aimed to keep the Lesson Observation Form open enough so it could be used as a framework for note-taking. After all, as Cohen et al. (2005: p.188) suggest, the researcher needs to first observe what is taking place before deciding on its significance for research. The first four columns [**Time, Timing, Activity and Description**], as shown in Figure 2, allowed for factual and procedural accounts of what went on during each stage of the lessons. The **Comments** column, on the other hand, served the purpose of registering the reactions of learners during the class.

Appendix 1: Lesson Observation Form

Date:	
Class:	Course book lesson:
Teacher:	No. of children present:

Note taking instrument for during-class observations

Time	Timing	Activity	Description	Comments

Figure 2: Lesson observation form - categories for note taking, as per Appendix 1.

As a focused observation tool, I used the Post-observation Form containing 16 'Yes or No' questions related to the research questions, i.e., affective engagement. With the dichotomous scale items, I aimed to reveal which aspects of classroom environment and coursebook to promote engagement, in my own view. I needed to draw on external sources to help focus on my observations (Hopkins, 2008: p. 89). Thus, based on the findings from my literature review, I devised a form consisting of two sections.

The first section, containing 6 questions, as shown in Figure 3 below, was intended to address players and circumstances relevant to affective engagement during a lesson other than the material. I did not intend to produce an exhaustive list, but rather to cover other dimensions of the classroom experience that, as mentioned in section 1.2 of this study, contribute to the interaction dynamic of a lesson (Allwright 1981: pp. 14-16).

Appendix 2: Post-observation Form

CRITERIA	Y	N	NA	Comments
Was the environment conducive to learning?				
1. Was there a trusting and relaxing atmosphere in class?	✓			
2. Was the classroom environment attractive?		✓		
3. Was there good rapport between the students and the teacher?	✓			
4. Did students feel at ease to contribute?	✓			
5. Were there discipline problems interfering with the lesson implementation?	✓			
6. Did the seating arrangement promote interaction?	✓			

Figure 3: Post-observation form – First section: Was the environment conducive to learning?, as per Appendix 2

In the second section of the form, I focused on aspects I thought to be relevant regarding instructional materials and their relation to affective engagement, as shown in Figure 4.

Appendix 2: Post-observation Form

CRITERIA	Y	N	NA	Comments
Were the students affectively engaged in the lesson?				
7. Was it easy for students to navigate the double-page spread of the lesson in the book?	✓			
8. Were students interested in the theme of the lesson?	✓			
9. Was the thematic content relevant for students?	✓			
10. Was the thematic content culturally appropriate?			✓	
11. Did the topics and texts of the lesson serve as a window into learning about local and target language cultures?		✓		
12. Was there a relationship between the content of the lesson and real-life situations?	✓			
13. Did the activities foster meaningful communication?	✓			
14. Were the tasks/activities cognitively suitable, considering students' level of linguistic competence and age?	✓			
15. Was there a variety of activity types in the lesson?		✓		
16. Did students seem to enjoy the lesson?	✓			

Figure 4: Post-observation form – Second section: Were students affectively engaged in the lesson?, as per Appendix 2.

After the participant group had been selected, I naturally shared both instruments with the teacher. Although, in this case, no modifications were suggested, one should never forget that the use of tools

and criteria during lesson observations should be negotiated, shared and understood by all those involved (Hopkins, 2008: p.89).

3.3 Student Questionnaires

Student questionnaires are described as an 'introspective' data collection method, since they involve respondents reporting on themselves (Wallace, 1998: p. 124). For the purpose of this study, I wished to obtain personal perceptions of the importance and worth of activities, opinions and preferences, and these are among the wide range of data that can be elicited using questionnaires, and that can be recorded for subsequent analysis and reflection (ibid: p. 125).

Questionnaires are reputed to be easy to administer, quick to fill in and able to provide direct comparison of individuals (Hopkins, 2008: p. 120). Additionally, the questionnaires devised for this study were designed with an age-appropriate lay-out, so they would have face validity to participants, in that they resembled teaching tasks learners are used to carrying out. Another positive aspect of the use of questionnaires with children aged 10-11 is that, contrary to what may be said about interviews (ibid: p. 111), these instruments allow young learners more room and time for articulating their ideas and thoughts.

Student questionnaires were distributed on 11 September 2017, the same day I observed the last class of the group. There was a brief induction during which the children received instructions on how to perform the tasks proposed.

Students were encouraged to answer the questionnaires individually and had a week to do so, since I collected them on 18 September, the day I ran the creative workshop. The questionnaires contained 5 open-ended statements, in Portuguese, that invited children to provide information about their favourite daily activities, free time preferences, likes and dislikes (Appendix 3). Though Hopkins (2008: p. 118) admits that questionnaires are an agile and simple way of getting detailed, valuable information from learners, the author also advises of the importance of being relatively unsophisticated in the planning of the questions (ibid). For this reason, I used simple, short and straightforward statements, such as 'What I like doing most during the week is…' in participants' L1 (as depicted in Figure 5), so as to avoid shifting their attention from completing the statements to understanding or interpreting what to do. The translated text in green was only incorporated into the original questionnaires for ease of reference for my dissertation readership.

Figure 5: Individual questionnaire, as per Appendix 3.

3.4 Creative Workshop

After having observed 4 lessons of the selected group and distributed the questionnaires to participants, I devised the workshop plan (Appendix 4) and companion slides (Appendix 5). I had initially planned to run two consecutive one-hour-long workshops, but the teacher fell behind schedule and I had to adjust planning to run one session only, with a duration of 1 hour and a half.

A limitation I faced from the start was the fact that, if I wanted my study to focus on one of the young learner groups at CIISA, I would have to do it without any loss in the number of lessons during the term. As Darsø (2001: p.203) suggests, workshops are, on the one hand, authentic, as they aim to fulfil participants' expectations to achieve something related to their own interests, and, on the other hand, specifically designed to fulfil the research objective of producing reliable and valid data. In other words, workshops bring us close to practice without being in practice (Ørngreen and Levinsen, 2017: p.78). In my case, then, choosing the workshop as one of the settings in which data could be collected seemed to be a suitable choice.

Another reason that made me include the workshop in my research instruments is the fact that they appear to be an effective way of supplementing the limitations of questionnaires. Among a few

other disadvantages of applying questionnaires to young learners, Hopkins (2008: p. 120) indicates that children may be fearful of answering candidly and they will naturally try to produce what they consider to be 'the right' answers. In contrast, as discussed in the paragraph above, workshops may engage participants in an authentic task (Darsø, 2001: p. 203), thus helping lower affective filters (Krashen, 2009: p. 32) and maximise the potential for genuine, valid responses.

Thereby, data collected from the combination of individual questionnaires and the creative workshop would assist me in gaining a more rounded picture of learners' views regarding my research focus.

With reference to Dulay, Burt and Krashen, Stevick (2005: p.44) defines one's 'affect towards a particular thing- or action or situation or experience– as being the way that thing- or that action or that situation or that experience- fits in with one's needs or purposes, and its resulting effects on one's emotions'. Given this, and taking into account the several variables related to affective engagement within the classroom environment, the tasks devised for the workshop were designed to enable the children to react to different aspects of their lives, both outside and inside the classroom. Therefore, the workshop was meant to serve as a research instrument to collect input regarding:

- participants' habits, tastes, likes and dislikes;
- the kind of entertainment participants consume;
- which media and platforms they consume it from;
- which daily activities take up their time, both inside and outside school;
- which themes and topics they value;

Eventually, it aimed to identify activities that promote engagement and involvement within their coursebook. I did this by inviting participants to identify, on any pages of their choice, the features, topics, texts, tasks, images and/or illustrations they found provocative or evocative of some sort of emotion, opinion, personal view or reaction. They were also given the choice of indicating any activities they found bland, trivial or uninteresting.

Through these, I hoped to be able to relate participants' individual and socio-cultural perspectives on affectivity to the way they react to the lessons contained in their English language coursebook (Arnold & Brown, 1999: p.1).

3.5 Initial Analysis and Interview with Teacher

My initial analysis of the questionnaire and workshop data indicated that my study would profit from collecting more input as to whether and which aspects of the coursebook might relate to learners'

affects, and, thus, be more engaging. Therefore, I had two main objectives when I set up the interview with the teacher:

- To gain insight into whether the teacher's perception matched that of the learners with respect to aspects of the coursebook that might foster learner engagement.
- To gain further details supporting the responses obtained during the creative workshop.

The data collection phase was thus completed with a single, semi-structured interview with the teacher of the participant group. For reasons stated above, the interview guide (Appendix 6) was developed based on the data collected from the lesson observations, questionnaires and the workshop I had conducted.

The semi-structured interview is suitable for cases when the researcher is able to analyse the phenomenon or domain in question well enough and is capable of previously developing general questions about the topic, but does not want to use ready-made response types that would restrict the depth and breadth of the respondent's account (Dörnyei, 2007: p. 136). Thus, it was an appropriate choice of data collection method.

It is worth mentioning, though, that I was quite concerned about issues regarding the validity of this interview. While I strived to keep a balance between non-judgemental neutrality and empathetic understanding and approval (ibid: p. 141) in the way I conducted the interview, I was aware that, due to my position at the company, the teacher might have tried to display herself in a better light (ibid: p. 144). As publishing manager, I am seen as hierarchically superior to teachers within the organisation. On the other hand, I had made sure there was enough data for triangulation. As Dörnyei (2007: p. 66) reminds us, triangulation has been traditionally seen as one of the most efficient ways of reducing the chance of systematic bias in a qualitative study because, if we come to the same conclusion about a phenomenon using different data collection/analysis methods […], convergence offers strong evidence of validity.

4. Reporting Research Findings & Data Analysis

4.1 Lesson Observations

4.1.1 Observation on 30 August 2017

After choosing the participant group and agreeing on the course of investigation with the teacher, this was the first lesson I observed. I was a little concerned about this first observation, for two main reasons. As an external observer, I might cause uneasiness in either the teacher or the students,

especially on my first visit, hence influencing group dynamics. In addition, I had observed many lessons at CIISA before and, quite often, teachers moved radically away from the coursebook, which, in this case, would make observations virtually useless for the purpose of my study. Luckily, I soon discovered that the teacher was indeed following the Teachers' Guide (henceforth, TG) flow of activities and instructions closely.

Regarding group dynamics, I honestly feel that, apart from the first ten minutes when the students were trying to put on an act to impress the observer (me), they were mostly spontaneous. All thirteen students come straight from a neighbouring regular private school, which means that by the time they get to CIISA, they have had about 5 hours of schoolwork. The group is composed of 9 talkative, lively boys and 4 generally quieter girls.

The lesson observed was Lesson B3 of the Students' Book (henceforth SB), Appendix 7. As stated in the TG (Appendix 8), the main aim of Lesson B3 was to enable learners to *compare people and things*. The theme was School Subjects.

Figure 6: Thumbnail of Lesson B3, SB, as per Appendix 7.

Figure 7: Thumbnail of Lesson B3, TG, as per Appendix 8.

From my own notes and observations (Appendix 9), I concluded that students were particularly engaged with the topic of school subjects and with activity 1, Word Factory, in which they had to put star stickers next to the subjects, based on their personal preferences. Some students were so involved in the activity that they subverted what was asked and added as many stars as they wished next to their favourite subjects.

Quite surprisingly, to me, students were quiet and focused during activity 4, in which they conducted very controlled practice of the grammatical focus of the lesson, as in *'Maths is more difficult than English'.* What they seemed to enjoy the most was the fact that it was an individual, written activity.

On the contrary, students were quite disheartened when faced with the difficulty of using noun phrases, as in '*Being a doctor is more exciting than being a police officer'*. Neither the material nor the teacher had actually prepared them to use this structure before this point. Added to this was the fact that, by then, students were inattentive and tired. The teacher lost control of the group and the lesson ended quite abruptly and in a low key.

4.1.2 Observation on 4 September 2017

On day 2 of the lesson observations, I realized that, regardless of my presence in class or not, the boys were noisy and quite difficult to handle. The girls were more attentive, and a bit quieter. Furthermore, the teacher's average classroom management skills often allowed discipline problems to come up and interfere with lesson implementation. At the beginning of this lesson, for instance, the teacher spent 20 minutes on homework correction, which was originally planned for 10 minutes.

The lesson observed was Lesson B4 of the SB, Appendix 10. As stated in the TG (Appendix 11), the main aim of Lesson B4 was to extend work on *comparing people and things*, and to introduce the *adjectives better*, *worse*, and *cheaper*. The theme was *Different Ways to Travel around London*.

Figure 8: Thumbnail of Lesson B4, SB, and multimedia activity MMB4.2, as per Appendix 10

Figure 9: Thumbnail of Lesson B4, TG, as per Appendix 11

Analysis of the data collected (Appendix 12) led me to conclude that students were enthusiastic about the multimedia game (MMB 4.2), and seemed to enjoy the topic as well. What they seemed to enjoy the most was discovering curious facts about London. One student claimed that the competition was not fair because there was a boy who had already been to London in the other group. Another learner gladly announced that he was going to visit the city in December that year. Throughout the game, students were generally engaged- to the point that, in two instances, a couple of boys hid their eyes, showing anticipation of the correct answer. They said '*Oh, I can't look*!'.

During the language presentation stage, in activity 4, students had difficulty understanding the meaning of 'better' and 'worse'. As soon as the teacher realized several students were unable to perform the task, she acknowledged her instructions were not clear and went over the activity again. The truth of the matter, though, is that the activity assumed a strictly inductive approach to language, for which the lesson did not provide enough support. Context offered by the text proved insufficient to guarantee understanding of the semantics of the words taught.

In activity 5, students were especially interested in talking about food. The whole group was engaged and wanted to share opinions. Although food was only one out of the five items they were supposed to compare, most students spent all the time allotted to the activity talking about food.

The final activity of the lesson was activity 6. When the teacher announced they would listen to a song, one of the boys said loudly '*Song no…not a song*!'. As it turned out, the learners did not enjoy the song. It has a mellow, soft rhythm and children this age seem to enjoy upbeat songs better. Even so, I suppose they would have enjoyed dancing and working through the lyrics if the teacher had shown a more positive, involving attitude.

4.1.3 Observation on 6 September 2017

In this lesson, the teacher decided to take measures regarding discipline problems. She used the first 20 minutes of class to introduce the idea of a colour coded self-evaluation behaviour chart that, from that day onwards, was to be completed at the end of every class by learners themselves, with green, yellow or red dots. A few students agreed that they had not been behaving well, but most of them seemed to accept the teachers' proposal without being very sure about her reasons. The one positive aspect of this action was that the teacher did not take a judgmental position at any time and consistently reinforced the idea that she believed students were capable of telling good behaviour from bad.

The lesson observed was Lesson B5 of the SB, Appendix 13. As stated in the TG (Appendix 14), the main goal of Lesson B5 was to provide a general revision of comparative of adjectives, through the context of the fable of The Hare and The Tortoise.

Figure 10: Thumbnail of Lesson B5, SB, and multimedia activity MMB5.5, as per Appendix 13

Figure 11: Thumbnail of Lesson B5, TG, as per Appendix 14

Going back to my notes, to be found in Appendix 15, I was reminded that the teacher made an erroneous choice when she introduced the topic of the lesson. As a preparation for activity 2, the teacher told learners they were going to talk about books and asked them if they liked reading. Students were so excited about the theme that most of them got the books they were reading from their backpacks to show them to the teacher and classmates. The teacher acknowledged students' interests and encouraged them to exchange a few ideas about their readings. Sadly, though, as soon as the teacher asked the learners to put their books away and referred them to the SB, most of the group was frustrated. To me, students were frustrated because the teacher introduced the lesson by saying they were going to talk about books, but, in fact, the actual topic was The Hare and The Tortoise fable. I also feel the text chosen was unable to keep students engaged. They all knew the story; hence, there was no discovery, surprise, fun or enjoyment.

In activity 3, in pairs, students read and listened to the story and filled in the gaps with the comparative form of adjectives. The children enjoyed doing written work. Most of them remained on task until the end. Here, although all the students had heard the story before, at least half the class

had trouble completing the last box. **Tortoise**: *You are not [6] faster than me, Mr. Hare. You are not [7] better than me. But you are [8] lazier.* It seemed that the implicit sarcasm in the tortoise's speech was far too difficult for students to grasp.

Activity 4 proposes a Review Box, in which students have to use the comparative form of adjectives provided in brackets to complete sentences, e.g. *The hare is (4) _____ than the tortoise. (lazy)*. It was clear that some children were still struggling to use the correct form of comparatives in sentences, but the fact that the task had a clear, organized layout and was concise aided students' understanding and systematization of language. Here, again, learners were quite engaged while doing written activities.

The digital activity MMB5.5 prompted children to retell the story using their own words by showing them animated scenes without words. The digital activity captured students' attention. They enjoyed the challenge of trying to recall parts of the story from memory. On the other hand, since the teacher conducted the activity with the whole class and did not call on students, at least three or four students (weaker ones, especially) were totally inattentive and ended up being left out of the activity. It is worth mentioning that the TG does not make any suggestions as to the pattern of interaction that could be used so as to promote equal student participation.

The teacher was unable to cover the complete lesson plan because of the 20 minutes invested at the beginning to introduce the self-evaluation scheme to the group.

4.1.4 Observation on 11 September 2017

Once again, students were mostly inattentive and disruptive. Even the quieter students were rather aloof, and my general impression was that, on that particular day, most students did not understand much of what was said. For this reason, teacher talking time was high. To make matters worse, she experienced technical problems with the pen for the interactive white board (IWB); consequently, there was less written anchoring than in previous lessons.

The lesson observed was Lesson C1 of the SB, Appendix 16. As stated in the TG (Appendix 17), the main aim of Lesson C1 was to enable learners to describe people, things and animals using the superlative of adjectives.
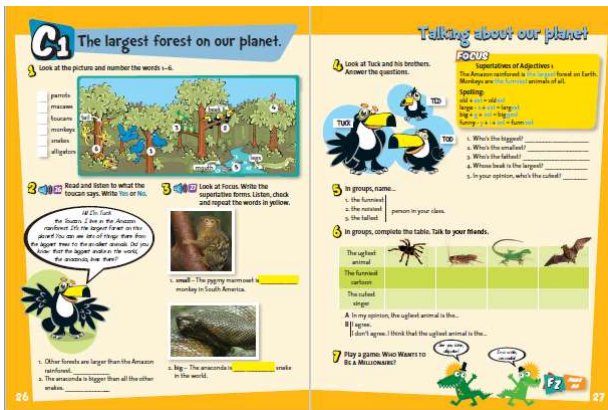
Figure 12: Thumbnail of Lesson C1, SB, as per Appendix 16
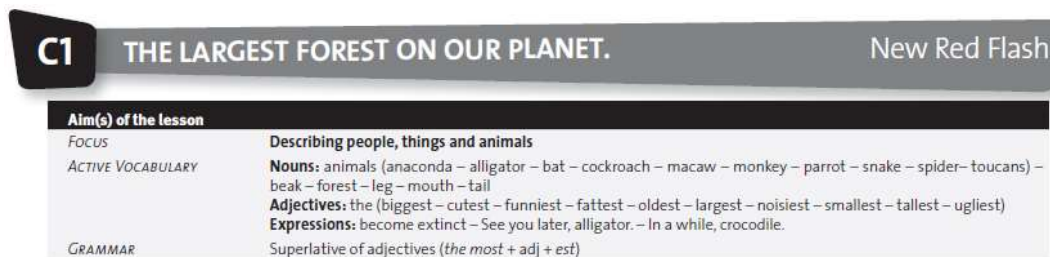
Figure 13: Thumbnail of Lesson C1, TG, as per Appendix 17

Upon examination of my notes (Appendix 18), I deduced that there were few moments of learner engagement during this lesson. In activity 4, the teacher referred students to the picture of Ted, on SB pg. 27. She asked '*What animal is this?'* (A toucan), exploited vocabulary related to parts of the body of the bird (beak, legs, etc.) and introduced the target language item by asking '*Which toucan is the smallest?', 'Which toucan is the biggest?' etc.* Here, what students did enjoy was playing with the sounds Tuck, Tod, Ted, the names of the toucans in the lesson. In activity 5, the teacher divided the class into groups of three, referred them to the adjectives on pg. 27, SB, and explained that they would have to agree on the name of a classmate for each characteristic. The teacher asked '*Who's the tallest person in class?'* Students gave their opinions, all at the same time. The teacher invited the whole group to stand up and form a line, from the shortest to the tallest. The teacher elicited '*Antonio is the tallest'*, and asked '*Who's the shortest?'* Students replied '*Ana Paula Cunha'*. Students worked in groups to discuss and reach an agreement for the other two items. The teacher monitored and offered help as necessary.

The teacher showed genuine interest in students' opinions and students were quite willing to contribute their answers. However, several boys spoke at the same time. Lack of classroom management was evident: there was no nomination of learners or asking for complete sentences (so students might have had some further practice on the superlative).

4.1.5. An Overview of Lesson Observations

During the course of the lesson observations, I filled in the post-observation form according to pre-established criteria, as mentioned in 3.2 above. The compilation of results, as shown in the table below (also in Appendix 19), revealed that aspects related to classroom environment and teacher-student relationship did not suffer changes from one lesson to the other. This being so, and given that such aspects are not within the scope of the present study, I chose to reduce the discussion of such variables within the present analysis.

There is one aspect that deserves some attention, though. The teacher's poor classroom management skills resulted in discipline problems (Question 5 of the post-observation form, henceforth Q. 5) in the 4 lessons observed. I acknowledge the fact that the group was noisy and difficult, but if she had managed to establish and maintain classroom routines, it is likely that classes would have been more engaging and, possibly, more effective.

Post-lesson observation form

CRITERIA	Teacher: 1 Learners: 13		
Was the environment conducive to learning?	**Total YES**	**Total NO**	**Total N.A.**
1. Was there a trusting and relaxing atmosphere in class?	4	-	-
2. Was the classroom environment attractive?	-	4	-
3. Was there good rapport between the students and the teacher?	4	-	-
4. Did students feel at ease to contribute?	4	-	-
5. Were there discipline problems interfering with the lesson implementation?	4	-	-
6. Did the seating arrangement promote interaction?	4	-	-
7. Was it easy for students to navigate the double-page spread of the lesson in the book?	4	-	-
Were the students affectively engaged in the lesson?			
8. Were students interested in the theme of the lesson?	2	2	-
9. Was the thematic content relevant for students?	4	-	-
10. Was the thematic content culturally appropriate?	4	-	-
11. Did the topics and texts of the lesson serve as a window into learning about local and target language cultures?	1	3	-
12. Was there a relationship between the content of the lesson and real-life situations?	4	-	-
13. Did the activities foster meaningful communication?	4	-	-
14. Were the tasks/activities cognitively suitable, considering students' level of linguistic competence and age?	2	2	-
15. Was there a variety of activity types in the lesson?	4	-	-
16. Did students seem to enjoy the lesson?	2	2	-

Table 14: Observation criteria and data compilation, as per Appendix 19

In the 4 lessons, content was both relevant (Q. 9) and culturally appropriate (Q. 10). Topics such as school subjects, travelling around London, *The hare and the tortoise* fable, and the rainforest are all age-appropriate; yet, not all four of them were able to promote interest (Q. 8) or instil the same enjoyment (Q. 16) in students, in general.

Except for the *Out & About in London* text, in lesson B4, the lessons did not serve as windows into learning about local and target language cultures (Q. 11). Judging from students' vibrant reaction to the digital activity and the topic of the text, exploiting cultural aspects in coursebooks seem to be a safe approach towards achieving affective engagement.

There was a clear relationship between lesson content and real-life situations (Q. 12) in the 4 lessons. I can easily picture 10-11-year-olds talking about their favourite school subjects, as well as describing and comparing their friends' physical characteristics in contexts other than the classroom. Similarly, it may be argued that the activities suggested in the coursebook to get students to use language always fostered meaningful communication (Q. 13).

There was a variety of activity types in the 4 lessons (Q. 15). The participant group was engaged by the different activities proposed in the coursebook, especially those in which they would have to share personal information. They particularly enjoyed sticking stars next to school subjects to show preferences. Here, in addition to personalising information and discussing a relevant topic, the stickers seem to have played an important role in maintaining interest. One reason for that might be the fact that stickers, and the use that was made of them, allowed for student intervention within the coursebook, and this, in turn, fostered a sense of ownership.

Another type of activity that kept students' on task and engaged were the ones that had students performing written work. Here, it seems students both enjoyed and needed the *heads down* moment in order to focus on and build confidence in working with the language.

In both cases- the sticker activity and the written exercises- there were hands-on moments. As short as they may have been, they seem to have added interest to the lesson through means other than theme-based enjoyment.

Lessons B3 and B4 involved issues concerning the level of cognitive challenge posed by a few of the activities (Q. 14). In Lesson B3, activity 5, the TG did not anticipate problems with using NOUN PHRASES + comparative of adjectives. In Lesson B4, activity 4, the level of difficulty posed by the language discovery activity was too high for the students' level of linguistic competence. What stood out here is that, in both instances, the TG failed to provide detailed instructions and/or procedures on how to address language presentation.

4.2 Student Questionnaires

Out of thirteen students, twelve answered the questionnaires fully and one only answered the first three questions. The answers to all of the qualitative questions are available in Appendix 20, and were categorised and illustrated in the 5 bar charts below. The total number of responses for each chart exceeds thirteen due to multiple answers from single respondents.

1. What I like doing best during the week

- Playing videogames
- Watching Japanese anime
- Playing football
- Maths class
- Studying languages
- Science class
- Theatre lessons

(0 1 2 3 4 5)

2. What I like doing best at the weekends

- Sleeping
- Staying home with family
- Playing videogame
- Travelling
- Playing Sports
- Going out with family

(0 1 2 3 4 5 6)

3. What annoys me most

- Waking up early
- Game console out-of-order
- Boys
- Homework
- teachers who yell
- friend, sibling, cousin
- Losing

(0 2 4 6 8)

4. Things I like most

- My house
- fridge, stove and everything…
- sports (football and volleyball)
- books
- toys , soft toys
- tablets, TV, game console
- mobile phone

(0 2 4 6 8)

5. What I consider most important in my life

- Jesus
- Playing
- Food
- Health
- Studying
- Friends
- Family

(0 5 10 15)

During the week, what students like best is playing. Among their favourites are electronic games and football. They also mention content-specific activities related to studying.

At the weekend, videogames remain popular, but the students also enjoy going out or staying in with the family in different leisure-related activities.

Six students completed the statement about what annoys them most with proper names, referring to friends, siblings and cousins. Losing and out-of-order game consoles can ruin their moods, which sounds natural, if not expected, given that most of them are into videogames. Waking up early, doing homework and teachers who yell at the group are school-related complaints.

Among the things that students cherish most, their mobile phones are definitely important, mentioned by seven students, with other electronic devices and books following. Last, in a somewhat intuitive result, given the answers to previous questions, twelve respondents stated that the most important things in their lives are their families and relationships.

Overall, the answers to the individual questionnaires revealed that the thirteen participants had rather similar lifestyles. The questionnaire seems to have been successful at producing responses that truly addressed affect-related phenomena. In other words, answers touched on students' emotions, moods, dispositions and preferences (Keltner, Oatley and Jenkins, 2013: p. 124). Given that the first question in this study sought to determine if an ELT print coursebook can offer affective engagement to a group of 11-year-old Brazilians, the initial objective of the project was to identify which aspects of participants' lives carried affective meanings.

4.3 Creative Workshop

On the day of the creative workshop, the group of students were particularly talkative and enthusiastic, a fact that I attributed to me being their 'teacher' for the afternoon. I had previously decided to use both audio recording and photographs as data gathering techniques.

The recording was on for the whole duration of the workshop. After the session was over, as I checked audio quality, I came to the realisation that it would be rather difficult to transcribe much of what students had said. The room we were in was too big and students talked simultaneously in several of the instances they were asked to contribute. This being so, I sat down immediately to take notes that would later be used as aid-mémoire in order to help me build up the full documentation found in Appendix 21.

As for the photographs, they were used for three different purposes. Firstly, for registering the pages, sections and activities from the book that students declared to like or dislike during the last

stage of the workshop. Secondly, I used photography in order to obtain a few images of the children working (Hopkins, 2008: p. 116). Finally, I collected the posters that students had produced for the "World Cafe" activity and took pictures of them after the workshop was over.

As already mentioned in section 3.1.4 in this study, Appendices 4 and 5 contain the session plan and companion slides, respectively.

One of the main objectives of the creative workshop was to gather information about different aspects of students' lives, both inside and outside the classroom, so as to further relate these to the investigation of the relationship between affective engagement and their language material.

In this respect, research findings revealed valuable data that will be detailed below, stage by stage:

My Superpower

In this introductory activity, some students revealed what might be interpreted as potential self-esteem issues. They admitted that *they wanted to fly*, *to be invisible* or *to be able to teleport themselves* in order to *run away from school* ('*fugir da escola'), to hide away when they get low grades ('me esconder quando tiro nota baixa') or to avoid being photographed ('não aparecer em foto')*.

Others showed a desire for top performance when they said they wished they had *master speed in order to win races and competitions ('ganhar corridas' and 'ser campeão em montar cubo mágico'), to move faster from place to place ('chegar mais rápido') and to write faster in school ('eu escrevo muito devagar')*.

About a third of the group seemed to be actually interested in having fun and making dreams come true. They wished they had *X-ray vision or could control all superpowers so they could visit Disneyworld anytime they liked ("ir pra Disney quando eu quiser")*.

The YES x NO Game

Interestingly, in this group, most students go to bed late and wake up very early for school. Three participants admitted *pretending to be asleep when their parents kiss them good night* so they can keep using their mobile phones and tablets for playing and watching YouTube videos. Eleven children report they like studying and, although favourite school subjects vary a lot, almost everyone mentioned enjoying science.

Only a few participants study other foreign languages. One boy said he loves studying languages, and told me he was taking Japanese and Esperanto lessons, in addition to English.

All students claim that they only enjoy homework if it is related to a subject they like. Three of them say that doing homework for CIISA was fun.

Almost everyone is involved in after-school programmes other than going to CIISA. Most participants practise sports or do some sort of physical activity: *football, swimming, dancing, drama* etc. One student takes part in a *Maker* programme (hands-on experiential workshop, very popular in the Brazilian educational context nowadays).

All participants have their own mobile phones, most of them with internet access. Many of them also own tablets and have their own PCs. They use tech devices mostly to see videos on YouTube and communicate via WhatsApp.

When questioned about TV, students equated this to NETFLIX. A few kids report watching Cable TV (*cartoons, sports and reality shows*) and only one admitted to watching open TV.

When asked about reading, participants were unanimous in saying that they cultivate the habit and *like it very much*.

World Cafe

During this stage, in which participants were invited to produce content, information related to the kind of entertainment participants consumed, which platforms they consumed it from, as well as the themes and topics they valued were discussed.

Participants reported liking various types of cartoons and films. It was difficult to isolate preferences. Boys tended to prefer animes (Japanese animation) and films with gaming and super-hero themes. Both boys and girls alike navigated from more childish programmes to teenage ones.
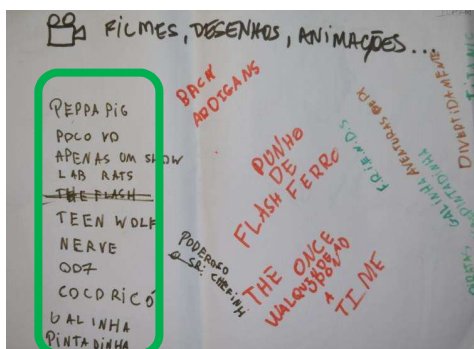
As regards music, pop was identified as the students' favourite style and teen idols were ubiquitously referred to, but again there was not one favourite pick. Classics like The Beatles and Elvis Presley were also mentioned, in a possible reference to family influence.

When it came to games, electronic ones were, by far, the participants' favourites, but board games and physical activities were mentioned too.
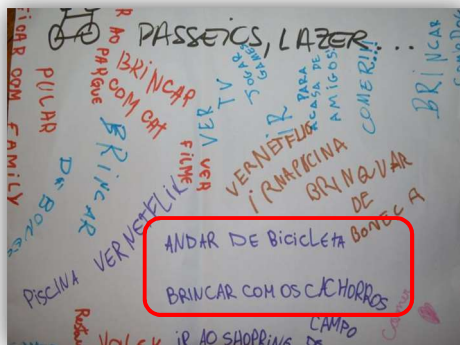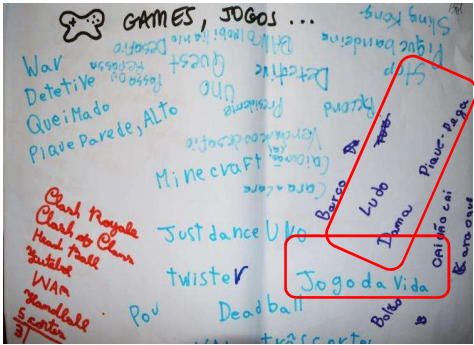
YouTubers were the participants' preference when it came to the content they consume on the internet. Channels dedicated to gaming and humour came first and, apparently, occupied the position that cinema and TV celebrities filled for decades.
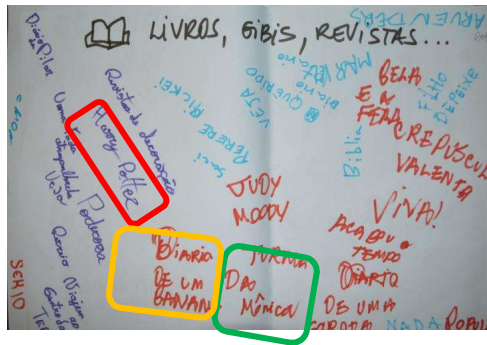
Monica's Gang, Harry Potter, best sellers and serial books for teens were among participants' favourite reading material. The majority of participants were as eager to contribute their ideas to this section of the activity as to any of the previous ones. They were really quick to provide titles of books and collections they had recently read, were reading or would like to read soon. Brazilian children and teenagers are not reputed to be such great readers. Thus, the participants' responses to this prompt was rather surprising, just as their taking books out of their backpacks to show each other during the warm up for lesson B5 had been (as per section **4.1.3** – observation on 6 September).

My Book: Likes & Dislikes

In order to wrap up the workshop, participants were invited to give their opinions about and share their perceptions of their coursebook. I distributed coloured post-its, asked them to browse through their books sticking post-its onto 2 activities they liked best (yellow post-its) and 2 activities they liked the least (pink ones). I gave no instructions as regards interaction pattern and participants worked mostly in groups and small groups while selecting the pages. I had less than ten minutes for this part of the workshop and I had the impression learners might have contributed more if given

more time. Even so, they provided useful information. In order to express their likes, participants selected pages related to:

- The stories

- Lessons related to animals

- Lessons related to food

- The illustrations

- The 'cute' characters: students miss "*Rusty", a recurring character in the first two volumes of the coursebook series (a big yellow alien, who disappears after falling down a waterfall in New Green Flash, volume 2 of the New Flash series).*

To show their dislikes, the learners selected pages containing:

- Listening activities
- Homework
- Incomplete language boxes
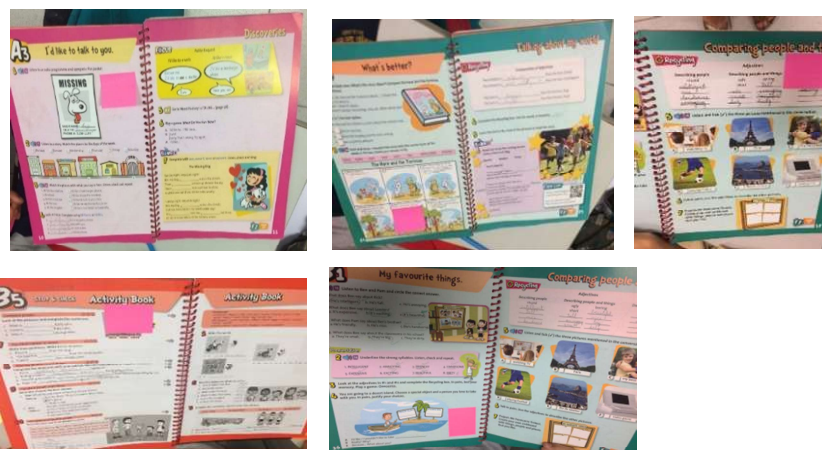
Taken together, data gathered from the creative workshop suggest that free time and leisure activities play a very important role in the informants' lives. They are highly interested in and deeply motivated by the music, games, films, shows and internet content they consume. There is a clear association between data gathered in this section and information collected through the individual questionnaires. In fact, one may have fed into the other, in that the questionnaires have supposedly increased participants' readiness to take part in and respond to the activities in the creative workshop.

4.4 Teacher Interview

In the final part of the survey, I conducted the interview with the teacher, and this is what I shall turn to in the last section of this chapter.

There was a longer than planned interval between the first three data collection instances and the interview. Due to time and geographical constraints, the teacher and I could only meet in late November 2017. A couple of weeks after the creative workshop had taken place, the teacher was promoted to the position of director of studies at one of the many CIISA branches in Rio de Janeiro, about 25 kilometres away from the branch where she used to teach. This, alongside the fact that she needed to dive into the responsibilities of her new position, accounted for the delay in the interview. Nonetheless, her answers to the questions were rich in detail and she had vivid memories of the lessons she had taught to participants. Although both the teacher and I are native speakers of Portuguese, the interview was conducted in English for ease of reference and documentation. The teacher promptly agreed to this when asked at the beginning of the recording, and I transcribed her answers verbatim, as shown below and in Appendix 22.

Overall, the teacher's answers were very favourable as regards the coursebook and the group. The interviewee supported the view that it was hard to tell whether the topics were interesting or not because the participant group was so easy to please that they would find interest in whatever was proposed. Even so, she could recall lessons that were particularly appealing to participants, such as a lesson that depicted bearded pirates in a pirate ship, and another one in which the context revolved around three witches who were sisters.

Were your students interested in the lesson topics presented in the book?

> - *If you ask about the topics they were not interested, I don't know, because in that group, specifically, everything was a big party.*
> - *Even when there was something that was not that interesting, they made it interesting, they made a lemonade out of it.*

In response to how relevant and meaningful the themes and topics in the book were, the interviewee twisted her reply slightly to comment on the inadequacy of songs to the students' age and level of maturity. At this point in the interview, the teacher seemed to be generalising her comments, rather than focusing on the participant group. She compared her learners' reactions to the songs contained in the book with those of younger students', at lower levels, only to highlight how uninvolving songs were to the former. In one way or another, this view echoed the data collected from the lesson observation conducted on 4 September (section **4.1.4** above), as one of the students complained when the teacher announced a song and several colleagues joined in the chorus.

How relevant and meaningful were the themes and topics in the book, given the students' ages and level of maturity?

- *Sometimes the approach to the topics were a problem, like the songs or the activities were a bit silly for them.*
- *The songs were something that not all the students were interested in, as opposed to Junior A and Junior B groups, when they are all excited about the songs. They ask us to repeat the songs and hear them again and again.*
- *But I never saw the themes or topics as irrelevant.*

When asked if the material was culturally appropriate, the interviewee was quick to confirm so. It was clear from the teacher's reply that she equated the idea of being culturally appropriate to that of novelty and discovery. She illustrated the participants' openness to the new with the account of their positive reaction to a lesson in which students compared their breakfast to that of a Japanese girl in Tokyo. In this regard, this piece of information can be correlated with the learners' reactions to the text and corresponding task in Lesson B4, *Out & About in London*, and how much enjoyment they seemed to have from answering questions and making discoveries about that city.

How appropriate, culturally speaking, were the themes and contents, given students' ages and level of maturity?

- *There were never topics that were new to them, but that they didn't relate to somehow.*
- *But we have to remember these kids come from very good schools, they travel a lot, so they are used to discovering new things all the time.*
- *It's something new, but there are new things out there, it's part of the process to them.*
- *They have this feeling of being open to novelty. It's cool to be open, you know, and they know that.*

The comments below indicate a relationship between the adequacy of topics and activities proposed by the book and the students' sociocultural and educational background. Judging from her answer, the teacher seemed to be addressing both linguistic and cognitive aspects here.

How appropriate were the topics and activities, given students' level of linguistic competence and age?

> *- Those kids, most of them, come from Santo Inácio, and I remember they didn't face many difficulties when I was talking to them about grammar or exploring the focus box.*
> *- There were lessons when I had to explain a lit bit more or they had to do some extra activities, but in general things used to flow smoothly.*
> *- On the other hand, the group I had in the morning, things were a bit more difficult for them, because they come from a different context. Even though they were a much smaller group, they came from a school that wasn't as good as Santo Inácio.*
> *- There were concepts that they just had difficulty in grasping, not just the grammar, you see.*

The response the teacher offered to the last structured question of the interview provided a wealth of examples from the coursebook of fun and engaging activities. There are mentions of activity types, as well as topics and contexts. The interviewee's opinion about the stickers perfectly matches what I noted on 30 August, as discussed in section **4.1.1** above.

From students' point of view, were the lessons and activities fun?

> *Oh, for sure, yeah! They had a lot of fun, they did!*
> *The activities with the stickers - they have something, they activate something in people's brains and it gets them crazy.*
> *Even with the homework pages, the puzzles.*
> *The Flash is a fun series.*
> *Caveman, they were interested.*
> *And then we talked about Monteiro Lobato and Renato Russo. And then they didn't know Ayrton Senna. They didn't know he was a Brazilian Formula 1 racer and they were interested, like 'Oh really, teacher?'*
> *They had fun with the book.*

As the interview was ending, the teacher reiterated her positive view of the coursebook, and established an interesting relationship that had not been made beforehand. She hinted at two significant associations; firstly, an association between the coursebook content and students' progress in the language towards the end of their third term using the New Flash Series. Secondly, when the interviewee stated that the coursebook promotes fun moments, and interests and engages learners, she suggested a connection between the material and learners' affective engagement in lessons, inadvertently alluding to the driving question of this study.

Is there anything else you would like to share regarding the use of *New Flash* by your *Junior* group that has not been addressed before?

> *All I have to say is that I felt at the end of semester, that they had really learned a lot. I knew some of those students since Junior A, and I could definitely see a lot of progress from Jr A to Junior C.*
> *I think it' a series that promotes progress.*
> *It promotes fun moments.*
> *It engages students.*
> *It's interesting.*
> *I only have positive comments, I guess, but I had to be honest, right?*
> *Sometimes it might be a bit overwhelming in terms of timing, you see.*

4.5 Conclusions on the Research

Through the triangulation of data, my research shows that, within the language classroom, the learners were especially engaged by content, themes and tasks that are of personal interest to them or, in other words, have personal meanings. According to Stevick (1996: p. 253), personal meanings may be explained by how an activity relates to each learner's immediate purposes, overall objectives, loyalties, self-image, emotions and the like.

In this respect, the individual questionnaires and the creative workshop suggested several aspects of participants' lives which carry deep personal meanings. Studying and free time activities are among learners' immediate purposes and objectives, while family and friends evoke feelings of loyalty and love. The participants on the whole displayed happy social personas, though a few self-esteem issues may have surfaced during My Superpower, in the creative workshop. While it was virtually impossible to list one common set of affects among those learners, it became clear that, whoever/whatever they choose to cherish, they are devoted to those.

In light of the investigation conducted, I suggest that *New Red Flash* succeeded in offering personal meanings to the group of participants who used it during the course of my study. Supposing that there is a connection between personal meanings and intrinsic motivation (Arnold, 1998: p. 236) and, ultimately, between the latter and affective engagement (Arnold and Brown, 1999: pp. 8-17), I hold the position that the coursebook did, to a certain extent, succeed in offering affective engagement to learners.

Below, I detail aspects of the coursebook which were key in promoting engagement in learners and that I recommend should inform decisions regarding materials to be developed for CIISA in the future.

For the sake of clarity, I have grouped coursebook elements into 3 categories, namely: **Content**, **Task** and **Language**.

CONTENT

Both lesson observations and the interview with the teacher uncovered learners' enjoyment of topics and themes in which they see an immediate relation to real life, such as *school subjects, food and physical characteristics,* to name but a few.

Learners who took part in the study also showed interest in acquiring culturally relevant knowledge related to:

- Travelling: Out & About, the text in lesson B4 that focuses on moving about in London;
- Characters who are part of Brazilian popular culture: *Monteiro Lobato, Renato Russo and Ayrton Senna*, as mentioned during the interview with the teacher;
- Cross-cultural empathy: Out & About text, and in the lesson in which they compared the typical Brazilian breakfast to the Japanese one.

Fantastic characters that populate learners' choices of games, books, films and TV shows in real life also gained positive reactions within the coursebook. Among those, witches, cavemen, and pirates were mentioned by the teacher during the interview; cute characters, such as the alien *Rusty*, were mentioned by students themselves during the creative workshop.

TASKS

Tasks including elements of gamification, touches of fun and surprise, as well as possibilities for intervention in the coursebook got learners engaged and on task.

- Stickers: learners were deeply involved with activities containing stickers in the Word Factory in Lesson B3. This view was reinforced by participants in the Likes & Dislikes section of the creative workshop and in the teacher interview. A couple of aspects drew my attention while observing learners actively using the stickers. The first one was the fact that the activity involved actual choice, deep attention and intensive use of eyes and hands. Secondly, the learners seemed particularly enthusiastic about individualising that one bit of their books, as if that sort of intervention made their coursebooks unique.
- Digital, game-like activities: the participants were especially alert while playing the digital activity about England, in Lesson B4, and while recalling the fable of The Hare and The Tortoise from memory in the digital activity in Lesson B5. Elaborating on research-based findings, Kapp (2012: p. 95) sustains that extrinsic motivation, such as performance-contingent rewards, such as found in games, is often necessary to produce learning when the

activity is one that students do not find of inherent interest or value. This definitely seems to have been the case with the story of The Hare and The Tortoise.

LANGUAGE

Finally, the learners demonstrated focus and engagement while carrying out controlled language practice activities that seemed to be at the exact level of their capabilities, as seen in:

- Lesson B3, activity 4: *Look at Focus and use the adjectives to complete the sentences,* and
- Lesson B5, activity 4*: Complete the Review box. Use the words in brackets.*

In this sense, the learners seemed to intuitively acknowledge what Cameron (2001: p.109), quoting Batstone, calls structuring. Structuring is the stage of grammar learning in which new grammar items are internalised (ibid). The cited activities match typical structuring activities, in that the learners manipulated language, changing form in order to express meaning (ibid).

In Lesson C1, the learners enjoyed playing around with the sounds in *Tuck, Tod* and *Ted*. Drawing from first language acquisition theory and brain research, their enjoyment of this simple oral drill may be explained by the fact that vocalizing is intrinsically pleasurable (Arbib, 2013: p. 548).

As this chapter comes to a close, it is worth pointing out that, although there were many vivid instances of affective engagement promoted by the coursebook throughout the study, I also identified occurrences in which it did a disservice to learners' engagement. There were content-related aspects, tasks or language work that provoked either negative reactions or boredom in learners. Songs, the fable of The Hare and The Tortoise and talking about who/what to take to a desert island, for instance, were not age-appropriate in participants' views.

Also, language work with insufficient scaffolding seemed to be a trigger for uneasiness and anxiety, as exemplified in Lesson B3: *noun phrases + comparatives*, Lesson B4: *work on meaning of worse and better*, and Lesson B5: sarcasm intended in '*You are not faster than me, Mr. Hare. You are not better than me. But you are lazier'.*

In this regard, suggestions for future materials also include attention to age-appropriate activity types and careful language work, so as to ensure learners get the right balance between challenge and the support needed for progressive learning.

Finally, and of ultimate relevance, to the extent that there were aspects in the investigated coursebook which did prove capable of promoting affective engagement in the learners, I have no doubt that the teacher played an even more essential role within the learning environment. She had very good rapport with the group and showed genuine interest in what her students had to say,

creating a safe and pleasant classroom setting. If she had had fewer issues regarding classroom management and discipline, the teacher would have certainly sustained interest and allowed for optimal experiences to take place in a larger number of circumstances than observed from the evidence.

5. Reflection, Implications and Conclusion

5.1 Reflection on Data Collection

On the whole, I was pleased with the design of the data collection methods and the findings that sprung from them. There is little I would change but, in retrospect, there are two aspects worth mentioning.

In the post-observation forms, I had some difficulty choosing YES or NO for some of the statements. I chose to use dichotomous statements to contrast with the open, unstructured nature of the form I used to take notes while observing the lessons. My main aim having been to compel myself to 'come off the fence' on the issues discussed, as well as to quickly code and aggregate responses (Cohen et al., 2005: p. 250). However, due to the nature of categories, I now believe that it might have been more appropriate to have a range of responses, such as a rating scale.

As regards the creative workshop, I would have allowed more time for participants to browse through the coursebook and identify the pages and activities they liked best or least. This was the last stage of the workshop and it felt a bit rushed. It might also have been interesting to ask learners to justify their choices. Judging from their participation in the lessons I observed and during the workshop itself, they would have certainly been capable of articulating and structuring their ideas concerning the material.

5.2 Reflection and Implications of this Research for my own Professional Practice and for Materials Development

During the course of this investigation I continued to exercise my professional duties. As a publishing manager with the publishing house that develops materials for CIISA, I considerably changed the way I critically review manuscripts which are in the pipeline for publishing. While performing a review, I had always asked myself whether learners would enjoy a given lesson or not. However, this was a holistic question I kept at the back of my mind while evaluating a set of materials against a diversified, criterion-based checklist.

As much as I see value and relevance in well-structured criteria, I have come to realise that, since it is not within the scope of my position to review a coursebook in its entirety, the best contribution I can offer when reading samples is to focus and ensure that the content, tasks and activities are potentially meaningful, relevant and capable of carrying personal meanings for as many learners as possible so as to engage them affectively in the lessons. For that purpose, I have incorporated systematic lesson observations of materials-in-action into my professional practice. Through these, I hope that I will maintain a connection with the users of our coursebooks, and thus be able to better evaluate and recommend improvements to the samples that reach me.

The question that remains is how materials developers can get in touch with and incorporate the subjective opinions, experiences and feelings of individuals into materials. One possibility would be to stretch and deepen learner needs analysis, during the research stage. Prior to content development for a new coursebook series, authors and editors should take time getting to know the learners who will be adopting their materials. Instead of focusing primarily on benchmarking, materials developers might go back to the classroom to observe lessons and even do some teaching. They could also carry out some exploratory work, aiming to understand learners' meanings and interpretations of their experiences and actions. What I am suggesting is that materials developers borrow a little investigative practice from researchers so as to enhance their prospects of creating affectively engaging learner experiences through materials.

5.3 Conclusion

The goal of this study was to look at the extent to which language teaching materials were actually helpful in engaging young learners affectively. It is clear from the research that, when used effectively, coursebooks play a vital role in promoting affective engagement through topics, tasks and activities. The research also seems to suggest that the topics and activities alone cannot sustain interest. The relationship established between learners and the teacher, as well classroom management strategies used by the latter, are key elements in fostering a truly engaging learning environment.

As mentioned above, the insights gained from this study were quite revealing for myself as a researcher and a publisher. Nonetheless, the dissertation suffered from a few limitations. For one, the sample was rather limited, thus making findings hardly generalizable. Still, I hope the understanding acquired from this local experience may resonate with my fellow colleagues at CIISA and, possibly, other practitioners, in order to help them become more effective materials developers and users.

An issue that was not addressed here was whether or not the coursebook was successful in promoting learning. During the interview, the teacher spontaneously brought this matter up and was very positive in affirming that she noticed a connection between learners' progress in linguistic competence and the use of the coursebook. Nevertheless, the scope and relatively short duration of this study did not allow for any additional considerations on the subject. Insights into what makes learning successful, or unsuccessful, would require a supplementary investigation, possibly undertaken over a longer period of time.

'Rather than classrooms that bore young people, and lead them to be controlled by the urge towards conformity, would we not prefer the type of education that sparks their enthusiasm and leads them towards a true love of learning and independent thinking?' More than a question, Arnold's (1998: p. 235) words sound like a call to action for modern-day educators. Given today's mounting interest in exploring the affective domains of learning and teaching (Andres, 2002-2003), this invitation is quite timely. In this sense, my final comment addresses fellow researchers and draws attention to the opportunity for further research on the relationship between affect and language learning.

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Appendices

Appendix 1: Lesson Observation Form

Date:	
Class:	**Course book lesson:**
Teacher:	**No. of children present:**

Note taking instrument to be used during lesson observations

Time	Timing	Activity	Description	Comments

Appendix 2: Post-observation Form

CRITERIA	Y	N	NA	Comments
Was the environment conducive to learning?				
1. Was there a trusting and relaxing atmosphere in class?				
2. Was the classroom environment attractive?				
3. Was there good rapport between the students and the teacher?				
4. Did students feel at ease to contribute?				
5. Were there discipline problems interfering with the lesson implementation?				
6. Did the seating arrangement promote interaction?				
Were the students affectively engaged in the lesson?				
7. Was it easy for students to navigate the double-page spread of the lesson in the book?				
8. Were students interested in the theme of the lesson?				
9. Was the thematic content relevant for students?				
10. Was the thematic content culturally appropriate?				
11. Did the topics and texts of the lesson serve as a window into learning about local and target language cultures?				
12. Was there a relationship between the content of the lesson and real-life situations?				

13. Did the activities foster meaningful communication?				
14. Were the tasks/activities cognitively suitable, considering students' level of linguistic competence and age?				
15. Was there a variety of activity types in the lesson?				
16. Did students seem to enjoy the lesson?				
General Comments:				

FICHA INDIVIDUAL

NOME

IDADE

ESCOLA

SÉRIE

FILIAL CULTURA INGLESA

TURMA JUNIOR

O que eu mais gosto de fazer DURANTE A SEMANA é...

O que eu mais gosto de fazer AOS FINAIS DE SEMANA é...

O que mais me IRRITA é...

Os OBJETOS que eu mais gosto são:

O que eu acho mais importante na minha vida é...

FICHA INDIVIDUAL
INDIVIDUAL QUESTIONNAIRE

NOME / NAME

IDADE / AGE

ESCOLA / SCHOOL YEAR

SÉRIE / SCHOOL YEAR

FILIAL CULTURA INGLESA / BRANCH

TURMA JUNIOR / CLASS TIME

O que eu mais gosto de fazer DURANTE A SEMANA é...
WHAT I MOST LIKE DOING DURING THE WEEK IS...

O que eu mais gosto de fazer AOS FINAIS DE SEMANA é...
WHAT I MOST LIKE DOING AT WEEKENDS IS...

O que mais me IRRITA é...
WHAT ANNOYS ME MOST IS...

Os OBJETOS que eu mais gosto são:
AMONG MY BELONGINGS, THE OBJECT(S) I LIKE BEST IS/ARE...

O que eu acho mais importante na minha vida é...
WHAT I FIND MOST IMPORTANT IN LIFE IS...

Script:

1. Welcoming participants (7')

   (Accompanying PPT - Slide 1)

   Greet the group.

   Invite participants to make identification tags, by writing their names and drawing an icon or avatar that represent them. Model by doing one for myself.

   N.B. As participants make their name tags, I will walk around the classroom in order to make small talk and potentially gain extra insights into who they are. Information collected at this point may be helpful to establish better rapport throughout the session.

   Students stick tags onto their clothes.

2. Warm Up – MY SUPERPOWER (8')

   (Accompanying PPT - Slide 2)

   Invite participants to imagine they can have any superpower(s) they wish.

   Give them a minute to think about the superpower(s) they will select.

   Participants stand up and get organized in a circle. Elicit which superpower (s) each one has and why.

3. The YES x NO Game (10')

   (Accompanying PPT - Slides 3 and 4)

   By sticking tape to the floor, I will make a line across the room to demarcate the YES side and the NO side. Tell participants they will stay in line and every time I ask them a question, they shall skip the tape to land on the YES side or the NO side of the room, according to their individual answers to questions.

   Model with question 1.

   1. Do you wake up early?
   2. Do you study other foreign languages? If yes, briefly explore which.
   3. Do you go to other after school programmes? If yes, briefly explore which.
   4. Do you enjoy studying? If yes, briefly explore preferred strategies. Do they study on their own? With friends or family? On a continuous basis or only prior to tests and evaluations?

5. Do you like sports?

6. Do you like doing homework?

7. Do you watch TV? Briefly explore YouTube channels, Netflix, preferred content.

8. Do you like games? Briefly explore which.

9. Do you like taking injections?

10. Do you use the computer? tablets? If yes, briefly explore where and what for.

11. Do you like reading? If yes, briefly explore what genres and when.

12. Do you like playing?

13. Do you like coffee?

14. Do you wash the dishes at home?

15. Do you like sleeping? Briefly explore what time they go to sleep – during the week/at weekends

4. WORLD CAFE: Group Work (20')

(Accompanying PPT - Slides 6 to 11)

Organize participants in groups. Explain that they will take part in a "World Cafe" in which they will work in small groups to discuss and register their preferences for each category presented on the slides. They will have 2' for each item.

Leave colour pens, pencils and blank A3 sheets available for groups to register their contributions for each theme.

Carry out the activity, monitoring for engagement and use of time allotted for each slide.

- 2' Music, bands and singers
- 2' Games: console-based, playground, board-games
- 2' Films, TV series, cartoons
- 2' Apps, sites, youtube channels / youtubers
- 2' Books, comics, magazines

In the end, participants share what they have registered. Explore and detail most popular items.

5. MY BOOK: LIKES & DISLIKES (10')

(Accompanying PPT - Slides 12 to 14)

In order to wrap up the session, invite participants to give their opinions and perceptions about the coursebook they use.

Get participants to open their own coursebooks, distribute coloured post-its (pink and yellow), ask them to browse through their books sticking post-its onto 2 activities they like best and 2 activities they like the least.

Possible prompts for reactions:

- Classwork and Homework | kinds of activities, themes and topics, language work, skills development, lay-out and design, texts and images, multimedia support etc.
- Resident characters;
- Use of technology - in and outside the classroom;

SUPER! POWERS

YES NO

In groups

MUSIC
BANDS
SINGERS

GAMES
- console-based
- playground
- board-games

FILMS, TV SERIES, CARTOONS...

Animation

APPS
SITES
...

YouTubers

BOOKS
COMICS
MAGAZINES
...

Anything else?
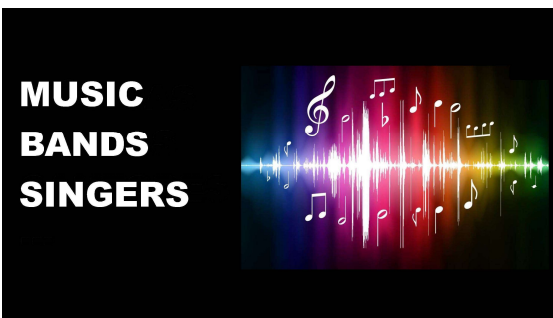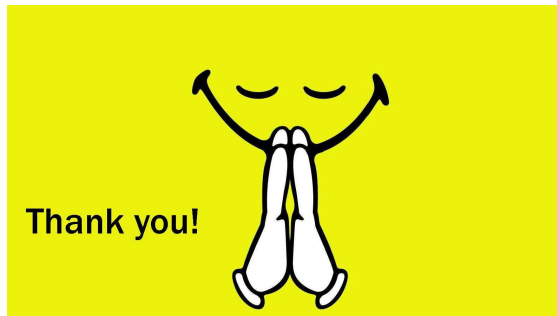
Thank you!

Appendix 6: Interview Guide

(Teacher's name), Thank you very much for you time and for agreeing to participate in this interview. I will start by asking you questions for validating purposes, ok?

1- Are you willing to participate voluntarily in this interview?

2- How long have you been a teacher?

3- How long have you been a teacher with the Cultura Inglesa?

4- Which age groups do you currently work with?

5- Do you currently teach a Junior C group, which adopts the *New Blue Flash* course book?

Now, as you answer the following questions, I would like you to think about and refer to *New Blue Flash*, the course book you use with your Junior group. Is that ok?

6- Are your students interested in the lesson topics presented in the book?

   Can you give examples of topics students are particularly interested in?

   Can you give examples of topics students don't like very much?

7- How relevant and meaningful are the themes and topics in the book given the students' ages and level of maturity?

   Can you give examples of themes and topics that are particularly relevant to students?

   Can you give examples of topics you think are not relevant?

8- How appropriate, culturally speaking, are the themes and contents, given students' ages and level of maturity?

9- How appropriate are the topics and activities, given students' level of linguistic competence and age?

   Can you give examples of activities that are too demanding for students' age and level?

   Can you give examples of activities that are too easy for students' age and level?

10- How suitable, cognitively speaking, are the topics and activities, given students' age and level of maturity?

11- From students' point of view, are the lessons and activities fun?

   Can you give examples of lessons/activities students' really enjoy doing?

   Can you give examples of activities/lessons students' consider uninteresting or dull?

We are now approaching the end of the interview. I only have a couple more questions for you, ok?

12- Are you currently teaching any other junior groups (which adopt the same coursebook)?

   Have you taught Junior groups before? If so, how many junior groups have you had over the past couple of years?

13- Is there anything else you would like to share regarding the use of *New Flash* by your Junior group that has not been addressed before?

This is the end of the interview.

Once again, I'd like to thank you for your time. Your input is invaluable to me.

B3 Maths is more interesting than science.

1 ⏩ Go to Word Factory 2: SCHOOL SUBJECTS (page 59).

2 🔊 19 Listen and tick (✓) the right option.

Ben and Jody are talking about…

1. ☐ their classroom in school.
2. ☐ the school subjects they like and don't like.
3. ☐ a nightmare Ben had.

3 Listen again and tick (✓) what they say.

Jody Maths is more (1) ☐ important ☐ exciting than the other subjects.

Ben I think it's more (2) ☐ difficult ☐ boring than all the other subjects.

Jody Hey, private lessons are more (3) ☐ exciting ☐ ex**pen**sive than you think!

Ben Right! You're more (4) ☐ boring ☐ intelligent than I thought.

4 Look at Focus and use the adjectives to complete the sentences.

EXCITING
INTERESTING
DIFFICULT
BORING
IMPORTANT
etc.

1. I think geography is more _____ than maths.

2. I think football is _____ volleyball.

3. In my opinion, English is _____ Portuguese.

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Comparing people and things

5 Look at the pictures and give your opinion using the words in the boxes.

exciting interesting boring

beautiful intelligent

comfortable

expensive difficult important

police officer
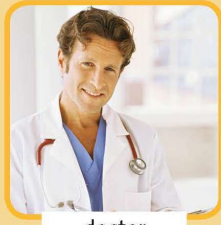
doctor

teacher

footballer

swimming

rock climbing

travelling by bus

travelling by plane

watching tv
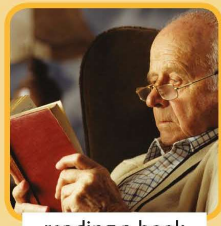
reading a book

A I think ... is more interesting than ... because ...
What do you think?

B In my opinion, ... is more ... than ... because ...

6 Play a game: ASSOCIATIONS.

A Buses and bikes.
B Buses are more comfortable than bikes.
A Correct. / Sorry, wrong sentence. Try again.

FZ PAGE 65

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WORD FACTORY

2 SCHOOL SUBJECTS (B3)

1. 🔊 18 **Match the pictures and the words. Listen, check and repeat.**

1. eu nós
tu vós
ele eles
★★★

2. 22nd April 1500
★★★

3. ★★★

4. Listen, check and repeat.
★★★

5. The frog
★★★

6. ★★★

7. 2x1= 2 6x8= 48 7x8= 56
★★★

8. ★★★
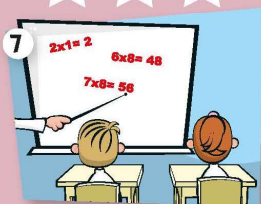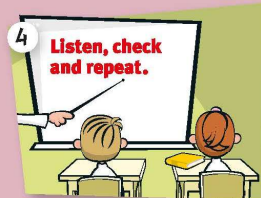
☐ maths
☐ English
☐ geography
☐ history
☐ science
☐ Portuguese
☐ art
☐ music

2. **Now stick the stars under your favourite subjects and talk to a friend.**

⭐ = I like it.

⭐⭐ = I like it very much.

⭐⭐⭐ = I love it.

A What's your favourite school subject?
B It's... What's yours?
C I like... What about you?
A Me too. / I don't. I prefer...

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B3 **MATHS IS MORE INTERESTING THAN SCIENCE.** New Red Flash

Aim(s) of the lesson	
Focus	**Comparing people and things**
Active Vocabulary	**Nouns:** school subjects (maths – English – geography – history – science – art – music) **Adjectives:** more (beautiful – boring – comfortable – difficult – exciting – expensive – important – intelligent – interesting) than **Expressions:** Try again. – What do you think? – In my opinion...
Grammar	**Comparative of adjectives (more + adjective +than)**

OPTIONAL WARMER & LEAD-IN 🕐 **5 min**

• [GW] Divide the sts in two big groups and tell them they are going to compete against each other. You are going to say an adjective and they will have to come up with the comparative form in no more than five seconds. Address one group at a time. Groups score points for each correct sentence produced within the time limit. If you feel the game is too easy, make it more challenging by giving them even less time.

1 **VOCABULARY & SPEAKING** 🔊 🕐 **15 min**

Word Factory 2 → SCHOOL SUBJECTS CD Track 18

• [TS] Write *School Subjects* on the B and build a spidergram with the sts. Elicit what they know and teach other things sts are interested in. The aim here is to sensitize sts to the school subjects theme.
• [IND] Refer sts to the Word Factory page. Draw their attention to Picture 1 and the words on the right. Ask: *What school subject is that?* (Portuguese.) Sts match the words and the pictures. Paircheck. Play audio track. Sts listen and repeat.
• [IND] Write on the B: *I like it.* ★ *– I like it very much.* ★ ★ *– I love it.* ★ ★ ★ Ask: *How do you like English?* Draw sts' attention to the stars and tell them to place it under their favourite school subject.
• [PW] Pair sts up and have them act out the dialogue. Invite two sts to model it.

KEY: [7] maths [4] English [6] geography [2] history [5] science [1] Portuguese [3] art [8] music

2 **LISTENING** 🔊 🕐 **5 min**

CD Track 19

• [TS] Refer sts to the picture and ask: *Who are they?* (Ben and Jody.) *What are they talking about?* (School subjects.) *Do they have the same opinion?* (No.)
• [IND] Sts listen and tick the right sentence. Classcheck.

KEY: 2

3 **LISTENING** 🔊 🕐 **5 min**

CD Track 19

• [IND] Have sts listen to the audio again and tick the correct options. Paircheck and classcheck.

KEY: [1] exciting [2] difficult [3] expensive [4] intelligent

4 **GRAMMAR** ⊙ 🕐 **5 min**

• [TS] Write on the B: *Maths is easier than English and English is more difficult than maths*. Draw sts' attention to the sentences, underline the comparative adjectives and elicit the difference between them.
• [IND] Refer sts to the Focus box and the first sentence. Elicit possible answers from sts. Write them on the B. Have sts finish the task individually. Monitor. Classcheck.

KEY: Open answers

TIP: The rules that explain how the comparative of adjectives is formed involve the number of syllables the word has. Separating words in syllables in English can be quite challenging to our sts, so it's good to resort to the idea of *short* and *long adjectives* at this stage.

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5 SPEAKING ⏱ **10 min**

Digit@l Activity

• [TS] Refer sts to the adjectives in the boxes and elicit the comparative form of each one. Draw sts' attention to the first pair of pictures and invite two sts to model the dialogue.
• [PW] Sts carry out the task. Monitor and give feedback. To round off, nominate a few sts to give their opinion.

6 GAME: ASSOCIATIONS ⏱ **15 min**

Book track	RP4 B3.6	Multimedia track	MM B3.6

Preparation:

• Give each group of three sts a set of cards. Have them write a word on the back of each card. E.g. if the card reads *famous person,* they should write the name of a famous person on the back. When all cards have been written on, sts should place them on the floor with the category (place, famous person, etc.) facing up.

Playing the game:

• [GW] Sts take turns picking two cards from the same category and making a sentence comparing the items written on the back. If the sentence is correct (the other sts should be the judges), the st who made the sentences keeps the cards. The st who collects the most cards wins the game.
• Alternatively, if you are pressed for time, skip the writing on the cards step and have sts improvise the items as they play.

• [TS] Have sts look at the solar system and draw their attention to planet *Animal.* Encourage them to come up with examples of animals. Model the game by inviting a st to compare two animals.
• [WG] Divide the class into two groups (ZORGS and PYLIX). Explain that they'll have ten seconds to make a sentence or else the planet will explode. Have one group choose a category. Click on the planet to show that group's flag and to start the countdown. If the sentence is correct, click on the planet again to place the flag on it. If the sentence is incorrect, the planet explodes.

HOMEWORK
Activity Book B3, page 87.

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B3 1)) 18

ONE	Portuguese
TWO	history
THREE	art
FOUR	English
FIVE	science
SIX	geography
SEVEN	maths
EIGHT	music

B3 2)) 19

BEN	Oh no. Maths is so boring!
JODY	Are you kidding? Maths is more exciting than the other subjects.
BEN	I prefer history and science.
JODY	They're interesting too but I prefer maths.
BEN	Maths is a nightmare! I think it's more difficult than all the other subjects.
JODY	I can help you, if you want. Would you like to study with me?
BEN	Sure! Thanks a lot, Jo.
JODY	Hey! Private lessons are more expensive than you think!
BEN	Pardon?
JODY	You have to pay for my snack!
BEN	Right! You're more intelligent than I thought.

Date: 30 August 2017	
Class: : Junior D, Mon/Wed, 11:40 a.m.	**Course book lesson:** B3
Teacher: Maria Santos *(Any proper names used in the main text and appendixes are fictitious)*	**No. of children present:** 13 (9 boys and 4 girls)

Lesson Observation Form

Note taking instrument for during-class observations

Time	Activity	Description	Comments
11:42	HW correction	T. greets sts and asks them to open their books to correct homework. T. nominates sts to contribute answers. She checks spelling, provides answers as necessary and corrects pronunciation.	While sts are getting ready, T asks a std who had been away on a sick leave how he was doing. He seemed pleased the T. demonstrated concern for him. All students come straight from a neighbor private school, which means they've had about 5 hours of schoolwork before getting to the language school where these lessons are held. The group is mostly composed of boys, who are talkative and lively.
11:58	Lesson B3 Vocabulary & Speaking: Word Factory:	T. asks sts to close their books, opens a flipchart page (flp) on the interactive white-board (IWB). T. writes *School Subjects* on the IWB and builds a spidergram with the sts. T. elicits what	Sts seem to be engaged in the activity. They are certainly into stickers, though, in this case, these seem to be quite small and difficult to be

	SCHOOL SUBJECTS SB pg. 59	they know. A std. volunteers Portuguese, T. accepts and further checks understanding by eliciting a couple more subjects. **T. r**efers sts to the Word Factory page 59 SB. T. draws their attention to Picture 1 and the words on the right. Ask: *What school subject is that?* (Portuguese.) Sts match the words and the pictures. Paircheck. T. plays audio track. Sts listen and repeat. **T w**rites on the IWB: *I like it. – I like it very much. – I love it. T. a*sks: *How do you like English? T. d*raws sts' attention to the stars and tell them to place them under the school subjects in activity 1 according to individual preferences. T. pairs sts up and have them act out the dialogue. T. invite two sts to model it.	removed from the page. They also seem to enjoy the topic. They keep talking about their favourite and least favourite subjects (specially the latter ☺). The activity proposes sts stick between 1 and 3 stars, according to preference, but some boys actually use remaining stars to stick more than 3 stars for their favourites.
12:24	Lesson B3 Listening: Activities 2 and 3 SB pg. 20	T refers sts to SB lesson B3, pg. 20. T refer sts to the picture and asks: *Who are they?* (Ben and Jody) *What are they talking about?* (School subjects.) *Do they have the same opinion?*(No). Sts listen to audio track and tick the right sentence. Classcheck. T. has sts listen to the audio a second time gain and tick the correct options in activity 3. Paircheck and classcheck.	

12:30	Lesson B3 Language Presentation-Grammar: Focus Box SB pg. 21	T. writes on the IWB: *Maths is easier than English and English is more difficult than maths. T.* asks for sts' reactions. T draws sts' attention to the sentences, underline the comparative adjectives and elicits the difference between them. T. refers sts to the Focus Box and the first sentence. T. elicits possible answers from sts. (Open anwers) T. writes *Maths is more difficult than Science* on the IWB. Sts finish the task individually. T monitors. Classcheck.	Sts react strongly to the sentence. Most sts. Seem to disagree with the proposition. T. acknowledges sts. may have their own opinions and ensures sts that different opinions are a good thing.
12:34	Lesson B3 Language Presentation-Grammar: Activity 4 SB pg. 20	T refers sts to activity 4 on SB pg. 20. Sts complete sentences using the correct form of comparatives in sentences. T refers a fast finisher to extra exercise in the Activity Book.	Sts are quiet and focused, and seem to enjoy written exercise.
12:42	Lesson B3 Language Practice: Activity 5 SB pg. 21	T. refers sts to activity 5 on SB pg. 21 and the adjectives in the boxes. T. elicits the comparative form of each one. T. draws sts' attention to the first pair of pictures and invites two sts to model the dialogue. In pairs, Sts carry out the task. T. monitors and gives feedback. To round off, T. nominates a few sts to give their opinion.	Sts have trouble grasping the use of BE + -ing = NOUN PHRASES as in *BEING a doctor is more exciting than BEING a police officer*. Neither the material, nor the teacher had actually referred to this structure before this point, which proved to leave sts at a loss. By now, they seem inattentive and tired and T. seems unable to retrieve their

		T. assigns homework and finishes the lesson.	attention before the class finishes. Due to this, the lesson ends quite abruptly and in low key.
12:49	Homework setting	T assigns homework and finishes the class	End of lesson: 12:50

Post-observation Form: 30 August 2017

CRITERIA	Y	N	NA
Was the environment conducive to learning?			
1. Was there a trusting and relaxing atmosphere in class?	✓		
2. Was the classroom environment attractive?		✓	
3. Was there good rapport between the students and the teacher?	✓		
4. Did students feel at ease to contribute?	✓		
5. Were there discipline problems interfering with the lesson implementation?	✓		
6. Did the seating arrangement promote interaction?	✓		
7. Was it easy for students to navigate the double-page spread of the lesson in the book?	✓		
Were the students affectively engaged in the lesson?			
8. Were students interested in the theme of the lesson?	✓		
9. Was the thematic content relevant for students?	✓		

10. Was the thematic content culturally appropriate?	✓		
11. Did the topics and texts of the lesson serve as a window into learning about local and target language cultures?		✓	
12. Was there a relationship between the content of the lesson and real-life situations?	✓		
13. Did the activities foster meaningful communication?	✓		
14. Were the tasks/activities cognitively suitable, considering students' level of linguistic competence and age?		✓	
15. Was there a variety of activity types in the lesson?	✓		
16. Did students seem to enjoy the lesson?	✓		

Comments: Lighting and air-conditioning are appropriate, but the room has no windows and the notice board displays but a few faded clerical signs. No student work or any other lively, colourful displays are to be seen. In general, it feels rather bland for a learning environment, esp. considering the age group.

Desk were organized in a semi-circle, and, thus, sts could see each other.

Lgg work provided by the coursebook was faulty, though, which caused disruption and uneasiness towards the end of the lesson.

B4

Is it better or worse?

Recycling

1 ▶▶ Go to Word Factory 3: COMPARING PEOPLE AND THINGS (page 60).

2 Talk to a friend. What do you know about London?

3 🔊 20 Listen and read about London. Match the pictures and the words.

A ☐

B ☐

C ☐

D ☐

E ☐

OUT & ABOUT in LONDON

London, the capital of England, is a beautiful city! There are many different attractions for tourists. It's very easy to travel around London. You can take (1) the underground (the tube), (2) a taxi, or (3) a double-decker bus. Double-deckers are typical English buses. People usually think that buses are worse than the other means of transport, but to get to know London, there's nothing better than double-deckers. Double-decker buses are cheaper than taxis and bigger than (4) modern buses. It's true that they are slower than the tube, but they are more exciting because they offer a great view of the city. That's why tourists prefer the double-deckers. So, get (5) a ticket and have fun.

4 🔊 21 Look at the words in yellow in #3 and complete Focus. Listen, check and repeat.

22

Comparing people and things

FOCUS

Comparative of adjectives 3

👍 good _____   👎 bad _____

Double-deckers are _____ than the underground when you are visiting London for the first time.

Buses are _____ than the tube when you don't have much time.

5 Practice: BETTER & WORSE. Write ONE item for each category. Talk to a friend. Say one thing that is BETTER and one thing that is WORSE.

football teams _____
food _____
TV programmes _____
bands _____
computer games _____

A OK. My food is pizza.
B I think popcorn is better than pizza.
A I agree.
B I think fish is worse than pizza.
A I disagree. I think pizza is worse than fish.

SONG 22

6 Read and choose the best title. Listen and sing.

☐ Look Left

☐ London Is Better Than I Thought

☐ Palaces & Bridges

Let's get on a double-decker
To see what London's like.
Look left, look right.
Every corner a surprise.

London is better than I thought,   2X
And I like it a lot!

Polite people with blue eyes,
Green grass and grey sky.
Look left, look right.
Bridges, palaces and things to buy.

FZ PAGE 65

23

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B4.2 Speaking

What colour is the English Taxi?
(A) Yellow   (B) Black

B4.2 Speaking

What's the Capital of England?
(A) London   (B) Oxford

B4.2 Speaking

Who lives in Buckingham Palace?
(A) The Queen   (B) The Prime Minister

B4.2 Speaking

What is Madame Tussaud's?
(A) a museum   (B) a hotel

B4.2 Speaking

What's the typical English drink?
(A) Coffee   (B) Tea

B4.2 Speaking

What is the currency used in London?
(A) Dollar   (B) Pound

What's the most popular winter sport in England?

(A) Football   (B) Hockey

What is the popular name for the London underground?

(A) The tube   (B) The subway

Do the policemen in England ride horses?

(A) Yes   (B) No

How long does the London eye ride last?

(A) 15 minutes   (B) 30 minutes

People in London drive on the...

(A) Right   (B) Left

People in London drive on the...

(A) Right   (B) Left

85

How many rooms are there in Buckingham Palace?

(A) 458   (B) 775

The Queen doesn't need to have a passport.

(A) True   (B) False

It takes 61 seconds to open Tower Bridge.

(A) True   (B) False

There are 287 tube stations in London.

(A) True   (B) False

There are 287 tube stations in London.

✓ (A) True   (B) False

B4   IS IT BETTER OR WORSE?   New Red Flash

Aim(s) of the lesson	
Focus	**Comparing people and things**
Active Vocabulary	**Nouns:** the underground – the tube – a taxi – a double-decker (bus) – a ticket **Adjectives:** better – worse – cheaper **Verb:** get (a ticket) **Expressions:** ...is better than I thought.
Grammar	Irregular comparatives: *good (better), bad (worse)*
Pronunciation	UK x US – better

OPTIONAL WARMER: HANGMAN   🕑 5 min

• [GW] Books closed. Divide sts in two groups. Play Hangman to revise school subjects.
  Suggestions: history, maths, geography, English, art, science and music

1   VOCABULARY   🕑 10 min

Word Factory 3 → COMPARING PEOPLE AND THINGS

• [TS] Refer sts to the Word Factory page. Have them look at the kids and ask: *What are their names?* (Bob and Martha). *Do they have a bike?* (yes) *Whose bike is more modern?* (Bob's) Refer sts to the stickers page.
• [IND/PW] Sts do the task. Then paircheck.
• [TS] Check answers.
• [PW] Refer sts to the model exchange in their books and tell them they'll play a memory game. Invite a st to be your partner. Ask the st to close his/her book and model the dialogue with you. Divide the class in pairs. Sts test each other. Monitor.

TIP: This is a revision activity from last class. It can be done either at the beginning or at the end of the class.

2   SPEAKING   🕑 5 min

Book track	Multimedia track MM B4.2
• [TS] Refer sts to the pictures and ask: *Where is this?* (London) Have you been to London? • [PW] Divide the class into pairs have them tell their friends what they know about London. Monitor. • [WG] Ask for feedback.	• [TS] Refer sts to the picture. Ask: *What city can you see?* (London) *Have you ever been there? Would you like to visit London one day? Can you identify any of the sites?* • [GW] Divide the class into two groups. Draw their attention to the characters and explain that they'll have to get to the double decker bus. Click on ACTION to show the first question. Sts from the first group answer it and if the answer is correct, the group moves to the following site. If not, the other group answers the following question. **NB**: This activity should be done before asking sts to read the text in order to pre-teach the vocabulary.

3   READING & LISTENING 🔊   🕑 10 min
CD Track 20

• [TS] Refer sts to the text and ask: *Who do you think wrote this text? What is the text about?* (different ways to travel around London) *What is the best way to travel around our city?*
• [IND] Tell sts to listen, read and match the pictures. Paircheck and classcheck orally.

KEY: [a] 4 [b] 3 [c] 5 [d] 2 [e] 1

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4 GRAMMAR & LISTENING ⏱ 5 min
CD Track 21

- [TS] Draw sts attention to the highlighted words in the text. Sts complete the Focus box.
- [IND] Play audio. Sts listen and check. Classcheck.
- Conduct a short drill prompting sts with an adjective and eliciting its comparative form.

T: *good*   Sts: *better*
T: *expensive*   Sts: *more expensive*

Suggested adjectives: good, interesting, bad, difficult, big, intelligent, cheap, tall, beautiful, strong

KEY: better – Double-deckers are better than the underground when you are visiting London for the first time.
worse – Buses are worse than the tube when you don't have much time.

5 GRAMMAR & SPEAKING ⏱ 15 min

- [IND] Sts write one item for each category.
- [TS] Invite a st to model the dialogue with you.
- [PW] Pair sts up and have them carry out the task. Monitor and then correct mistakes.

6 SONG: LONDON IS BETTER THAN I THOUGHT ♪ ⏱ 10 min
CD Track 22

- [IND] Have sts read the song and choose the best title.
- [PW] Play the audio and classcheck.
- [WG] If time allows, have sts listen and sing the song.

KEY: London Is Better Than I Thought

HOMEWORK
Activity Book B4, page 88.

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B4 3))) 20 Out & About in London

MAN	London, the capital of England, is a beautiful city! There are many different attractions for tourists. It's very easy to travel around London. You can take the underground (the tube), a taxi or a double-decker bus. Double-deckers are typical English buses. People usually think that buses are worse than the other means of transport, but to get to know London, there's nothing better than double-deckers. Double-decker buses are cheaper than taxis and bigger than modern buses. It's true that they are slower than the tube, but they are more exciting because they offer a great view of the city. That's why tourists prefer double-deckers. So get a ticket and have fun!

B4 4))) 21

MAN	Double-deckers are better than the underground when you are visiting London for the first time.
WOMAN	Buses are worse than the tube when you don't have much time.

B4 6))) 22 London Is Better Than I Thought

SINGERS	Let's get on a double-decker to see what London's like. Look left, look right. Every corner a surprise. London is better than I thought, and I like it a lot! (2X) Polite people with blue eyes, green grass and grey sky. Look left, look right. Bridges, palaces and things to buy. London is better than I thought, and I like it a lot! (2X)

B4.AB 2))) 23

BOY	One : bad – worse
GIRL	Two: beautiful – more beautiful
BOY	Three: cheap – cheaper
GIRL	Four: colourful – more colourful
BOY	Five: comfortable – more comfortable
GIRL	Six: elegant – more elegant
BOY	Seven: expensive – more expensive
GIRL	Eight: good – better
BOY	Nine: long – longer
GIRL	Ten: modern – more modern

Date: 4 September 2017.	
Class: Junior D, Mon/Wed, 11:40 a.m.	Course book lesson: B4
Teacher: Maria Santos	No. of children present: 13 (9 boys and 4 girls)

Lesson Observation Form

Time	Activity	Description	Comments
11:40	HW correction and self-evaluation chart checking		
12:01	Lesson B4 Speaking Activity 2 (Multimedia Track) SB pg. 22	T opens multimedia activity onto IWB. T refers sts to the illustration. T asks: What city can you see? (London) Have you ever been there? Would you like to visit London one day? Can you identify any of the sites? T. divides the class into two groups. T draws their attention to the characters and explains that they'll have to get to the double decker bus. T. clicks on ACTION to show the first question. Sts from the first group answer it. Groups alternate moving to sites in the game as they get answers right. If answer is	Sts get quite excited with the game and seem to enjoy the topic as well, which in this case, is visiting London, rather than travelling. What they really seem to enjoy is the discovery of curiosities and info about London. One std says it's not fair with his group because in the other group there's a boy who's been there already. Another kid says he's going to London in December.

		incorrect, the opponent group answers the following question.	When his group scores a point, boy in blue hat says it was easy for anyone who's seen Harry Potter films.
		T. asks for a round of applause to the winning team and invites sts to learn more about London.	Two boys hide their eyes showing anticipation for the correct answer. They say 'Oh, I can't look!'
12:16	Lesson B4 Reading & Listening Activity 3 SB pg. 22	T refers sts to the text and asks: Who do you think wrote this text? What is the text about? (different ways to travel around London) What is the best way to travel around our city? T tells sts to listen, read and match the underlined words to the pictures. T plays audio. Sts listen and read while doing the exercise. Paircheck and classcheck orally. T. nominates sts to check for the correct answers.	The winning group are still quite excited about victory. They celebrate loudly. T says info contained in the text is quite interesting. T. asks sts if there are double-deckers and underground in Rio.
12:22	Lesson B4 Language Presentation-	T. draws attention to highlighted words (better and worse) and asks sts if they know these words are comparatives.	

		Grammar:	T refers sts to Focus Box on pg. 23	
		Activity 4	and asks them to complete it using	
			either one or the other.	
		SB pg. 22, 23		
			T monitors sts as they complete the	When T realizes several
			Box.	sts had difficulty
				performing the task, she
			T invites one of the girls to read the	says her instructions
			first sentence. std makes a mistake,	were not clear. T.
			T. corrects. On the spot and asks	explains the task once
			them to read again. The other girl	again and asks sts to try
			in class reads the second sentence.	again.
12:29		Lesson B4	T refers sts to the next activity. T	Talking about food
			goes through each category	seems to be a real
		Grammar and	checking understanding and	favourite for sts. The
		Speaking	eliciting examples. T invites a st to	whole group is engaged
		Activity 5	model the dialogue with her.	and wants to share
			Sts write one item for each	opinions.
		SB pg. 23	category in their books. Sts work in	
			pairs to carry out the task. T	By the end of the
			monitors, assists and corrects	activity, things get
			mistakes as necessary.	rather loud. Whole class
				(except for the two
				girls) are inattentive and
				undisciplined.
12:47			T says 'Now we have a song. Yay!'	I have a feeling students
			To which a std says 'Song, no…not a	didn't enjoy the rhythm.
			song!'	It is a mellow and soft
				song and kids this age
			T invites sts to listen to the song	seem to enjoy upbeat
			and plays audio. Some boys move	songs better. Even so, I
			to the beat and make fun of the	suppose they would
			song. A std even stands up to dance	

		to the song, but T says they are not supposed to choreograph the song and sends him back to his seat. T stops audio and says she is very upset they didn't like her song.	have enjoyed dancing and working through the lyrics if teacher put up a more positive and involving attitude. She doesn't really sound that upset at all.
12:51		T refers sts to Activity Book (AB) and assigns HW.	End of lesson: 12:52

Post Observation Form: 4 September 2017

CRITERIA	Y	N	NA
Was the environment conducive to learning?			
1. Was there a trusting and relaxing atmosphere in class?	✓		
2. Was the classroom environment attractive?		✓	
3. Was there good rapport between the students and the teacher?	✓		
4. Did students feel at ease to contribute?	✓		
5. Were there discipline problems interfering with the lesson implementation?	✓		
6. Did the seating arrangement promote interaction?	✓		
7. Was it easy for students to navigate the double-page spread of the lesson in the book?	✓		

| Were the students affectively engaged in the lesson?			
8. Were students interested in the theme of the lesson?	✓		
9. Was the thematic content relevant for students?	✓		
10. Was the thematic content culturally appropriate?	✓		
11. Did the topics and texts of the lesson serve as a window into learning about local and target language cultures?	✓		
12. Was there a relationship between the content of the lesson and real-life situations?	✓		
13. Did the activities foster meaningful communication?	✓		
14. Were the tasks/activities cognitively suitable, considering students' level of linguistic competence and age?		✓	
15. Was there a variety of activity types in the lesson?	✓		
16. Did students seem to enjoy the lesson?	✓		

B5

What's better?

1 Look at the book cover. What's the story about? Compare the hare and the tortoise. Talk to a friend.

A   I think *The Hare and the Tortoise* is about… / I know this story. It's about a…

B   I don't. I think it's about…
    I think it's boring / interesting / nice, etc. What about you?
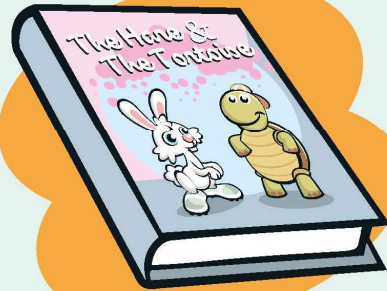
2 Tick (✓) the best option.

The *Hare and the Tortoise* is a story about two animals that…

1. ☐ can run very fast.

2. ☐ think that sleeping is better than running.

3. ☐ are completely different.

3 🔊 24 Read and listen. Complete the story with the correct form of the words in the box. Check your answer in #2.

GOOD	SLOW	FAST	FAST	LAZY	TALL	INTELLIGENT	STRONG

The Hare and the Tortoise

1 Hare: No animal is (1) _____ than me!

2 Tortoise: Do you want to race me?

3 Hare: Hahahahaha! You silly old Tortoise! I'm (2) _____ than you. I'm (3) _____ than you. Of course I'll win!

4 Squirrel: Poor Tortoise! He's (4) _____ than the Hare!
Badger: Maybe, but he is (5) _____.

5 Hare: I'll sleep for a few minutes The Tortoise can't catch me!

6 Tortoise: You are not (6) _____ than me, Mr. Hare. You are not (7) _____ than me. But you are (8) _____.

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Talking about my world

Comparative of Adjectives

The tortoise is (1) _____ than the hare. (slow)

The tortoise is (2) _____ than the hare. (intelligent)

The hare is (3) _____ than the tortoise. (big)

The hare is (4) _____ than the tortoise. (lazy)

4 Complete the Recycling box. Use the words in brackets.

5 Cover the text in #3. Look at the pictures to retell the story.

SONG 25

6 Read and write the missing words. Listen, check and sing.

shorter   weaker   fatter

You're Special

Who's stronger? Who's (1) _____?
Who's better? Who's worse?
Who's more intelligent than you?

(CHORUS)
There are people taller than you.
There are people (2) _____ than you.
So don't compare. You are what you are.
You're special. You're a single star. (2x)

Who's thinner? Who's (3) _____?
Who's better? Who's worse?
Who's more beautiful than you?

(CHORUS)

Flash Link

Are you a fan of dragons? Check this game out!

Scan the QR code or type
http://tinyurl.com/flash4link2

FZ **PAGE 65**

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B5.5 Speaking play

B5.5 Speaking play

B5.5 Speaking play

B5.5 Speaking play

B5.5 Speaking play

B5.5 Speaking play

PREVIOUS MENU NEXT

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Appendix 14: *New Red Flash*, Lesson B5, Teachers' Guide

B5 **WHAT'S BETTER?** New Red Flash

Aim(s) of the lesson	
Focus	**General revision: Comparative of adjectives**
Active Vocabulary	**Nouns:** hare – tortoise
	Adjectives: better – slower – faster – lazier – taller – stronger – weaker – shorter – fatter – more intelligent
Grammar	Comparative of adjectives (recycling)
Pronunciation	Country

OPTIONAL WARMER: HOT POTATO   🕐 10 min

- [TS] Have sts sit in a circle. Tell them you'll play a song and they'll have to pass the ball around.
- [GW] When the music stops, the st holding the ball has to make up a sentence comparing the two words you give them.
  T: *Apple and banana.*
  St: *I think bananas are better than apples.*
Suggested items: basketball and volleyball; pizza and hot dog; Rio and SP; Flamengo and Fluminense; computers and television; The Beatles and NX Zero; Maradona and Pelé

1 SPEAKING   🕐 5 min

- [TS] Refer sts to the picture. Ask: *Do you like reading books? Do you know this story? Do you like it? What is the story about?*
- [PW] Encourage sts to tell their friend what they know about the book. Refer them to the model dialogue. Monitor.

2 READING   🕐 10 min

- [TS] Have sts read the options given and guess what the story is about.
- [PW] Don't check answers as sts will read the story to do so.

KEY: 3

3 READING & LISTENING 🔊   🕐 10 min
CD Track 24

- [TS] Refer sts to the words in the box and elicit their comparatives.
- [IND] Draw their attention to the story and have them fill in the gaps. Paircheck.
- [TS] Play audio track. Sts listen to the story and check. To round off, ask for sts' opinion on the story and elicit what moral it's trying to teach.

KEY: [1] faster [2] stronger [3] taller [4] slower [5] more intelligent [6] faster [7] better [8] lazier

NB: Fables are stories with a moral or lesson to teach, often through the actions of animals that speak and act like people. For more information on fables, go to tomsdomain.com/aesop

The moral of this fable is: Slow and steady wins the race.

4 GRAMMAR ⚙   🕐 5 min

- [TS] [IND] Refer sts to the Recycling box and ask them to complete the sentences with the words in brackets.
- [TS] Elicit answers from the group.

KEY: [1] slower [2] more intelligent [3] bigger [4] lazier

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5 SPEAKING ⏱ **10 min**

Book track	Multimedia track	MM B5.5
• [TS] Refer sts to the story in #3 and say: *Let's check how much you remember from the story.* • [PW] Organise sts in pairs. Have them cover the text and retell the story to their friends. • [TS] Monitor closely. Write down mistakes for delayed correction and encourage sts to correct them.	• [TS] Books closed. Tell sts they must retell the story using their own words. • [TS] Click on Play to start the story. Pause at any time and encourage sts to tell the story. **TIP:** If time allows, invite sts to be the characters and have them create a dialogue.	

6 SONG: YOU'RE SPECIAL ♪ ⏱ **10 min**

CD Track 25

• [TS] Refer sts to the picture. Say: *They are special kids.* Ask: *Are you special? Why are you special?*
• [IND] Have sts read and complete the missing words.
• [TS] Play audio track and have sts listen and check. Encourage sts to sing along.

KEY: [1] weaker [2] shorter [3] fatter

EXTRA ACTIVITY ⏱ **10 min**

Multimedia   MM B5.extra

• [GW] Divide the class into two groups. Click on ACTION to show a question. Sts read the question and choose the best option to answer it. Click on the selected option to check.

FLASH LINK

Aim: Grammar: describing animals.
Activity type: Spot the correct dragon.

HOMEWORK

Activity Book B5, pages 89 & 90

KEY – REVISION SECTION B:

B1 1
1. B
2. C
3. A

B1 2
Open Answers

B2 3
1. smaller
2. bigger
3. taller

B2 4
1. Erica
2. Laura
3. Max
4. Noel
5. Vincent

B2 5
1. Open answers

B3 6
1. Open answers

B4 7
1. Bikes are cheaper than cars.
2. Open answers
3. Open answers

B5 8
1. smaller
2. more comfortable
3. happier
4. calmer
5. calmer
6. more difficult
7. noisier
8. more expensive
9. better

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B5 3)) 24

NARRATOR	Once upon a time, there was a Hare and a Tortoise who lived in the same wood. The Hare was very fast and liked to race the other animals. The Fox raced the Hare. He lost. The Squirrel raced the Hare. He lost too.
HARE	No animal is faster than me!
TORTOISE	So you think you're faster than everybody else? Do you want to race me?
HARE	Ha, ha, ha, ha, ha, ha, ha! You silly old tortoise! I'm stronger than you. I'm taller than you. Of course I'll win!
NARRATOR	That afternoon all the animals came to watch the race.
SQUIRREL	Poor Tortoise! He's slower than the Hare!
BADGER	Maybe, but he is more intelligent.
NARRATOR	The race started. The Hare quickly raced away. After 100 meters, he looked back. The Tortoise was very, very slow. It was a hot day, so the Hare decided to sleep a bit.
HARE	I'll sleep for a few minutes. The Tortoise can't catch me.
NARRATOR	When the Hare woke up, it was late in the afternoon.
HARE	Where is that silly little tortoise?
SQUIRREL	He's finishing the race, now!
HARE	WHAT?!
NARRATOR	The Hare ran to the other end of the wood. When he arrived, the Tortoise was just crossing the finish line. All the other animals cheered.
TORTOISE	You are not faster than me, Mr. Hare. You are not better than me. But you are lazier.

B5 6)) 25   You're Special

SINGER	Who's stronger? Who's weaker? Who's better? Who's worse? Who's more intelligent than you? There're people taller than you. There're people shorter than you. So don't compare. You are what you are. You're special. You're a single star. (2X) Who's thinner? Who's fatter? Who's better? Who's worse? Who's more beautiful than you?

Appendix 15: Observation on 6 September 2017

Date: 6 September 2017	
Class: Junior D, Mon/Wed, 11:40 a.m.	**Course book lesson:** B5
Teacher: Maria Santos	**No. of children present:** 13 (9 boys and 4 girls)

Lesson Observation Notes

Time	Activity	Description	Comments
11:40	Self-evaluation Chart	T. greets sts into class and tells them she would like to make a proposal to class. T. asks sts if they think they've been behaving well in class, speaking English whenever they can, respecting colleagues and herself. A few sts agree they haven't, while most of them seem to be accepting but not so sure about the reasons why T. brought up the topic. T opens a flp, shows sts a grid and explains she'll add all their names and include dates and that, from that lesson on, every end of class she will invite them to make a self-evaluation on their behavior by plotting a Green/Yellow or Red dot next to the date and their names. T elicits sts understanding of kinds of attitude and behavior that would fit each colour by providing examples and asking them where they think each would go.	T. does not take a judgmental position at any moment and always accepts sts' contributions and opinions, reinforcing that she believes sts are capable of telling a right behavior from a bad one.

12:00	Lesson B5 Speaking & Reading Activities 1 and 2 SB pg. 24	T. says they are going to talk about books and asks sts if they like reading. T listens to a few sts and asks how many books they read a year, what kind of books they prefer. T provides vocabulary: comedies, adventure, romance etc. T refers sts to SB pg 24 and says she has a special story for them today. T elicits description of the book cover and asks if sts know the story, whether they like it or not and what the story is about (The Hare and the Tortoise). T refers sts to activity 2, has sts read the options given and guess what the story is about. T. doesn't confirm answers before sts read the story.	Sts. get quite excited about the theme. Many of them get books they're reading from their backpacks to show T. and colleagues. T acknowledges sts' interests and encourages a couple of sts to exchange ideas about the books being shown. Even so, as soon as the T asks them to put their books away and refers them to the SB, most of the group seem to be frustrated. To me, neither the illustration of the book cover, nor the book title itself were able to keep sts engaged. I also feel sts were frustrated because the T introduced the Lesson/Activity by saying they were going to talk about books, but in fact that was only a brief introduction to the actual theme: The Hare and The Tortoise fable.
12:18	Lesson B5 Reading & Listening Activity 3 SB pg. 24	T refers sts to activity 3 and draws their attention to the words in the box. T elicits comparative forms. Sts read the story and fill in the gaps. Paircheck. T plays audio track. Sts listen to the story and check. To round off, T asks for sts' opinion on the story and elicits what moral it's trying to teach. (Slow and steady wins the race)	Sts seem to enjoy working in pairs to do written work. Most of them remain on task until the end. All the sts had heard the story before. Even so, at least half the class had trouble completing the last box. **Tortoise**: *You are not [6] faster*

			than me, Mr. Hare. You are not (7) better than me. But you are (8) lazier.
			It seems that the implicit sarcasm in the tortoise's speech is far too difficult for sts to grasp.
12: 32	Lesson B5 Recycling Language: COMPARATIVES Activities 4 and 5 (Multimedia Track) SB pg. 25	T refers sts to the Recycling box and asks them to complete the sentences with the words in brackets. T elicits answers from the group. Some sts still struggle to use the correct form of comparatives in sentences. Books closed. T asks sts if they have good memories. T tells them they must retell the story using their own words. T opens multimedia activity MMB5.5 onto IWB. T clicks on PLAY to start the story and pauses at times to encourage sts to keep telling the story. Since there is no nominating, retelling the story ends up being done by two or three sts and followed by the others.	Here again, sts seem quite engaged while doing written activities. Activity 4 reveals some sts have doubts on how to use the comparative form of adjs., but the fact it has a clear and organized layout and it's concise seems to help sts understanding and systematization of language. The digital object captures sts' attention. They seem to enjoy trying to recall parts of the story from memory. On the other hand, since T conducts the activity with the whole class (WC), at least three or four sts (weaker ones, especially) are totally inattentive and end up being left out of the activity. It's worth mentioning that while the Book Track version of activity 5 in the Teachers' Guide (TG) suggests the activity be conducted in pairs, the Multimedia track does not

|			make any suggestions as to pattern of interaction that could be used.
12:49	Homework setting	T assigns homework and finishes the class	End of lesson: 12:50

Post-observation Form: 6 September 2017.

CRITERIA	Y	N	NA
Was the environment conducive to learning?			
1. Was there a trusting and relaxing atmosphere in class?	✓		
2. Was the classroom environment attractive?		✓	
3. Was there good rapport between the students and the teacher?	✓		
4. Did students feel at ease to contribute?	✓		
5. Were there discipline problems interfering with the lesson implementation?	✓		
6. Did the seating arrangement promote interaction?	✓		
7. Was it easy for students to navigate the double-page spread of the lesson in the book?	✓		
Were the students affectively engaged in the lesson?			
8. Were students interested in the theme of the lesson?		✓	
9. Was the thematic content relevant for students?	✓		

10. Was the thematic content culturally appropriate?	✓		
11. Did the topics and texts of the lesson serve as a window into learning about local and target language cultures?		✓	
12. Was there a relationship between the content of the lesson and real-life situations?	✓		
13. Did the activities foster meaningful communication?	✓		
14. Were the tasks/activities cognitively suitable, considering students' level of linguistic competence and age?	✓		
15. Was there a variety of activity types in the lesson?		✓	
16. Did students seem to enjoy the lesson?		✓	

C1 The largest forest on our planet.

1 Look at the picture and number the words 1–6.

- parrots
- macaws
- toucans
- monkeys
- snakes
- alligators
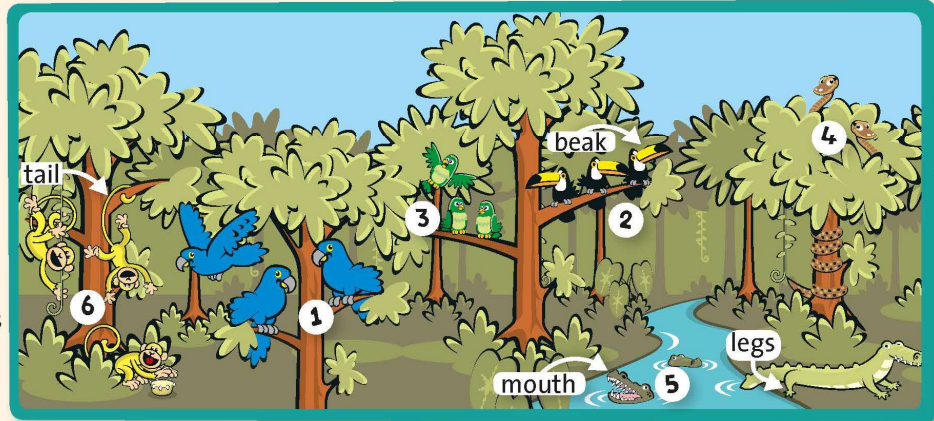
2 26 Read and listen to what the toucan says. Write Yes or No.

Hi! I'm Tuck the Toucan. I live in the Amazon rainforest. It's the largest forest on this planet! You can see lots of things there from the biggest trees to the smallest animals. Did you know that the biggest snake in the world, the anaconda, lives there?

1. Other forests are larger than the Amazon rainforest. _____
2. The anaconda is bigger than all the other snakes. _____

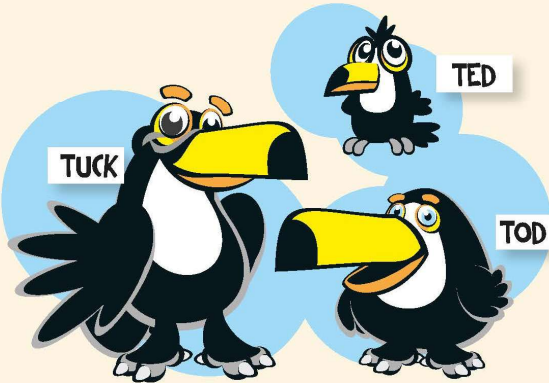**3** 27 Look at Focus. Write the superlative forms. Listen, check and repeat the words in yellow.
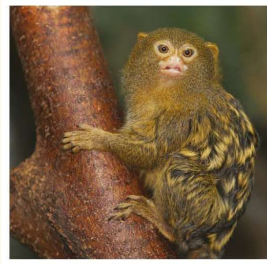
1. **small** – The pygmy marmoset is _____ monkey in South America.

2. **big** – The anaconda is _____ snake in the world.

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Talking about our planet

4 Look at Tuck and his brothers. Answer the questions.

TED

TUCK

TOD

FOCUS

Superlatives of Adjectives 1

The Amazon rainforest is the largest forest on Earth.
Monkeys are the funniest animals of all.

Spelling:
old + est = oldest
large - e + est = largest
big + g + est = biggest
funny - y + i + est = funniest

1. Who's the biggest? _____
2. Who's the smallest? _____
3. Who's the fattest? _____
4. Whose beak is the largest? _____
5. In your opinion, who's the cutest? _____

5 In groups, name...

1. the funniest
2. the noisiest } person in your class.
3. the tallest

6 In groups, complete the table. Talk to your friends.

The ugliest animal				
The funniest cartoon				
The cutest singer				

A In my opinion, the ugliest animal is the...

B I agree.
I don't agree. I think that the ugliest animal is the...

7 Play a game: WHO WANTS TO BE A MILLIONAIRE?

See you later, alligator!

In a while, crocodile!

FZ PAGE 66

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C1 THE LARGEST FOREST ON OUR PLANET. New Red Flash

Aim(s) of the lesson

Focus	**Describing people, things and animals**
Active Vocabulary	**Nouns:** animals (anaconda – alligator – bat – cockroach – macaw – monkey – parrot – snake – spider– toucans) – beak – forest – leg – mouth – tail **Adjectives:** the (biggest – cutest – funniest – fattest – oldest – largest – noisiest – smallest – tallest – ugliest) **Expressions:** become extinct – See you later, alligator. – In a while, crocodile.
Grammar	Superlative of adjectives (*the most* + adj + *est*)

OPTIONAL WARMER: NOUGHTS AND CROSSES ⏲ 10 min

Digit@l Activity

• [TS] Tell sts they are going to play noughts and crosses. Draw the grid on the board and write an adjective in each square.
• [TS/WG] Divide the class in two groups. Groups take turns choosing a square and producing the correct comparative form of the adjective. The first group to have a line of correct answers is the winner.

Suggested grid:

1. difficult	2. strong	3. handsome
4. funny	5. bad	6. easy
7. good	8. intelligent	9. slow

KEY: [1] more difficult [2] stronger [3] more handsome [4] funnier [5] worse [6] easier [7] better [8] more intelligent [9] slower

1 VOCABULARY & SPEAKING ⏲ 5 min

• [TS] Refer sts to the picture. Ask: *What can you see in the picture?* (a forest / a rainforest) Encourage sts to identify the animals, but don't teach new vocabulary at this stage.
• [IND/PW] Have sts look at the picture and number the animals. Paircheck. Classcheck.
• [TS] Conduct a quick repetition drill using the animals.

KEY: [3] parrots [1] macaws [2] toucans [6] monkeys [4] snakes [5] alligators

2 READING & LISTENING 🔊 ⏲ 5 min
CD Track 26

• [TS] Refer sts to the dialogue. Ask: *Who's talking?* (Tuck the Toucan) *What do you think Tuck is talking about?* Play audio track. Sts listen and read.
• [TS/IND] Have sts complete the task. Classcheck.
• [TS] *What does Tuck say about the Amazon Rainforest?* (It's the largest forest on this planet.) *Are there bigger forests?* (No,) Draw sts attention to the meaning of the superlative (the largest).

KEY: [1] No [2] Yes

3 GRAMMAR & LISTENING ⊙ 🔊 ⏲ 5 min
CD Track 27

• [TS] Refer sts to the Focus box. Ask: *Are monkeys funny animals?* (Yes.) *Are there any animals funnier than the monkeys?* (No.)
• [IND] Sts complete the sentences.
• [TS] Play audio. Sts listen and check. Play audio again and have sts repeat the words in yellow.

KEY: [1] the smallest [2] the biggest

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4 PRACTICE ⏱ **5 min**

• [TS] Refer sts to the picture of Ted. Ask: *What animal is this?* (a toucan) Encourage sts to name the parts of the bird (beak, legs, etc.)
• [PW] Ask: *Which toucan is the smallest? Which toucan is the biggest?* Have sts answer the questions in pairs. Monitor and provide help as necessary. Classcheck.

KEY: [1] Tuck [2] Tod [3] Ted [4] Tod's [5] Open answer

5 SPEAKING ⏱ **10 min**

• [TS] Divide the sts in groups of three or four. Refer them to the adjectives and explain that they'll have to agree on a name for each characteristic.
• [GW] Write on the B: *Who's the _____ person in class?* Sts work in groups asking each other's opinions and reaching an agreement. Tell them to have a vote if they don't agree on a person. Remind them to keep a record of the names chosen so that they can report their choices at the end. Monitor closely. Listen to the groups.

6 SPEAKING ⏱ **10 min**

Book track	Multimedia track	MM C1.6
• [TS / GW] Draw sts' attention to the four animals on the table. Ask: *In your opinion, which is the ugliest?* Agree or disagree with the st. Organise sts into groups of four and encourage them to complete the table together. Have a pair model the activity. Sts carry out the task giving their opinions. Monitor and give feedback.	• [TS] Click on ACTION and have sts look at the pictures. Elicit animals from sts. Click on ACTION to show the sentence and have sts complete it. Check. Click on ACTION again to move to the next sentence. Repeat procedure. • [PW] Refer sts to the last screen. Draw their attention to the dialogue and invite a strong st to model it with you. Pair sts up and have them compare the pictures using the superlative form of the adjectives. Monitor and provide feedback.	

7 GAME: WHO WANTS TO BE A MILIONAIRE? ⏱ **10 min**

RP4 C1.7

Preparation:
• [TS] Ask: *Do you want to be a millionaire?* Say: *Let's answer some questions and get a lot of money.* Show the pdf slide / OHT. Refer sts to the first question and elicit the superlative form of *large*.
• [IND] Tell sts to concentrate on the questions first. Tell them to write numbers 1–7 in their notebooks and the superlative form of the adjectives next to each number.
• [GW] Arrange sts in groups of three or four and have them check their questions. Monitor.
Playing the game:
• [GW] In groups, sts choose the correct answers for each question. Set a time limit of two minutes for them to complete the task.
• [TS] Nominate different groups to read the questions and the correct answers. For each answer the group may get up to £100.00 (£50.00 if the question is correct and another £50.00 if the answer is correct).
• To round off, check who became a millionaire.

KEY: [1] largest; b [2] largest; c [3] smallest; c [4] longest; b [5] fastest; a [6] coldest; c [7] slowest; a

ILLUSTRATION

• [TS] Refer sts to the illustration at the bottom of the page. Teach the expressions and ask for repetition. Say goodbye to sts using the expressions.

HOMEWORK
Activity Book C1, page 91.

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C1 2 🔊 26

TUCK THE TOUCAN	Hi! I'm Tuck the Toucan. I live in the Amazon rainforest. It's the largest forest on this planet! You can see lots of things there, from the biggest trees to the smallest animals. Did you know that the biggest snake in the world, the Anaconda, lives there?

C1 3 🔊 27

MAN	The pygmy marmoset is the smallest monkey in South America.
WOMAN	The anaconda is the biggest snake in the world.

Appendix 18: Observation 11 September 2017

Date: September 11 2017	
Class: Junior D, Mon/Wed, 11:40 a.m.	Course book lesson: C1
Teacher: Maria Santos	No. of children present: 13 (9 boys and 4 girls)

Lesson Observation Notes

Time	Activity	Description	Comments
11:40	Lesson C1 Vocabulary and Speaking Activity 1 SB pg. 26	T refers sts to the picture. Ask: *What can you see in the picture?* (a forest / a rainforest). T encourages sts to identify the animals, but does not teach new vocabulary at this stage. T has sts look at the picture and number the animals. Paircheck. Classcheck. T conducts a quick repetition drill using the animals.	Sts seem to be overexcited today. They are mostly inattentive One thing that calls my attention is that some sts, though quiet, are rather aloof. I am under the impression these kids do not understand much of what is being said. TTalk is high and she experiences technical problems with the pen for the IWB, which does not work. Consequently, there's less written anchoring than in previous lessons.
(E.T. 5')	Lesson C1'	T refers sts to the dialogue. T asks: *Who's talking?* (Tuck the Toucan) *What do you think Tuck is talking*	

	Reading and Listening Activity 2 SB pg. 26	*about?* T plays audio track. Sts listen and read. Sts complete the task. Classcheck. T asks '*What does Tuck say about the Amazon Rainforest?*' (It's the largest forest on this planet.) *Are there bigger forests?* (No,) T draws sts attention to the meaning of the superlative (the largest).	
12:25	Lesson C1 Grammar and Listening Activities 3 SB pg. 26	T refers sts to the Focus box. Asks: *Are monkeys funny animals?* (Yes.) *Are there any animals funnier than the monkeys?* (No.) Sts complete the sentences individually. T plays audio twice. Sts listen and check. T has sts repeat the words in yellow.	
12:36 (E.T. 5')	Lesson C1 Language Practice: Grammar Activity 4 SB pg. 27	T refers sts to the picture of Ted. T asks: *What animal is this?* (a toucan) Encourage sts to name the parts of the bird (beak, legs, etc.) T asks: *Which toucan is the smallest? Which toucan is the biggest? S*ts answer the questions in pairs. T monitors and provides help as necessary. Classcheck.	Sts enjoyed playing with the sounds Tuck, Tod, Ted, names of toucans in the lesson.
12:41 (E.T. 10')	Lesson C1 Further Language	T divides the class in groups of three or four. T refers them to the adjectives and explains that they'll have to agree on a name for each characteristic.	T shows genuine interest in sts' opinions and sts are quite willing to contribute their answers. However, several boys

| | Practice: Activity 5 SB pg. 27 | T asks: *Who's the tallest person in class?* Sts give their opinions, all at the same time. T invites the whole group to stand up and form a line, from the shortest to the tallest. T elicits: *Antonio is the tallest.* T asks: *Who's the shortest?* Sts answer: *Ana Paula Cunha.* Sts work in groups of three to discuss each other's opinions and reach an agreement for the other two items. T monitors and offers help as necessary. | speak at the same time. Classroom management missing: no nomination or asking for complete sentences (so sts may practice the superlative). Sts are particularly interested in comparing physical characteristics and personal traits and in deciding who is the noisiest, the tallest, and the funniest person in class. |
| 12:50 | Homework setting | T assigns homework and finishes the class | End of lesson: 12:50 |

Post Observation Form: 11 September 2017.

CRITERIA	Y	N	NA
Was the environment conducive to learning?			
1. Was there a trusting and relaxing atmosphere in class?	✓		
2. Was the classroom environment attractive?		✓	
3. Was there good rapport between the students and the teacher?	✓		
4. Did students feel at ease to contribute?	✓		

5. Were there discipline problems interfering with the lesson implementation?	✓		
6. Did the seating arrangement promote interaction?	✓		
7. Was it easy for students to navigate the double-page spread of the lesson in the book?	✓		
Were the students affectively engaged in the lesson?			
8. Were students interested in the theme of the lesson?	✓		
9. Was the thematic content relevant for students?	✓		
10. Was the thematic content culturally appropriate?	✓		
11. Did the topics and texts of the lesson serve as a window into learning about local and target language cultures?		✓	
12. Was there a relationship between the content of the lesson and real-life situations?	✓		
13. Did the activities foster meaningful communication?	✓		
14. Were the tasks/activities cognitively suitable, considering students' level of linguistic competence and age?	✓		
15. Was there a variety of activity types in the lesson?		✓	
16. Did students seem to enjoy the lesson?		✓	

Appendix 19: Post-observation Criteria Data Compilation

CRITERIA	Teacher: 1 Learners: 13		
Was the environment conducive to learning?	**Total YES**	**Total NO**	**Total N.A.**
1. Was there a trusting and relaxing atmosphere in class?	4	-	-
2. Was the classroom environment attractive?	-	4	-
3. Was there good rapport between the students and the teacher?	4	-	-
4. Did students feel at ease to contribute?	4	-	-
5. Were there discipline problems interfering with the lesson implementation?	4	-	-
6. Did the seating arrangement promote interaction?	4	-	-
7. Was it easy for students to navigate the double-page spread of the lesson in the book?	4	-	-
Were the students affectively engaged in the lesson?			
8. Were students interested in the theme of the lesson?	2	2	-
9. Was the thematic content relevant for students?	4	-	-
10. Was the thematic content culturally appropriate?	4	-	-
11. Did the topics and texts of the lesson serve as a window into learning about local and target language cultures?	1	3	-
12. Was there a relationship between the content of the lesson and real-life situations?	4	-	-
13. Did the activities foster meaningful communication?	4	-	-
14. Were the tasks/activities cognitively suitable, considering students' level of linguistic competence and age?	2	2	-
15. Was there a variety of activity types in the lesson?	4	-	-
16. Did students seem to enjoy the lesson?	2	2	-

Appendix 20: Learners' Answers to Individual Questionnaires

All the responses to the questionnaires have been reproduced in respondents' own words, thus, they are in Portuguese.

The actual questionnaires learners filled in are available upon request.

Free translation will be provided upon request.

Demographics:

Respondents	13
Boys	9 (1 incomplete questionnaire)
Girls	4

Respondents	Boy (B) or Girl (G)	Age	School year	1. What I like doing best during the week	2. What I like doing best at the weekends	3. What annoys me most	4. Things I like most	5. What I consider most important in my life
1	G	9	4th.	Aula de matemática	Viajar, passear com a família	Quando tem muito dever de casa, acordar cedo	-	-
2	B	10	5th.	futebol	Jogar video game	Quando meu console dá pau	Minha geladeira, meu fogão e tudo na minha casa, Pizza e sushi e meu celular	Comida, saúde, minha família e meus melhores amigos

3	B	10	6th.	Ver Naruto Shipuden	Ir ao cinema, dormer	Perder	Minha família e meu celular	Minha família
4	G	10	5th.	Aula de teatro	Ir ao clube com minha família	Acordar cedo, Dever de casa	Teatro, livros do Harry Potter	Minha família
5	B	10	5th.	Estudar línguas, como Japonês, e praticar esportes	Ir para minhas aulas iradas de Parkour	Falar com a Carolina porque ela sempre me irrita quando eu empresto alguma coisa para ela.	Estudar línguas, meus livros	Minha família, estudar - as línguas que eu estudo
6	B	10	5th.	Jogar jogo no meu celular	Jogar PS 4	Igor Telles	Jogar PS 4, meu celular	Jogar e minha família
7	B	10	5th.	futebol	Jogar video game	Meu jogo enguiçar	Pizza, sushi, minha bola, meu iphone	Minha família e meus amigos
8	B	11	5th.	Jogar PS 4	Jogar futebol	Filipe Bastos	Minha família, PS 4 e minha prancha	Minha família
9	G	11	5th.	Aula de ciências	Eu gosto de ir ao shopping, passear com minha mãe	Meninos (alguns)	Meus brinquedos, Diário de um Banana, meu smartphone	Minha família

10	G	11	6th.	Ver Naruto	Jogar video games e dormir	Minha irmã	Minha família	Minha familia
11	B	11	5th.	jogar futebol	Jogar video games	Henrique Dias	Miojo, sushi, Nutella, jogar futebol e jogar video game	Minha família
12	B	11	5th.	Jogar PS 4	Passear tempo com minha família	Felipe Bastos	Minha família, PS4, minha casa, meu celular	Minha família
13	B	11	5th.	jogar futebol	Ir à praia, surfar	Guilherme de Lima e acordar cedo	Comer pizza e jogar no celular	Jesus e Minha família

Appendix 21: Creative Workshop Documentation

18 September 2017

All anecdotal and photographic documentation, including A3 sheets produced by participants for the World Café, are available upon quest.

Warm-up: MY SUPER! POWER

- Running away is an alternative: flying, invisibility, teleporting, cloning people
    - *"me esconder quando tiro nota baixa"*
    - *"fugir da escola"*
    - *"não aparecer em foto"*
- Some of them want top performance: *Master speed, predict other people's powers*
    - *"chegar mais rápido"*
    - *"escrevo muito devagar"*
    - *"ganhar corridas"*
    - *"montar cubo mágico"*
- Others want to have fun.
    - *"X-ray vision"*
    - *All superpowers*
    - *"ir pra Disney mais rápido"*

The YES x NO Game

Participants' habits that stand out are:

- Students do not sleep long hours: most of them go to bed late and wake up very early for school. Three participants admitted pretending to be asleep to their parents so they can keep using their mobiles and tablets for playing and watching YouTube videos.

- In general, they like studying.

    - Only two children declare NOT to like it.

    - Favourite school subjects vary a lot, though almost everyone mentioned enjoying Science.

    - Most of them enjoy studying with their parents and / or friends.

- Few students study other foreign languages. One boy loves studying languages, and was taking Japanese and Esperanto lessons, besides English, during the course of this investigation.

- They only enjoy homework if it is related to a subject they like. Doing homework for CIISA is considered fun.

- Almost everyone takes after school programmes. Most participants practise sports or do some sort of physical activity: football, swimming, dancing, drama etc. One student takes part in a Maker programme (hands-on experiential workshop, very popular in Brazilian education nowadays).

- All participants have their own mobiles, most of them with internet access. Most of them also own tablets and have their own PCs. They use tech devices mostly to see videos on YouTube and communicate via WhatsApp.

- TV use: NETFLIX comes first, followed by Cable TV (cartoons, sports and reality shows). Very few watch open TV

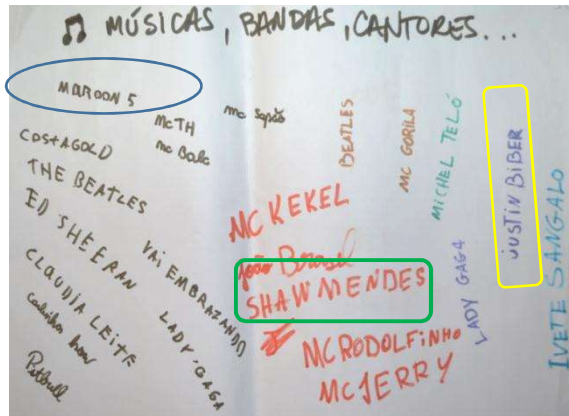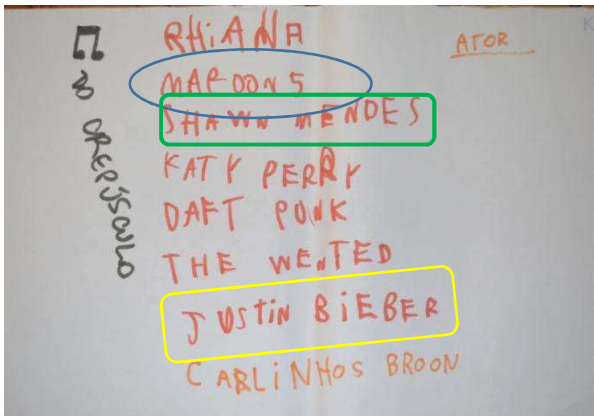- Many of them cultivate the habit of reading and like it very much.

WORLD CAFÉ

The original A3 posters produced by groups of students and depicted below are available upon request.
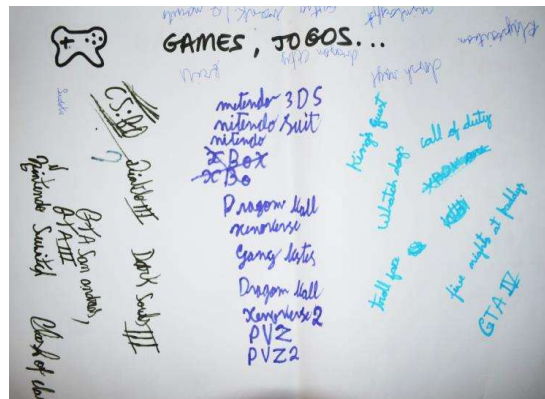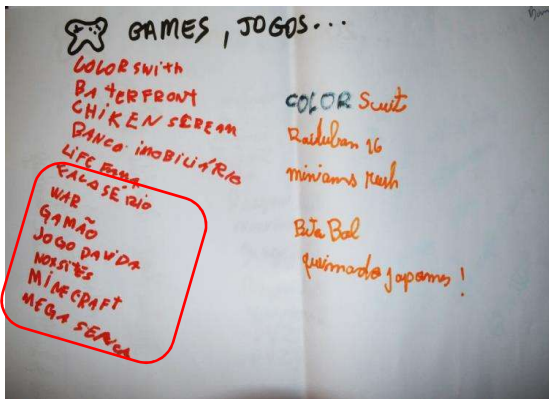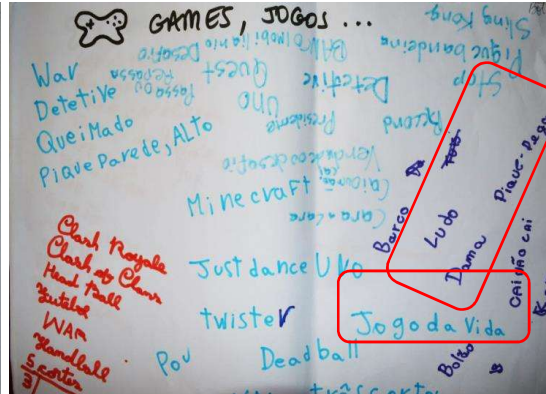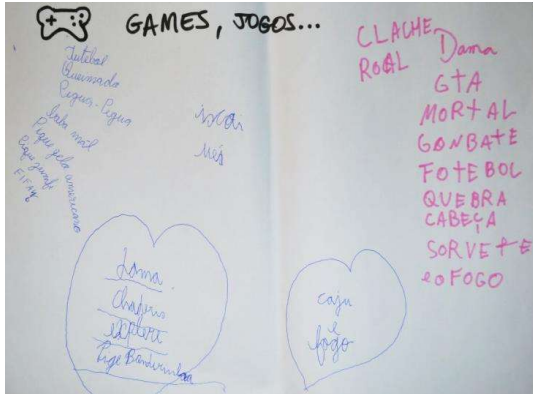
MUSIC, BANDS AND SINGERS

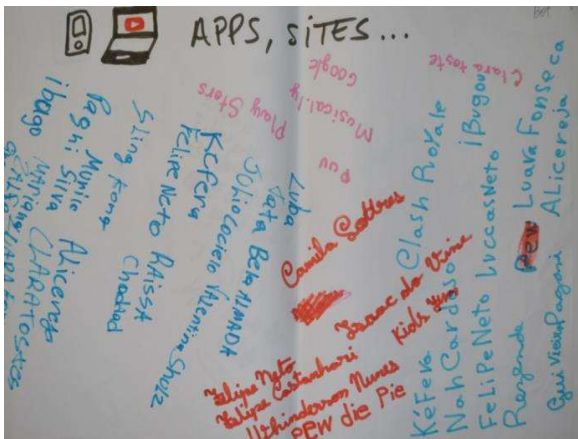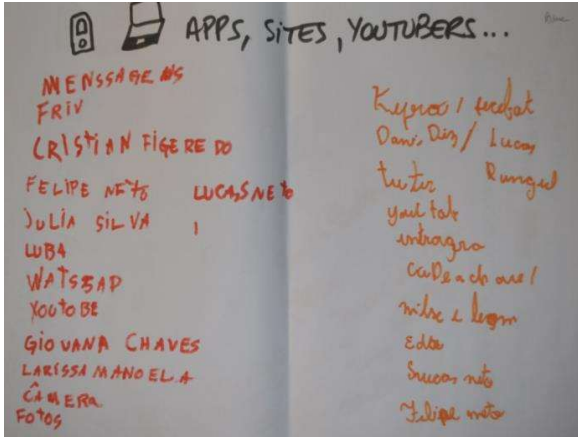Pop music is the favourite style and teen idols are ubiquitous.

GAMES: console-based, playground, board games

Electronic games are, by far, participants' favourites, but board games and physical activities also found their way into their lists.

FILMS, TV SERIES AND CARTOONS

Participants like various sorts of cartoons and films. It is difficult to nominate preferences. Boys tend to prefer animes (Japanese animation) and films with gaming and super heroes themes.

APPS AND SITES

YouTubers are leaders in participants' preference.

LEISURE ACTIVITIES

BOOKS, COMICS AND MAGAZINES

Monica's Gang, Harry Potter, best sellers and serial books for teens are among participants' favourites.

MY BOOK: LIKES & DISLIKES

Participants simply love stickers!

According to students, the book is fun, especially as regards:

- The stories

- Lessons related to animals

- Lessons related to food

- The illustrations

- The 'cute' characters: students miss "*Rusty", a resident character in the first two volumes of the coursebook series (a big yellow alien monster, who s=disappears after falling down a waterfall in New Green Flash, volume 2 of the New Flash series).*
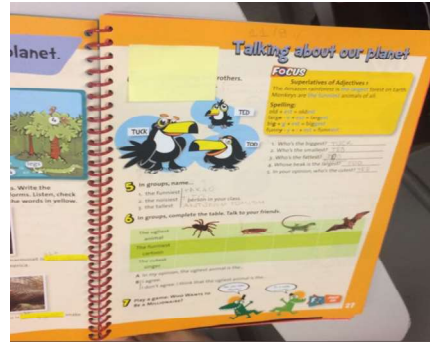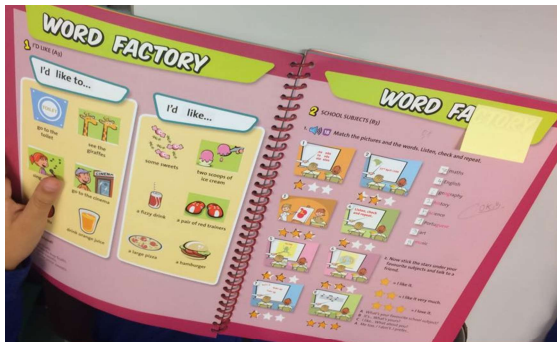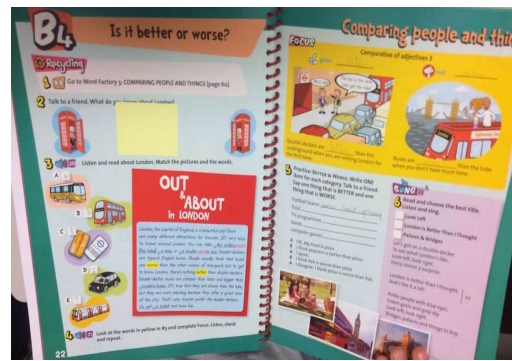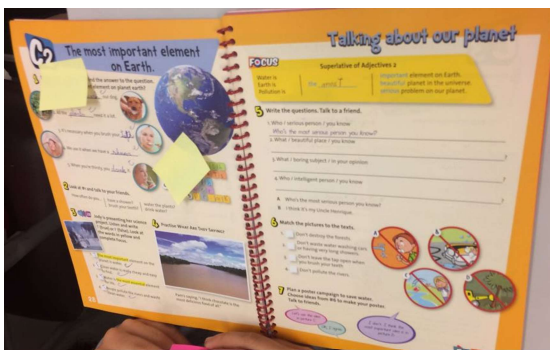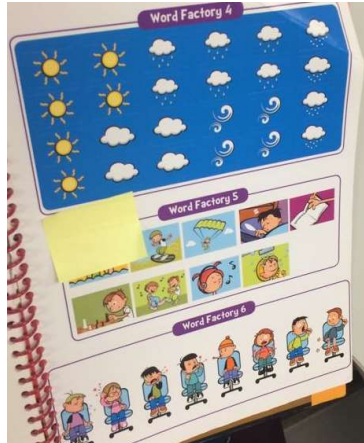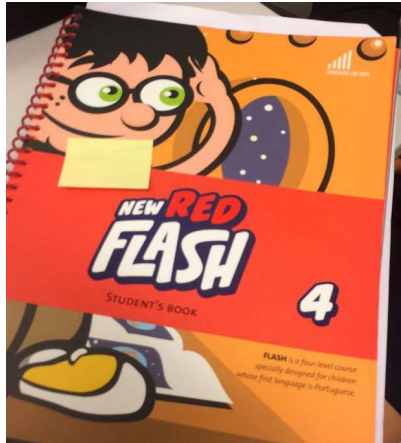
Dislikes – pink post-its

Students dislike:

- Listening activities

- Doing homework

- Incomplete language boxes
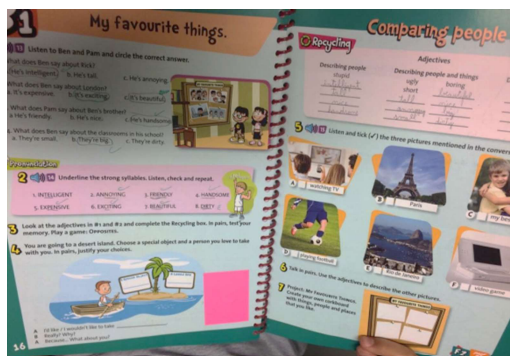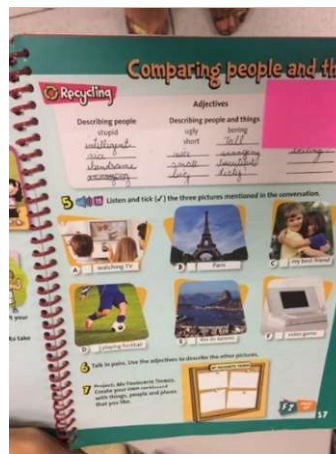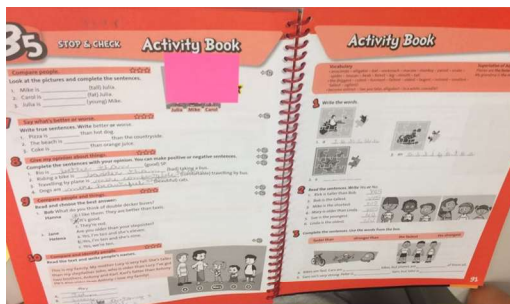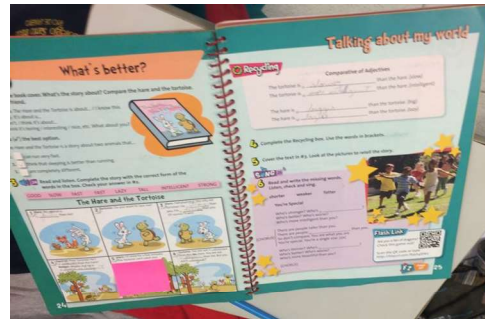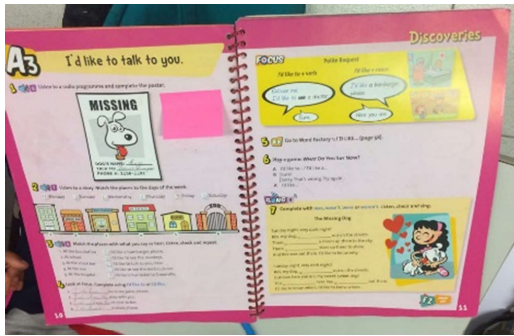
Transcript of Creative Work

The audio file that originated this transcript is available upon request.

As discussed in the body of this dissertation, the workshop was conducted in English for validity purposes. However, I chose to accept Portuguese from students, so as not to refrain them from contributing their feelings and opinions. This being so, the transcript below will contain both English and Portuguese.

Audio recording was made from my smartphone native application and the classroom was quite large. Therefore, transcription of students' concurrent speech proved to be rather difficult to achieve.

The field notes I took immediately after conducting the session were incorporated into the anecdotal and photographic documentation above, thus, complementing data gathering.

Participants:

Facilitator: Raquel **(R)**

Group of students **(Ss)**

Individual student **(S)**

R: This is just for me, OK? Because I don't have very good memory.

R: On your t-shirt, please.

[concurrent speech]

R: What's wrong there? No, that's a… that's a controller.

[concurrent speech]

R: Ok, ready guys? We have to start. Ok, here.

R: It is his symbol. "Aldeia da Folha".

S: *Do you know Naruto?*

R: Of course, I do! Of course.

[concurrent speech]

R: Are you ready? Does everyone have a nametag? Pedro, João Pedro…

R: Ok, o Antônio tem? João Vitor, ok. Is it? João Vitor?

[concurrent speech]

R: Ok guys, it seems that we have a problem with the computer… So, guys, please! Look at me. Tito, look at me! When I say… Pedro, ok? One, two, three, eyes on me.

R: All right. So, it seems that we have a problem with the computer, but I am not going to wait for us to start, ok? Are you hot? [Yes]. I am going to turn it on in a minute, ok? So, what I want you to do now is, I want you to leave your books and stand up. Stand up, and make a circle. [With our books?] No, without the books. Careful.

[background noise]

R: Ok, so… No. Ok, ok, one, two three. Imagine, for one minute, that you can have super powers. Ok? Super powers. And what super power would you have? What… Não, Guys, guys, together with me here. Pedro, stand up. Are you tired? Antônio. Join us. Ok, everyone together. Tito. Let´s listen here. What would your super power be? Are you Leonardo? Are you Leo? Ok, so keep your secret there. Listen to your friends.

S: How do I say "invisibilidade" in English?

R: Invisibility.

[background noise]

R: Invisibility? Why? You can explain… Tito. Here. What would be his super power? Invisibility. And yours?

S: *Sharingan*!

R: *Sharingan*. Can you explain to the group what the *Sharingan* power is?

S: Ele não sabe o que é, mas ele quer ter.

S: Eu tenho uma ideia...

S: Ele tem uma ideia.

[unintelligible]

S: Você tem o poder de conseguir ser ele...

R: Ok, Tito. In your own words now.

S: You can predict the… other peoples' powers.

R: That's a very good one. So, you have invisibility, predicting peoples' powers, so you can act before… Pedro, so what would be your super power? [Invisibility]. Invisibility too, why? What would you like to do, if you were invisible?

[loud laughter]

R: All right. Takao, is this your surname? Ok. So, what would be your super power? It's not in the correct order. It's…

[unintelligible noises]

S: Como que se fala todos?

R: Todos? All of them.

S: How do you say "*velocidade super alucinante*"?

R: Master speed. What would you do if you had super speed?

S: Correr? É, correr muito. Speed runner?

S: Speed racer

R: Aquele filme.

Ss: Não é filme, é um jogo.

[concurrent speech]

R: Let us explain in English. Tito, stay here next to me.

S: All of them, all of the powers. [Unintelligible]

S: Humble. So, Gustavo, yours! Sorry, Gustavo

[Unintelligible].

R: To fly? That's a good one! Where would you fly to? Guys, listen to Gustavo… Tito. Oh, you would fly to Disney World? *[unintelligible]* Ok, Gustavo. Yes.

[concurrent speech]

R: Oh, that's a very good one! Ok, all right.

S: *Meu poder é escolher mais dois poderes!*

R: Raio X. [X-ray, x-ray!] there is a difference. X-ray and x-ray vision… Yeah? Ok, what would you… Leo, what would you…? Pedro.

[concurrent speech]

R: Guys! You ok? Guys. Ok now. Any more super powers? Bernardo. What is it?

[*Eu não sei como se fala em inglês*].

R: Say in Portuguese!

S: Clonagem. Clonagem! How do you say *clonagem* in English?

R: Cloning. Everybody

Ss: cloning.

R: Bernardo. Cloning people?

S: Yes!

S: No, clonar pessoas? É ruim. Não sei, ele pode fazer qualquer coisa...

[concurrent speech]

R: João?

[children unintelligible]

R: Listen to João's super power.

S: Gun. Gun, and X-ray, e consegue ver… Como diz "consegue ver"?

R: You can see…

S: You can see one vision in 360 graus. 360-vision. João, você…

[concurrent speech]

R: X-ray… and you can see one vision in 360 degrees.

S: Tá gravando tudo aqui, só pra você saber...

Ss: Wow, parabéns!

[concurrent speech]

R: Don't worry about this. Guys!

S: [Sítio do Pica-Pau Amarelo...]

R: Listen. Ok, Portuguese. Put it away! Ok, Clara. Let's listen to Clara, guys.

S: Como fala "o poder de se transformar em qualquer coisa"?

R: The power to change into anything.

S: The power to change to… into … into anything.

Ss: Fly too because I would love to fly… [Me too, I would love to fly!]

[concurrent speech]

R: Go think about it, go back. What is your super power?

[unintelligible]

R: Ok, we can help you! [unintelligible]

R: Does everyone know… Pedro, Cacau, does anyone know what teleporting is? Do you? Yes? Gustavo, do you know teleporting?

R: Ok guys, let's sit down. Do you have a super power? And please, go back to your seats. *[concurrent speech]*

R: Ok now. You are going to say "Yes" or "No", ok? Think about iR: Yes… ok? And no… Ok, so let us see what we are going to do. What are we going to do… like that. Look, can you please put your game away? Keep it, keep it for later… Ok. Can you give it to me? I will take good care of him.

[noise]

R: It's not going anywhere.

R: Ok, guys. Listen. If you mean, Tomishi… Antonio Tomishi? Ok, when you think "Yes", raise your hands. Ok? When you mean "No", you do this.

[concurrent speech]

R: Ok, so we are going to do something different! Lots of fun. So, we did super powers, and [unintelligible]. Until the end of class. Did everyone else say their super powers? Ok? All of them? Which one is yours? Cloning? Oh, yours is cloning, yours is invisibility… Yours is teleporting! Ok, so keep your super powers there. Now it's our Yes and No game.

R: Yes is for sim, and No is for não… Are you ready? [

Ss: Yeah

R: Ok, so, one, two, three. What do you have to do if your answer is yes? What do you have to do if your answer is yes? Hands up! What do you have to do if your answer is no?

[unintelligible]

R: OK? Pay attention, I am not going to repeat the question.

Ss: What?

R: Wake up early. Early. Five, six in the morning.

Ss: Ahhh

R: Do you like it? Yes?

Ss: No, no, no…

R: Listen to me. The question is: "do you like…", "do you like…"? *Então, essas perguntas são de questão se vocês gostam ou não; não é se vocês fazem ou não…* Então, do you like to wake up early? Ah! Leo, Tito, Gustavo… This one is "do you have". Do you have a cell phone?

Ss: Yes

R: Yours.

[unintelligible]

R: Pedro, Pedro, seu de verdade, não é da mãe ou do pai...

[concurrent speech]

R: Ok, that is fine. Gustavo, cell phone. Yes or no? Ok, ok. Number three. So, you can speak Portuguese. You study English. Do you study any other languages?

Ss: Yes, yes, yes!

S: Esperanto and Portuguese.

R: Really? Esperanto?

Ss: So, what do you do? O que que é Esperanto?

R: Esperanto is a language that was… sorry.

S: Esperanto is a language created by Zanghof. He is a doctor, he is a Polish doctor, and… Ninguém está entendendo nada…

R: Of course, they can understand, right? [unintelligible] Listen to Tito.

S: International language. Like… If you don't, if you go to the… if you go to the… to the… How to say *Alemanha?* [unintelligible] If you go to Germany and you can't speak German, you can speak in English. Esperanto was basically like English.N

R: Right, but the fact that English is so international… What happened? What is the real international language nowadays?

Ss: English

R: English, right? You can go anywhere and speak English, right? *Esperanto acabou não pegando por isso…* Because English was so big now that we don't need one specific language.

[unintelligible]

R: Ok, ok. Number four. Do you… do you take any… you go to school, and you come to Cultura. Do you take any <u>extra</u> activities? Yes or no?

S: O que é isso? Seria o que, outra?

R: *Outras, outras… que não seja escola, nem Cultura.*

[concurrent speech]

R: Do you take any extras… do you take any extra activities, like football, swimming…? [unintelligible] But not physical education in school, extra. Ok? *Como atividades complementares* or something.

[noise]

[concurrent speech]

S: Today, I do English, Japanese lessons and… and capoeira.

R: Ok, Bernardo?

[unintelligible]

R: … a sports guy. Cacau?

[concurrent speech]

R: Ok, that is… You look like a ballerina. A contemporary ballerina. Ok, João Vitor, do you do any extra activities? Which one? Which ones?

S: Guitar and [*unintelligible]*

R: Ah, so we have two musicians

Ss: [unintelligible]

R: The drums? Wow, so we can have a band!

[concurrent speech]

R: Bernardo. Oh, well. We have lots of sports here. [unintelligible] Swimming… Yoga, yoga. Do you like it? I did it, I did it for a while. Anyone else? Ok, Yes or no, guys, let's continue. Are you sleepy? Sit properly. Ok. Do you like studying? Coding. Do you like studying?

Ss: [unintelligible]

R: Only Tito and Cruz? Oh, ok… Ok, Leo. Well done. People, listen, listen… Antônio, don't you like studying anything?

[concurrent speech]

R: Ok. Do you like sports?

Ss: Yes.

R: Ah, so, what sports do you like?

Ss: Football… Cacau… Ok. So, you see, you got to invest in all that. [unintelligible]

R: Sorry?

S: It depends. When do you like it, when do you not like it?

[concurrent speech]

R: You see, everyone has their preferences. I like English, I don't like maths very much. My kids love maths. Imagine if everyone liked the same, how boring it would be… Tito, find something. Science and sports. Very good, Antonio. So, Tito, what is it?

S: I love all the school subjects to study, but I prefer studying English [unintelligible] and Portuguese.

R: Well, one can see you are very good at languages. Ok guys, let's go. Do you like taking shots?

Ss: Shots? What is that?

R: *Injeção.*

[concurrent speech]

R: Come on, Vitor. Antônio.

[concurrent speech]

R: One, two, three, eyes on me! How do you say… How do you say… listen to me… How do you say "*tomar uma injeção no bumbum*"?

[concurrent speech]

R: On the bottom. Butt is not so…

Ss: [unintelligible] On the bottom [unintelligible]

R: Leticia, what did you say?

S: It depends. How do you say, how do you say "se não for doer tanto"?

Ss: If… not hurt to much?

[concurrent speech]

R: Alright. Ok, guys. Thank you very much. Now, listen to me. Now, I want you to work in pairs. In groups, pairs or groups, and… [unintelligible] Ok. Girls, you are going to think about your favourite bands, singers, music, anything. [Singers!]

[concurrent speech]

[time lapse of a couple of minutes]

R: Ok. Tito! Are you working? Are you working? Guys! Renato, Cacau!

[unintelligible]

[concurrent speech]

R: Guys, there is plenty of space!

Ss: *A gente nem pisou no selo, não está nem marcando...*

[concurrent speech]

Ss: Ah, ah, ah... [unintelligible]

(…)

Ss: Cinema, music... [unintelligible]

R: No, time up. Come here. Time up… [unintelligible]

Ss: Oh, my gosh [unintelligible]

R: Ok, you have one minute!

Ss: No!!

S: Yes, yes, yes.

[concurrent speech]

S: One more minute! One minute!

[concurrent speech]

R: Ok guys, go back to your seats now. Go back to your seats.

[unintelligible]

R: Go back to your seats, stand up! Thank you. Back to your seats…

[unintelligible]

R: Bernardo, come.

[unintelligible]

R: Can you please pick up the pencil

S: *Nossa, a voz tá gravando ainda!*

R: Sit down! Get your books now, please.

[concurrent speech]

R: Bernardo! Tito! Now, please. Is this Rock 'n Rio? Get your books, books on the desks now. Sit down, please. Thanks. Books on your desk. Thank you! Ok.

[concurrent speech]

R: Listen to me. Now, you are going to look at your book and… You are going to look at your books and you are going to stick, stick these on the pages you like. So, yellow for "like". And you are going to stick pink for "don't like". Ok? *Então, eu vou entregar isso para vocês e o que tem que fazer? Tito, o que vocês vão fazer?*

Ss: *Vai ter que tirar os stickers e colocar aqui na página*

Ss: [unintelligible]

R: *Isso, então não precisa ser a página inteira. Pode botar em cima de uma atividade que vocês gostem, qualquer exercício… esse exercício é legal… [ininteligível] pode trocar pelas coisas que gosta sim, mas vai ter que explicar. [ininteligível]*

[concurrent speech]

R: Pode, pode claro. Pode colar em qualquer parte do material.

[ininteligível]

R: Pode, pode.

[concurrent speech]

R: Ok. [unintelligible] *Eu não te dei rosa?* Ask your friend, I don't have any more pink…

[concurrent speech]

(…)

R: Ok now, time is up!

Ss: Não

R: *Gente, agora vou pedir uma gentileza para vocês. Eu vou passar, tirar umas fotos agora de uma coisa que vocês gostaram ou que não gostaram* Thank you very, very much. *Quem terminou, já pode levanter o braço e eu vou... Me mostra duas coisas que você gosta e duas que você não gosta. [Tira foto do meu!]*

[concurrent speech]

S: Essa página. Na verdade, o livro inteiro.

R: Deixa eu tirar uma foto do livro [ininteligível]. Mas o que você mais gosta desse livro?

S: A primeira página, porque aí dá pra ver tudo de novo...

[concurrent speech]

S: Eu não gosto de colocar coisas que eu gosto. Então ficou assim

R: Por que?

S: Tira foto do meu!

[concurrent speech]

R: Me mostra do que você gosta, Cacau. [inintelligible] Você gosta do personagem?

[Concurrent speech]

R: Gente, muito obrigada! Thank you very much. Qual é o comunicado importante que vocês vão levar para casa hoje? Não, Tito! Ok, bye bye. See you, thank you very much!

[Concurrent speech]

Interviewer: Raquel **(R)**

Interviewee: Maria Santos **(MS)**[*fictitious name]

R: Você se importa se a gente trocar para Inglês?

MS: No, not at all. The questions you sent me are in English, so I figured the interview would be in English.

R: Ok, so, thank you very much for your time and for agreeing to participate in this interview and I'll start by asking you a few questions for validating purposes. So, Maria, are you willing to participate voluntarily in this interview?

MS: Yes, I am.

R: And how long have you been a teacher?

MS: For ten years.

R: Wow, you look so young.

MS: Ah, yeah, but I'm 33.

(laughing)

R: Well, yeah, **y**ou are young, but you started young.

MS: In fact, almost eleven. Because I've been teaching at Cultura for ten years, but before that I taught at a small school in Petrópolis.

R: Oh, well, you've already answered question 3. I had no idea you had been here so long. Ok, then, which age groups have you mostly worked with? I mean, while you were in the classroom, because you have recently left the classroom for a DOS position.

MS: Teenagers, let's say, from 12 to 17, 18. Most of my groups were teens, they were the majority.

R: Can you tell me when was the last time you had a junior C group, adopting the New Blue Flash?

MS: Yeah, we were together for the whole year. I actually had two Junior C groups I had a smaller group in the mornings, and the one you observed lessons was the lunchtime group. They were cute.

R: Now, as you answer the following questions, I'd like to focus on and refer to that lunchtime group you had, ok?

MS: Ok.

R: Were your sts interested in the lessons topics in the book?

MS: They were. There was a lesson with the pirates, I remember they were really interested, there was a song too. There was a lesson with witches, Moira and… they were three sisters and they were witches, they were really interested. But the one with the pirates, there was a desert island or deserted beach, they liked very much.

MS: If you ask about the topics they weren't interested, I don't know, 'cause in that group, specifically, everything was a big party for them, so. Even when the topic was not that interesting, they made it interesting, they made a lemonade out of it.

R: Would you say the themes and topics in the book were relevant and meaningful are considering students' age and level of maturity or was it something related to that group in special?

MS: The topics were relevant, maybe the songs, but that is not related to topics, but it's something related to how to approach the song.

R: It's fine.

MS: I never thought the topics were irrelevant or didn't fit the students, but sometimes the approach to topics was a problem. Like the songs or the activities were a bit silly too for them. The songs were something that not all the students were interested in,

R: Uh huh.

MS: As opposed to Jr A and Jr B, when they are all excited about singing. They ask us to repeat the songs and hear them again and again, but I never saw the themes or topics as irrelevant.

R: You've mentioned silly activities or maybe a silly approach to the themes. Apart from the songs, can you think of anything else that you might have considered irrelevant for them?

MS: Uh, I'm thinking, especially with that group. They didn't like moving so much, but it was very specific of them, but I don't remember, I don't remember, right now, I don't think of anything else.

MS: I get the songs were a bigger problem than the activities, not a problem, but an issue with them.

R: That's ok.

MS: I think that was the biggest issue – the songs.

R: Now, considering cultural aspects, how appropriate, culturally speaking, were the themes and contents, considering students' age and level of maturity?

MS: I think they were appropriate, they were ok. Even when we were talking about a cultural aspect which was different from theirs, it was something they could reach, you know. There were never topics that were new to them, but that they didn't relate somehow.

MS: But we have to bear in mind that these kids come from very good schools, they travel a lot, so they are used to discovering new things all the time, so when they get in touch with things that are different or new to them, that is not part of their culture, I guess they say ok, it's something new, but there are new things out there, it's part of the process, you know. I don't remember anything being inappropriate or difficult to reach, culturally speaking.

R: Would you say that when faced with novelty, as you said, would you say they were interested and eager, or, they were just, as you suggested, ready to cope with that?

MS: I little bit of both. There's a lesson when a Japanese or a Chinese girl writes a composition describing her bedroom, she says she sleeps on a futon, she has rice for breakfast… and then somebody said 'Wow, rice for breakfast' and then somebody said 'People in Mexico have different food too'. And someone else said 'What's the difference? Rice? Bread?' They were like 'Oh, interesting'. Interesting, nice, It's ok to be different.

MS: I guess they have this feeling of being open to novelty. It's cool to be open, you know, and they know that.

R: Alright, now considering language, how appropriate were the topics and activities, considering students' level of linguistic competence and age?

MS: Let me remember. Those kids, they, most of them come from Santo Inácio, and I remember they didn't face many difficulties when I was talking to them about grammar or exploring the focus box with them. There were lessons when I had to explain a lit bit more or they had to do some extra activities, but in general things used to flow smoothly, if I may say so.

R: Uh huh.

MS: I don't remember any units specifically where they had a bigger issue or a moment when I came to the realisation they were not gonna make it. Most of the times, things were ok for them (…) they had good scores, so, all on all … that group, right? That group. On the other hand, the group I had in the morning, things were a bit more difficult for them, because they come from a different context. Even though they were a much smaller group, they came from a school that wasn't as good as Santo Inácio and there were concepts that they just had difficulty in grasping the concept, not just the grammar, you see. N the whole, they had difficulty with the pace, with production, not just grammar.

R: Ah yes, for that group. Would you say, then, that there was anything that might have been too easy for them?

MS: I don't remember. Oh, let me get the book.

(brief intermission)

MS: Let me see. Ah, yes. When they had to make a difference between 'What is he like?' and 'What does he look like?'. That was a bit confusing, but not …not much.

R: Now, considering the same group, we've considered activities or lessons which were culturally appropriate or not, I'd like you think about the level of cognitive demand. How suitable were the topics and activities, cognitively speaking, considering students' age and level of maturity? Can you remember anything in particular which might've been very complex task, very elaborate procedures, or anything or the sort?

MS: no, no

R: So would y say that in general they could cope with the level of cognitive challenge the material posed to them?

MS: Yes, yes

(T doesn't seem to grasp the concept of the question very well.)

MS: I felt always the need to model a lot with them, but once modelling was done, you see, they learned a lot faster when I modelled, instead of explaining too much, you see, pick a volunteer, show them how to it and things were ok.

R: True.

MS: That group was rather big and if I spent too much time speaking, I would lose them, so I would rather do the activity with them, model with them, instead of giving them instructions.

R: I see, ok. So, Maria, from students' point of view, were the lessons and activities fun? Can you think of…

MS: Oh, for sure, yeah, the word factory part was, I guess any time I said guys let's use some stickers. Sometimes I'd even announce it in the beginning of the class to keep them focussed, you know, 'if you focus, we'll have time to use some stickers today…', but they had a lot of fun, they did. Even with the homework pages, you see, lots of activities there are fun, there are puzzles, uh, the Flash is lots of fun. It's a fun series. Cavemen, they were interested. And then, we talked about Monteiro Lobato and Renano Russo. And then they didn't know Ayrton Senna and they didn't know he was a famous

formula 1 player and they were interested and they went like 'Oh, really, teacher?!'. They had fun with the book!

R: Oh, that's good. Any examples of activities or lessons they might have considered uninteresting or dull?

MS: Well, anytime I told them they would have to write a composition, there would be complaints, but most of the times…

MS: The flashback pages, they love them. Word factory, they loved them too. Fun zone, was a moment they liked – some activities from the fun zone, you know, sometimes they didn't understand, but it was a matter of telling them what to do. I don't remember a lesson where they didn't find a fun aspect or they didn't relate at all, so…

R: Ok, that's... Well, we're approaching the end of the interview and I only have a couple more questions, ok?

MS: Ok.

R: So, are you currently teaching any other junior groups? And before this semester, had you taught junior groups before?

MS: I guess I had at least one junior group each year. I guess because I look younger, people like to give me junior groups (laughing).

MS: And it's funny because the topics of conversation you have, they change as well. I'm watching that ridiculous video on YouTube and people ask me why are watching this? Who showed you this video? And then I say my students. You definitely become one of them.

R: Yeah, right, which I particularly think it's one of the best things of being a teacher

(sound of fireworks)

R: Is there anything else you'd like to share that we haven't in a way touched before?

MS: Well, All I have to say is that I felt at the end of semester, that they had really learned a lot

I knew some of those students since Junior A, and I could definitely see a lot of progress you see, from Junior A until Junior D. I think it' a series that promotes progress. It promotes fun moments. It engages students. It's interesting. The activities, with the stickers, they have something, you know, they activate a part of their brains and they get people crazy. I only have positive comments, I guess. Sometimes it might be a bit overwhelming in terms of timing, you see, yeah, but… the intensity we

feel in Junior A and Junior B is not so strong when we get to Junior C and D, but still the time constraints are quite a worry I guess.

R: Ok, well, Maria, this is the end of the interview as I'd planned, I think I have a lot of input.

MS: I had to be honest, right? *(laughing softly)*

R: Yeah, thanks! It's always a big challenge... It gave me a lot of input and food for thought.

MS: My pleasure and I hope I have helped.

R: You have, for sure. I'll let you know how things have turned out.

MS: Oh, great. See you.

R: See you, bye. (*fading)*