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Affect: What is teacher confirmation and what effect does it have on learning?

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Dedication

To my daughter, my heartbeat, Rebeca

Acknowledgements

I would like to thank the children who participated in my study, my family, my school, Sandie Mourão PhD, Nicole de Abreu and my co-operating teacher.

AFFECT: WHAT IS TEACHER CONFIRMATION AND WHAT EFFECT DOES IT HAVE ON LEARNING?

CARLA ALEXANDRA DOS SANTOS NUNES SANTANA

ABSTRACT

KEYWORDS: affect, foreign language learning, primary education, motivation, teacher confirmation scale.

In the field of affect, research has shown that it is important for young learners to feel confirmed and recognized. This study aimed to look at how I can measure affect in the primary Foreign Language (FL) classroom and discover the implications in my pedagogical practice. My research involved creating a Primary Teacher Confirmation Scale (PTCS) and using it to help me reflect on and manage my behavior and attitude in class. Data was collected via questionnaires, class notes and reflections and feedback from my co-operating teacher. The PTCS proved to be a valuable tool to measure affect, and contributed to helping me improve the classroom environment, the students' motivation and my awareness of how the children perceived me as their teacher. This scale can help teachers measure affect in their classrooms and self-reflect to better improve the teaching and learning of English in the primary classroom.

RESUMO

PALAVRAS-CHAVE: afeto, aprendizagem de língua estrangeira, educação no 1º ciclo, motivação, "teacher confirmation scale".

Na área do afeto as pesquisas demonstram como é importante que as crianças se sintam confirmadas e reconhecidas. Este estudo teve como objetivo perceber como se pode medir o afeto nas aulas de língua estrangeira, no 1º ciclo, e descobrir quais as implicações do afeto nas práticas pedagógicas. Pretendi com a minha pesquisa criar uma "Primary Teacher Confirmation Scale" (PTCS) que me ajudasse na refleção sobre os meus próprios comportamentos e atitudes para com os alunos na sala de aula e monitorizá-los. Foram recolhidos dados através de questionários, notas da sala de aula, reflexões e "feedback" da professora cooperante. A PTCS provou ser uma ferramenta valiosa para medir o afeto e contribuiu para melhorar o ambiente da sala de aula, a motivação dos alunos na aprendizagem da língua e para aumentar a minha consciência sobre a forma como os meus alunos me veem. A escala criada pode ajudar os professores a monitorizar o afeto nas suas salas de aula e a refletirem sobre formas de melhorar o ensino e a aprendizagem dos conteúdos académicos no 1º ciclo.

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LIST OF ABBREVIATIONS

AR – Action Research

FL – Foreign Language

PTCS – Primary Teacher Confirmation Scale

TCS – Teacher Confirmation Scale

CHAPTER I: INTRODUCTION

1.1 Inspiration and personal context

I have taught young learners for 19 years and I have always been very sensitive to children's opinions and feelings and have therefore tried to pay attention to affect in my primary English classroom. When I read an article by Kathleen Ellis (2000) about teacher behaviours that influence academic outcomes, I knew immediately that I wanted to do my research in the area of affect, in particular, looking at teacher confirmation, "the process by which teachers communicate to students that they are valuable, significant individuals" (Ellis, 2000, p. 265).

The government has allowed teachers from other education cycles to teach young learners of primary age and I thought it was pertinent to emphasize how teaching these young learners may differ from other cycles of education. In my experience, young learners do not generally have much intrinsic motivation to learn a foreign language. According to Arnold "With intrinsic motivation the learning experience is its own reward…" (2005, p. 14).

In primary education the spotlight is on the teacher. Children are motivated by the teacher and are generally sensitive to the teacher's attitudes and responses in the classroom. These attitudes and responses can have a direct effect on the classroom environment as well as on motivation and therefore on learner outcomes. Affect is very important in young learner classrooms. Affect has always been a topic that science has had difficulty proving or measuring but research has shown that it is important, especially in young learner classrooms. My intention was to create or adapt a tool to measure and better help understand affect. In an era where self-reflection has proved to be important for personal and professional growth, I decided to create a tool where students' opinions would help the teacher reflect and therefore improve his or her practices in the classroom and ultimately benefit the children.

CHAPTER II: LITERATURE REVIEW

2.1 Affect in the classroom

It is important for teachers of young learners to be aware of the affect factor in the primary school classroom as young learners do not yet have intrinsic motivation to learn a second/foreign language. Therefore not only is it important for lessons to be engaging

and appealing to young learners, they must also take affect into consideration.

Teachers should be aware of how they make students feel, how that perception may differ to their own and must ensure there is a respectful and encouraging environment which leads to more progress as students will be more motivated to do their best. Students need to feel they are learning in an environment where they can experiment, make mistakes and learn. "…attention to affect" and working with "self-esteem and other affective issues is done to provide a supportive atmosphere in which we can better encourage learners to work hard to reach their learning potential" (Arnold, 2011, p. 6).

As seen in Nikolov's study (1999), which aimed at looking at attitudes and motivation of Hungarian children between the ages of 6 and 14, when students between the ages of 6-8 were asked why they learned English, most of them replied because it was fun, because they were good at it, because they just played. This means students like learning English if they are motivated and confident. The answers relating to the teacher in Nikolov's study had answers such as, "because the teacher is nice and kind", "because the teacher loves me" (Nikolov, 1999, p. 42). Even though the study with children aged 8 to 11 showed that some students found English useful to teach a family member (still in the affect category) and that it would be useful if they travelled, their opinions were still very similar to the younger student's answers, "because the classes are good and interesting" and "she is not angry" or "she is kind, nice", referring to the teacher (Nikolov, 1999, p. 43). Nikolov's study shows that younger students want to learn if there is a fun, peaceful and warm environment in a classroom where the teacher pays attention to affect. According to Nikolov, instrumental motives only emerge around the age of 11 or 12. She writes, "Perhaps the most important finding with classroom implications relates to the way causes of motivation were found to vary at different ages. For very young children, classes must be fun and the teacher is in focus" (Nikolov, 1999, p. 3).

Teachers have the power to influence student's motivation and outlook on a second language from a very young age. Teven and McCroskey (1997) suggest three factors which show the teacher cares about his/her students: "empathy, understanding and responsiveness" (p. 2). Arnold suggests that teachers should be worried about what is going on inside the student in order to be giving learning a solid foundation: "Teachers, then, who think that being concerned about what goes on inside and between their learners is not part of their job are not placing learning on the firmest foundation" (p. 4).

Research shows that there is a direct relationship between affect and cognition. If a student is in an environment where he feels confirmed, he will be more comfortable to use all the tools he has to better succeed in a classroom. As Arnold says, "In educational contexts it is important to keep in mind that emotions, thinking and learning are inextricably linked" (Arnold, 2011, p. 3).

2.2 What is Classroom Connectedness and how can teachers foster it?

Sidelinger and Booth-Butterfield (2010) speak about community or classroom connectedness (even though there are contextual barriers such as the number of students) which is a feeling that is generated within the classroom and which creates a more favourable environment for learning:

> (…) students are likely to benefit from the classroom experience if both the instructors and students contribute to co-construct a positive atmosphere. Positive perceptions of teacher confirmation and student-to-student connectedness should lead to positive increases in student communication both within and outside the classroom (Sidelinger & Booth-Butterfield, 2010, p. 171).

This means the teacher can aid this feeling by creating a positive, respectful and confirming environment. If students have such an environment, this will aid classroom connectedness. The classroom is a community and there is no benefit in a student feeling the teacher is fair to him but unfair to others. That will affect his general opinion of the teacher. The teacher's behaviour is also generally mirrored by children. It will be more difficult or less likely for students to disrespect others in an environment that is confirming rather than disconfirming.

2.3 What are confirmation and disconfirmation?

According to Ellis (2000), confirmation is "The process by which teachers communicate to students they are valuable, significant individuals" (p. 265). Students feel worthy, seen and heard, depending on the teacher's behaviour and attitudes. Goodboy (2008) reinforces that confirmation is indeed a process by which teachers communicate they care about the students, "Confirmation, then, may communicate caring to students which creates positive communication in the classroom and fosters affect and learning in a linear progression" (p. 58). If teacher confirmation means the child feels heard and respected, disconfirmation means the exact opposite. Students feel unheard, disrespected and therefore may develop negative attitudes towards the teacher and towards English.

As seen in Ellis (2000), according to the Sieburg Typology, confirmation includes (a) recognition, (b) acknowledgement, and (c) endorsement. Disconfirmation includes, (a) indifference, (b) imperviousness, and (c) disqualification of the speaker, his or her message, or both (p. 267). If any student should feel indifference or a negative attitude towards English, the teacher could find out if this attitude is a consequence of the environment in the English classroom or of the teacher's attitudes and responses. It is important to have a tool which can measure how the teacher is perceived by the children.

Teachers' attitudes and words can be perceived by children as confirming or disconfirming. Children may interpret actions, words or behaviours as seen in the table below:

Table 1: Cissna and Sieburg, 1982

Confirming	Disconfirming
"To me, you exist."	"To me, you do not exist."
"We are relating."	"We are not relating."
"To me, you are significant."	"To me, you are not significant."
"Your way of experiencing your world is valid."	"Your way of experiencing your world is invalid."

This table can help teachers put themselves in the shoes of their students and reflect on how they would interpret certain attitudes or behaviours and which side of the table they would prefer to relate to. It is only fair to say a child would be more motivated to learn if he or she felt confirmed as opposed to disconfirmed.

> (…) teacher confirmation appears to be yet another behaviour that influences both student classroom involvement and student learning outcomes. To facilitate teacher-student classroom communication, instructors would be well advised not only to consider whether their classroom behaviours are confirming, but to implement and utilize teacher confirmation behaviours in their classrooms. (Goodboy and Myers, 2008, p. 174).

Goodboy and Myers recognise confirmation as a behaviour which influences student classroom involvement and learner outcomes. The authors advise teachers to make sure their behaviour is confirming.

2.4 What is the Teacher Confirmation Scale?

Sieburg (1975) created the first tool (the Perceived Confirmation Inventory) to measure perceived confirmation. It was a five-item, four-step Likert scale and respondents had to show how they felt in the following items:

1. He/she is not at all interested in what I have to say.
2. He/she accepts me.
3. He/she has no respect for me at all.
4. He/she dislikes me.
5. He/she trusts me.

(Ellis, 2000, p. 268)

This inventory was found inadequate as it was not behaviourally based and was therefore considered low in potential pedagogical value, hence the Teacher Confirmation Scale (TCS) was created by Ellis with 27 items (2000, p. 268). Ellis finds there are four general patterns or dimensions that show teacher confirmation strategies: (a) the teacher's responses to students' questions and comments, (b) demonstrated interest in students and their learning, (c) style of teaching and (d) absence of general disconfirmation. Ellis started by basing her items on the scale in accordance with the four patterns and had 27 items which included the fourth pattern (d) absence of general disconfirmation, but Ellis deleted this dimension as she stated this dimension "failed to cross-validate in separate samples" (Goodboy & Myers, 2008, p. 155).

The Primary Teacher Confirmation Scale (PTCS), in the form of a questionnaire, intends to measure or confirm whether students feel confirmed. That is, if they feel respected and seen and therefore feel more motivated to learn English. The PTCS (focusing more on the teacher and the child's feelings) is used with a Feelings Questionnaire (focusing more on preferred activities and skills work). It covers Ellis's four patterns indirectly and will be analysed to show there is, in fact, a direct effect on motivation and learning if the student feels, as Laing said, and the true meaning of confirmation states, "endorsed", "recognized" and "acknowledged" (Ellis, 2000, p. 265).

2.5 Conclusion

I began by explaining affect and its role in teaching and learning. I also connected affect to classroom-connectedness and showed how teacher confirmation fits into affect.

I have shown that teachers play a major role in second language learning in primary school. The teacher's behaviour and attitudes influence the environment and motivation in students. It is necessary for teachers to be aware of this and to find a tool to monitor children's feelings and opinions, their perception of the teacher and of the classroom environment. This monitoring can lead to a healthy learning environment where children feel confirmed and not afraid to reach their full potential, whichever it may be.

It is my belief and I intend to show that by creating a scale adapted to the primary school classroom, students will be more motivated to learn and will make positive progress. Not only will the classroom environment be more positive for the students, but it will be a better place for the teacher as more learning is likely to take place and children will be more receptive to learning English and more willing to take risks and participate. It is my intention to create a Primary Teacher Confirmation Scale (PTCS) as none exist yet and I feel this scale fills a gap in research.

CHAPTER III: THE ACTION RESEARCH

3.1 Context: Where, who, when and how?

The class referred to in this study is in a private primary school in the suburbs of Lisbon. The school is an infant and primary school with 100 students in total. There were approximately 40 children in infant school and the primary school had around 60 students in years 1 to 4. The study was done in a year 3 class.

The class had 17 Portuguese students, 11 boys and six girls in Year 3, primary school. They were all between seven and eight years old and the class had two new girls commencing the academic year. Fifteen of the children had had English in years 1 and 2 but had no books and did mostly songs and games. One of the new girls had never had English and struggled to keep up with classes; not only did she not understand simple classroom language but she took a long time to complete any exercise. The other new girl had had English before and was very motivated and comfortable with the subject. The class had two other members who had general learning difficulties and these two and one of the new girls required special attention. They were not officially Special Educational Needs students, but had individual strategies in class such as sitting in front of the class and one-to-one help from the teacher.

The class had English twice a week. I taught them during the whole of Term 1, from mid- September to mid-December. Their lessons were on a Tuesday and Thursday

from 2 p. m. to 3 p. m. after their lunch break. They generally came in sweating from running and playing but came in with a smile and as soon as they walked into the class they all sang our "Hello, handshake" song. My lessons had a beginning and ending routine and I gave out homework on a weekly basis.

I taught them a curricular subject under the supervision of my co-operating teacher and had to submit 2 lesson plans a week (one to my university supervisor and two to my co-operating teacher at least 24 hours before the lessons). Once the week's lessons were over, I sent a reflection to my university supervisor. I conducted my research in the classroom as I taught them English. We played games, sang songs, did book work (their course book was *Smileys* – Express Publishing), craft work (which went on display on three occasions in the school hall), worksheets, homework, a variety of assessment tasks and inter-class activities (presenting Christmas Carols to the rest of the school). I also used picture books for storytelling and project work with clay models.

3.2 Methodology

3.2.1 Why is Action Research (AR) important?

"Action Research can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students" (Burns, 2010, p. 12). Action research can help teachers reflect and learn more about themselves and their teaching environment. My research was done in 3 stages: pre-intervention, intervention and post-intervention, before treating the data.

3.3 Preparation for the study

3.3.1 Choosing an area and research question

In the preparation stage, I decided what area I wanted to focus on "affect" – and chose my research question, "How can we measure affect in the primary school classroom and why is it important?" I then reflected on what potential improvements could come from this research. I chose this area as I believe my practice could be improved.

> The central idea of the action part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. Importantly, the improvements that happen in AR are ones based on information (or to use the research term, data) that an action researcher collects systematically (Burns, 2010, p. 13).

3.3.2 Letters of consent

I put together my Letters of consent to the director of the school (Appendix 1), to the parents of the children involved (Appendix 2), and to my co-operating teacher (Appendix 3), who was also involved in my study observing my lessons and lastly, to the children involved (Appendix 4). The letters asked for permission to include my results and the children's and co-operating teacher's opinions in my study, committing to keeping everyone involved anonymous.

The most challenging form to put together was the Letter of consent to the children (Appendix 4). Even though all the letters of consent were done in Portuguese, the children's letter had to have simple and appropriate language. I decided to use a True/False questionnaire as children are familiar with this type of exercise. I also had to adopt an attitude in class where students did not feel obliged to participate. I explained everything in Portuguese and they then chose a code name which not only made their identity safe, but was a fun part of the study for them. Once they had chosen their code name, they completed a form to let me know whether they were clear about what I had explained. "It is essential that the child has full information about the research in order to give their 'informed consent' to take part, and that consent is 'freely volunteered'. The child should also know that she/he can withdraw at any time." (UCL Ethics research committee)

I only moved onto the next stage once I had all the letters of consent with me. All parties involved agreed to participate in the study.

3.4. Stage 1: Pre-intervention – Creating a Primary Teacher Confirmation Scale

3.4.1 The Feelings Questionnaire

In order to create a Primary Teacher Confirmation Scale (PTCS) adapted to my class, I used a questionnaire and sniplets (a small cut out piece of paper), which fed into the final PTCS. First, I put together my Feelings Questionnaire (Appendix 5). This questionnaire collected information on how students felt towards English and had open questions at the end, where students could say what they preferred doing and least liked doing in class. It also asked them if they thought they were going to like doing homework and skills work. This questionnaire aimed at measuring teacher confirmation through the third dimension as seen in Ellis (2000), (c) teaching style, as I found creating a PTCS which only focused on the teacher's behaviour, would be easier for young learners. Not

only is it easier to reply to two questionnaires instead of one long one, but the questionnaires focus on different things. This questionnaire helped me choose activities which students enjoyed in order to add to affect. The first Feelings Questionnaire was given out on the 22nd of September 2016 before my intervention and the second Feelings Questionnaire was given out on the 17th of November 2016 towards the end of my intervention.

3.4.2 The sniplets

I then handed out a sniplet, which asked the children to describe, in Portuguese, what qualities, in their opinion, a good teacher should have. It is important to know how students see a good teacher, how they feel, what they expect and what they hope for. I had already started to put my PTCS together focusing on teacher qualities but realized I needed their opinions so as to adapt the PTCS to this particular class using the teacher qualities the children referred to. Children started to fill them in, in the classroom, but soon I realised some needed to think about it and I allowed them to take the sniplet home and complete it with their parents, if they wished.

These were the children's opinions about what good qualities a good teacher should have were: (the numbers in brackets are the number of responses):

1. Fun (4)
2. Intelligent (3) clear when explaining (3), patient (3)
3. Friendly (2), demanding (2), firm (2)
4. Funny (1), know a lot of English (1), should study a lot (1), sweet (1), must speak English well (1), a good friend (1), understanding (1), respects each individual child's personality (1), creates a secure/safe environment (1)

These adjectives and opinions fed into the final PTCS. These adjectives were incorporated into my PTCS, thus personalizing the scale to the class I taught during this study. Secondly, I used the Feelings Questionnaire, asking children their opinions on English and what they would like to do and learn. These two stages fed into the PTCS as I believe if the teacher tries to incorporate what students enjoy, this adds to affect and motivation. This means this PTCS Scale was truly adapted to this class.

3.4.3 The Primary Teacher Confirmation Scale

The Teacher Confirmation Scale I created was adapted from Leon (2005) and from the Final Teacher Confirmation Scale as seen in Ellis (2000), which attempts to

measure how children perceive the teacher and how they perceive the teacher's attitude towards themselves and their colleagues. I initially had 11 response categories and added four from the children's suggestions, as these adjectives came up repeatedly in the sniplets and I had not included them. Some of the adjectives were already a part of my Scale.

Initially I had 11 statements; statements 9, 10, 11 and 12, were added after I collected the sniplets from the children:

1. My English teacher knows my name.

2. My English teacher gives me an opportunity to speak.

3. My English teacher listens to what I have to say.

4. My English teacher helps me when I need help.

5. My English teacher is fair with me.

6. My English teacher is fair with my classmates.

7. My English teacher respects me.

8. My English teacher smiles at us.

9. My English teacher is fun.

10. My English teacher is patient.

11. My English teacher is firm.

12. My English teacher knows a lot of English.

13. I feel good with my English teacher.

14. My English teacher likes me.

15. I like my English teacher.

Initially, I had smiley faces in the Feelings Questionnaire (Appendix 6) and True or False statements in the Teacher Confirmation Scale but before I gave out the second Feelings Questionnaires, I changed the options so they would both have the same response categories: True, More or Less True, More or Less False and False. The first PTCS was given out on the 18th of October 2016, and the second PTCS was given out on the 24th of November 2016.

3.5 Stage 2: Intervention

As I taught, I used the children's opinions to change my attitudes in class. I added some games and activities they had suggested (such as the crocodile word game) and tried to live up to the qualities mentioned in my scale. I took in the first PTCS and reflected. I had to make an effort to remember some children's names and change my attitudes when clarifying their doubts.

In this stage I had a Feelings Questionnaire and a PTCS adapted to the class. I also had my co-operating teacher's feedback on my behaviour and the children's behaviour in the lessons as well as the incidents I had been collecting in a table as seen below.

In Table 2 there is an example of important incidents I collected and which I felt were pertinent to my study. I analysed these and made an effort to change the attitudes I felt were not adding to affect in my classroom.

Table 2: Collecting Incidents

Situation that worried me/ Incident	My response and attitude	Change in students attitude or behaviour
"When I clarify doubts my teacher gets angry and says, 'You should have paid attention'. This means he is scared of clarifying doubts?	I must try to be attentive and patient and smile when he puts up his hand and pay attention to see if he is putting up his hand more often in class.	He is putting up his hand more often in class!

3.6 Stage 3: Post-intervention

3.6.1 Second round of questionnaires

Before I began this stage, I handed out a second Letter of consent to the children (Appendix 8), changing the wording as to whether they agreed to continue participating. Once again, I tried to put no pressure on them whilst assuring them there would be no problem if they did not want to participate any further. For example, in the first Letter of consent to the children (Appendix 4), they underlined "I agree to participate in Xana's study" whereas in the second letter of consent (Appendix 8) the same statement read, "I agree to continue participating in Xana's study".

I then gave out a second Feelings Questionnaire and a second PTCS and observed and reflected on the children's responses which had changed in most categories. I reflected on the differences in relation to the first Feelings Questionnaire and the first PTCS.

3.6.2 Other tools collected and reflected on

3.6.2.1 Assessment and homework results

I also compared their assessment tasks results during the term (Appendix 9) to come to some of the conclusions mentioned in my major findings in the Conclusions Chapter between the pre- and post-intervention stages. I had to truly self-reflect throughout the whole process. I used a homework record sheet to monitor if students were doing their homework and if they were doing so more often. I used an overall percentage to then reflect on the homework done throughout the term.

3.6.2.2 Self-assessment

Children were given a self-assessment grid at the end of the term (Appendix 10), by my co-operating teacher. I used their feedback to evaluate and assess my work. I used their opinions to reflect on my teaching abilities, skills and on the children's feelings.

3.6.2.3 My co-operating teacher's feedback

I used my co-operating teacher's feedback during my intervention and post intervention. I gave my co-operating teacher the same questions as the ones in the PTCS. For example, in my PTCS, the first statement is, "My English teacher knows my name", and so I gave her a question which read, "Do I know their names?" Every lesson I gave her 4 questions that were written at the bottom of my lesson plan and my co-operating teacher observed me and the children and gave me her written feedback and opinion at the end of the lesson. Going home and reflecting on her opinion was very useful and meaningful as we do not always know who we give more or less attention to. These opinions were very important to help me measure affect in my classroom.

3.7 The data

The tools above were analysed quantitatively and qualitatively. The Feelings Questionnaires, The PTCS and the students' self-reflection questionnaires were analysed quantitatively and qualitatively with the purpose of showing original research results. I measured on a numerical basis how many students had replied to each response

option/scale point (quantitative approach) to then analyse the meaning of the responses and the changes in responses (qualitative approach). The test, assessment tasks and homework results were also looked at quantitatively as the overall percentage was looked at and taken into account for research purposes.

The sniplets, the incidents and the co-operating teacher's feedback were analysed qualitatively as they depend on feelings and reactions on behalf of the parties involved and demanded reflection.

CHAPTER IV: RESULTS

In this chapter I will be presenting and analysing the results of all the data I collected during the term. The results were analysed with an attempt to answer my research question: How can we measure affect in the primary school classroom and why is it important? I will begin by discussing the incidents and analysing them qualitatively. I will interpret the Feelings Questionnaires and the PTCS (pre- and post-intervention) both qualitatively and quantitatively. I shall then look at other data, such as my co-operating teacher's feedback, the assessment tasks and homework results, my co-operating teacher's feedback and the children's self-assessment.

4.1 Interpreting incidents

The students were very enthusiastic about participating in my study. The following are incidents I collected and reflected on during my study.

"O que eu mais gosto de fazer nas aulas de inglês é de responder a questionários!" (Class notes, November 2016) In English this means, "What I like the most in our English Lessons is answering the questionnaires". This was said by a girl that showed particular interest in giving her opinion, making me think some children like to be consulted and to give their opinion. It not only made me think she liked to be heard but that I made her feel heard through the Feelings Questionnaires and through the PTCS.

Before I handed out any data collection tool in class, children were told if they were honest, teachers could become better at what they did and their sincere opinions would benefit teachers and other students their age. They were told I would never be upset with their opinions and this study would only be worthwhile if they were brutally honest. One of the items in the Feelings Questionnaire is (statement 6): "I am scared to clarify doubts in the English classroom". One child, while replying to his first Feelings Questionnaire put up his hand and said, "Quando eu tiro dúvidas a minha professora fica

zangada e diz 'devias de ter estado com atenção!' (Class notes, September 2016) In English this means, "When I clarify doubts my teacher gets angry and says, 'You should have paid attention!'. This child was very honest and showed he was scared to clarify doubts in class. These incidents made me reflect on how teachers handle certain children and situations in class. This incident made me pay special attention to my behaviour whilst clarifying doubts. I tried to make sure my body language and response was confirming.

The last incident I took down was: "Eu acho que a Xana merece um excelente no seu trabalho da faculdade!" (Class notes, December 2016). This was on the last day, and boy who was generally quiet put his hand up and said these magic words in Portuguese, which in English mean: "I think you deserve an Excellent in your study at university". This made me proud. I felt the child acknowledged my effort and gave me praise. If as an adult, doing my job, it felt rewarding to feel confirmed I imagined and reflected on how important it was for students to feel confirmed.
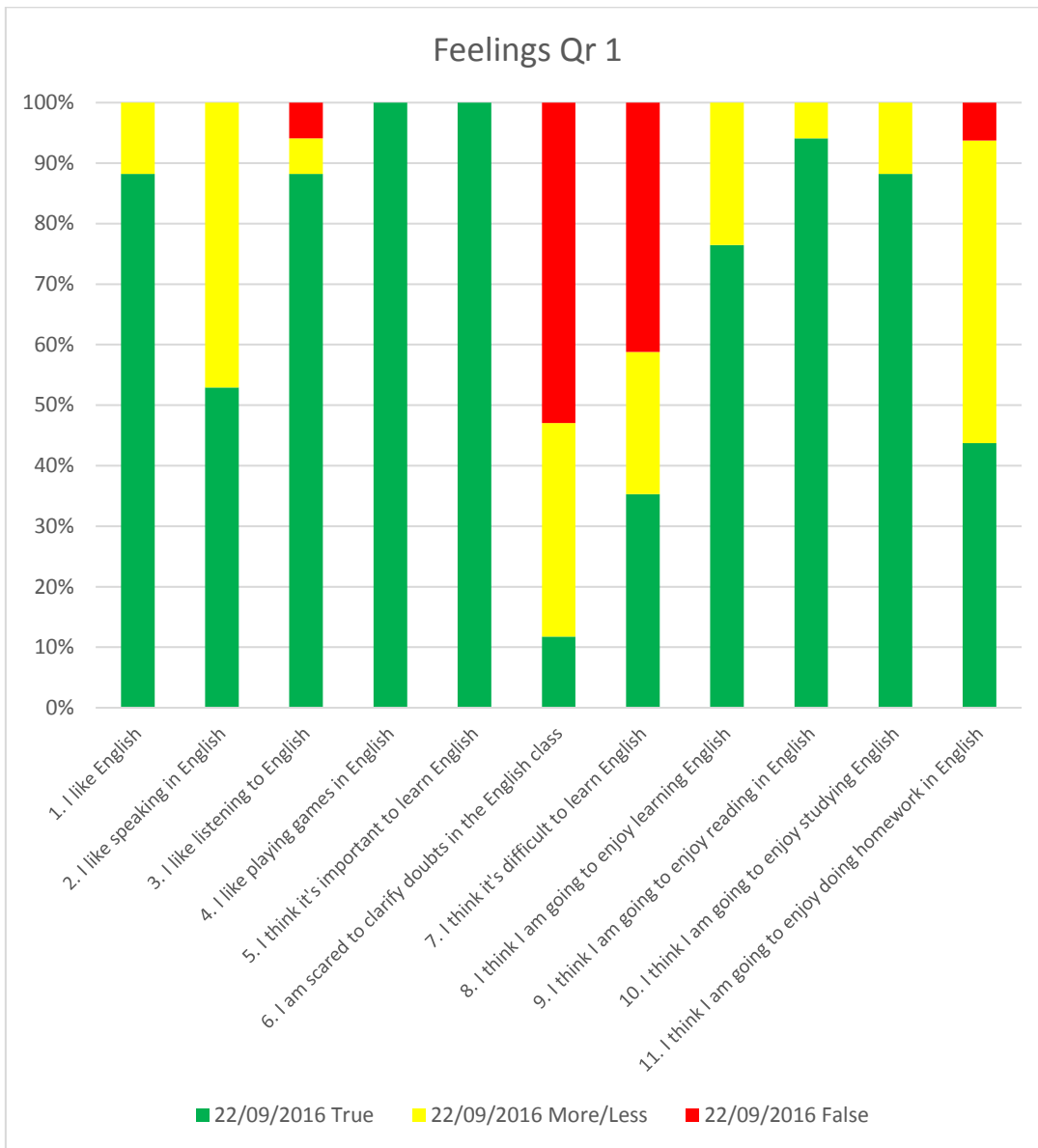
4.2 The Feelings Questionnaires

These aimed at analysing what children liked to do in class and generally how they felt about their abilities and activities in class. This questionnaire was intended to help me adopt a teaching style that would better suit this class (dimension 3 on Ellis's behavioural patterns – c) style of teaching).
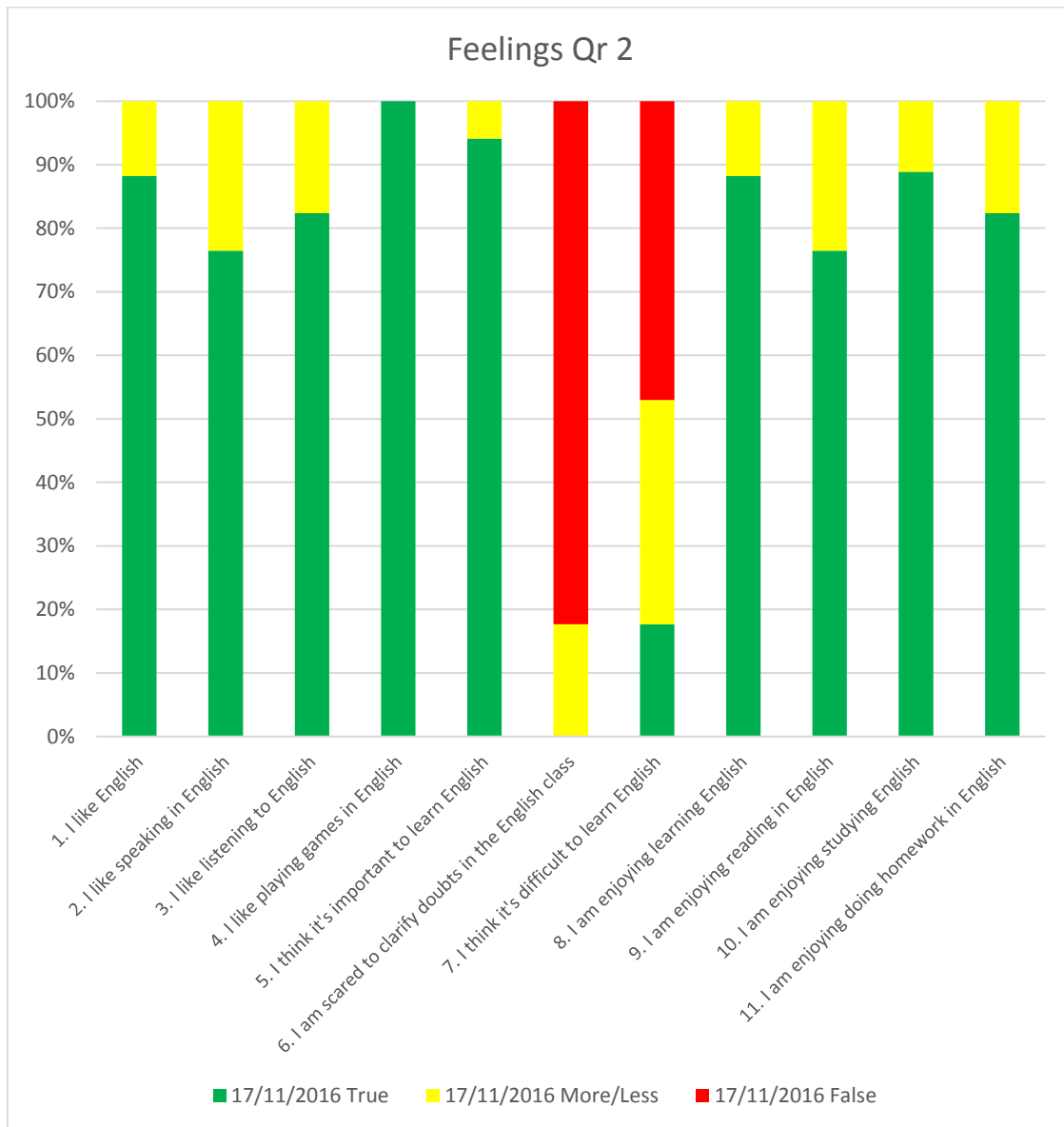
At the bottom of each Feelings Questionnaire, children were asked to indicate what they liked to do in class, what they would like to learn in class and what they enjoyed least in class (Appendixes 5 and 7). I tried to incorporate their opinions into the following planning stage. Most students asked to play games which I subsequently incorporated into every lesson. This had a positive effect on their motivation and feelings as we will see below.

On the following pages are the results of the pre- and post-intervention Feelings Questionnaires given out to students, the first given out on the 22nd of September (children had had two weeks of lessons with me) and the second was given out on the 17th of November (children had had two months of lessons with me).

Graph 1: *Results of Feelings Questionnaire 1*

Feelings Qr 1

Legend: 22/09/2016 True (green), 22/09/2016 More/Less (yellow), 22/09/2016 False (red)

Categories:
1. I like English
2. I like speaking in English
3. I like listening to English
4. I like playing games in English
5. I think it's important to learn English
6. I am scared to clarify doubts in the English class
7. I think it's difficult to learn English
8. I think I am going to enjoy learning English
9. I think I am going to enjoy reading in English
10. I think I am going to enjoy studying English
11. I think I am going to enjoy doing homework in English

Graph 2: Results of Feelings Questionnaire 2

Looking at Feelings Questionnaire 1 and Feelings Questionnaire 2, it can be seen that some categories showed little change. All students indicated they liked English in both questionnaires but the most significant changes will now be looked at. The most important statements to look at and the ones with most significant changes for this study are:

1. Statement 2: 'I like to speak in English'
2. Statement 6: 'I am scared to clarify doubts in my English classroom'
3. Statement 11: 'I enjoy doing homework'

In Feelings Questionnaire 1, 53% of the children selected 'True' in relation to statement 2: 'I like speaking English'. This increased to 76% in Feelings Questionnaire 2. More students like speaking English in Questionnaire 2, which is very positive!

In relation to statement 6: 'I am scared to clarify doubts in my English lesson', there was a significant change between Questionnaires 1 and 2, showing children were no longer as scared. In Feelings Questionnaire 1, 12% indicated 'True' and 35% 'More or Less', but in Feelings Questionnaire 2, none selected 'True' and only 18% selected 'More or Less'. Unfortunately a few students were still a little scared to clarify doubts in the classroom. If I had stayed with this class another term, this would be something I would have to further reflect on and change my attitude even more while children were clarifying doubts.

Finally, in statement 11: 'I enjoy doing homework', in Feelings Questionnaire 1, 41% chose 'True', 47% chose 'More or Less' and 6% chose 'False'. These numbers changed dramatically in Feelings Questionnaire 2, with 82% choosing 'True' and only 18% choosing 'More or Less'. None said they did not enjoy doing homework. It seemed most students now enjoyed doing their homework and most of them did in fact hand in their homework with much pride and joy (86% of the homework was done in the term as seen in Appendix 9).

4.2.1 Results of Feelings Questionnaires 1 and 2

Looking at these results and comparing them, we can conclude students were not only more motivated to speak English and to do their homework but most importantly, students were not as afraid to put up their hand and clarify doubts. My co-operating teacher's feedback confirms this. I asked her if students are putting up their hands to clarify doubts and whether I am approachable. My co-operating teacher's opinion was that "Yes, they were putting up their hands" and that "Yes, I seemed approachable to students". The objective of my Feelings Questionnaire was to help me create an environment where children feel they can ask questions, be themselves and therefore feel motivated to come to class as well as have fun while learning. The following quote from a child in my class (said with a smile and a sigh!) emphasizes motivation: "As aulas de inglês voam" this means "The English lessons fly by" (class notes, November, 2016). This quote made me reflect on what situations I find are over quickly, and they are generally the ones I wish would last longer. I believe this girl enjoyed English and was sad when the bell went.

Table 3: The Primary Teacher Confirmation Scale pre- and post-intervention results

My English teacher	True		More or Less		False	
	18/10/16	24/11/16	18/10/16	24/11/16	18/10/16	24/11/16
1. My English teacher knows my name.	88%	94%	12%	6%	0%	0%
2. My English teacher gives me an opportunity to speak.	94%	100%	6%	0%	0%	0%
3. My English teacher listens to what I have to say.	94%	88%	6%	12%	0%	0%
4. My English teacher helps me when I need help.	100%	88%	0%	12%	0%	0%
5. My English teacher is fair with me.	100%	100%	0%	0%	0%	0%
6. My English teacher is fair with my classmates.	94%	94%	6%	6%	0%	0%
7. My English teacher respects me.	88%	100%	12%	0%	0%	0%
8. My English teacher smiles at us.	76%	94%	24%	6%	0%	0%
9. My English teacher is fun.	100%	100%	0%	0%	0%	0%
10. My English teacher is patient.	76%	100%	24%	0%	0%	0%
11. My English teacher is firm.	94%	100%	6%	0%	0%	0%
12. My English teacher knows a lot of English.	76%	94%	24%	6%	0%	0%
13. I feel good with my English teacher.	100%	100%	0%	0%	0%	0%
14. My English teacher likes me.	100%	100%	0%	0%	0%	0%
15. I like my English teacher.	100%	100%	0%	0%	0%	0%

(Translated from the original: Appendix 6)

4.3 The Primary Teacher Confirmation Scale – PTCS

As one can see from the dates above in Table 3, which shows the responses from both these questionnaires, when the first PTCS was given out on the 18th of October, the children had had me as their teacher for a month, and the second PTCS was given out on the 24th of November, when the children had had me for over 2 months.

The biggest changes in the children's responses were in the following statements:

1. Statement 7: 'My English teacher respects me'
2. Statement 8: 'My English teacher smiles at us'
3. Statement 10: 'My English teacher is patient'
4. Statement 12: 'My English teacher knows a lot of English'

This is particularly interesting as two of the statements that showed the biggest changes were two statements I added, after using the sniplets to feed into my scale: 'My English teacher is patient' and 'My English teacher knows a lot of English'. This shows these were particularly important to most of my students and these showed a significant change. I made an effort to smile more, to be patient and to ensure I had confirming behaviours in order to have a confirming environment for my students.

Statement 7: 'My English Teacher respects me'

In the first PTCS, 88% chose 'True' and 12% chose 'More or Less' whereas in the second PTCS, 100% of the students chose 'True'. Results show all students now felt the teacher respected them in the second PTCS.

Statement 8: 'My English teacher smiles at us'

In the first TPCS, 76% chose 'True' and 24% chose 'More or Less' and in the second PTCS, 94% chose 'True' and only 6% chose 'More or Less'. Results show a significant change in the number of students who now feel the teacher smiles at them.

Statement 10: 'My English teacher is patient'

In the first PTCS 76% chose 'True' and 24% chose 'More or Less' and in the second PTCS all chose 'True'. Results show that by the second PTCS, all students felt the teacher was patient.

Statement 12: 'My English teacher knows a lot of English'

In the first PTCS, 76% chose 'True' and 24% chose 'More or Less' and in the second PTCS, 94% chose 'True' and 6% chose 'More or Less'. More students now feel their teacher knows English.

These results show that in these particular statements, there were major changes shown in the children's perception of the teacher. This, I hope, is due to reflecting on the children's questionnaire responses. I had to show a change in attitude and behaviour which we can confirm was noticed by the children's change in response. I was very surprised that some students did not feel I smiled at them from the results in the first questionnaire. I made an effort to smile and asked for my co-operating teacher's observation on this. I made sure I was respectful of children's opinions and individual traits. It is positively shown in these results that children did pick up on the change in my behaviour and attitudes.

4.4 Assessment Results

It was my intention to show that not only should children feel confirmed as they deserve to feel but this confirmation can also be noticed in their formal assessment averages. The first assessment was a formal test put together with my co-operating teacher (27th of October) and the second assessment (15th of December) was a worksheet which I put together and the children did not study for, which made it very challenging. The first test was booked a week in advance and children were told what to study. The second assessment worksheet was given to them as a surprise worksheet and the children were told I wanted to see what they could remember without studying and this would help me know what contents needed to be revised.

The class had an average of good (averages between 70% and 89% are classified qualitatively as good) in these two assessment moments; in the first, the class average was 79% and in the second, the average was 72% (Appendix 9). I believe these results show students have learned as they were able to keep up their average in a challenging assessment task, done on the last day of term and which the students had not studied for.

4.5 Co-operating teacher's observation

In the table below is a compilation of the questions the co-operating teacher was asked, during peer observations in every lesson throughout Term 1. I gave her around three or four questions a lesson to focus on. The following table shows some examples of questions which I gave my co-operating teacher and her answers to my questions:

Table 4: Peer Observation Table – examples of questions and responses in my grid

Question	Co-operating teachers response
1. Do I respect the students?	"Yes, you do".
2. Do I discipline students?	"Yes, you do and explain why".
3. Do you think the lesson was fun?	"Yes, they loved the game".
4. Do I give some students more attention than others? Who?	"No, you don't. They all participated. You paid special attention to X, Y and Z, because they needed it".
5. Do I smile at students?	"Yes, you do".
6. Do I help all students?	"Yes, you do. You go to their desks and help them".
7. Do I let children speak?	"Yes, you do. You also remind them of the rules they have to follow and respect".
8. Are children putting up their hands to clarify doubts?	"Yes, they are".
9. Are students are having fun?	"Yes, they are. They enjoyed the activities".
10. Are they needing a lot of help to do the work in the book?	"No, they aren't. Except for X, Y and Z who needed more help".
11. Who is participating the least?	"The weaker ones".
12. Do I know their names?	"Yes, you do."
13. Am I fair?	"Yes, you are".
14. Are the students engaged?	"Yes, they were. Some were misbehaving".
15. Am I approachable?	"Yes, you are".
16. Are students nervous?	"No, they look happy and relaxed".
17. Do I respect students?	"Yes, you do".
18. Are students behaving as they usually do?	"Yes, they are happy and active and paying attention".
19. Are students willingly doing what I ask them to do?	"Yes, they seem motivated and doing the activities".

My co-operating teacher's opinions helped me confirm or work on my attitudes. I looked at them at the end of every lesson and reflected. During the following lesson I would have this feedback present and tried to pay attention to those the co-operating teacher felt I did not give as much attention to as I thought I did. For example, in statement 4, I hadn't realized I gave more attention to the weaker students most lessons. This is obviously due to the students needing more help but that could also be why one of my strong students chose 'True' to statement 4 in the first PTCS: 'My English teacher helps me when I need help' and in the second PTCS chose 'More or Less' to that same statement.

After the first cycle of questionnaires and PTCS, I focused more on the statements that I was perplexed over or I knew needed improving so the children could gradually see that I had more confirming behaviours and attitudes. I made an effort to have gentle body language, to show an interest on my face when children were speaking, I used a happy and sad face on the board when they were loud (instead of raising my voice), I smiled more at them before during and after the lesson and I gave them positive reinforcement throughout the lessons, too.

4.6 Self-assessment

Students were given a self-assessment form by my co-operating teacher on the last day of term as part of her usual practice. The opinion they have on their own performance and on what they had achieved would surely reflect a term of work with me.

As seen in Table 5 below, most students felt confident they did well or very well in most of the categories. Both the Language Domain statements and the Attitudes Domain statements have very positive results. These results show they feel confident in using the target language, are generally positive about their behaviour and are able to self-reflect. I believe this confidence may come from a confirming environment and will increase motivation. Confidence and motivation can lead to better results and, more importantly, to making the best of one's individual traits and capacities in a relaxed, fun and confirming environment. "A large body of research has shown that the way learners feel about their past accomplishments significantly determines how they approach subsequent learning tasks" (Dornyei, 2014, p. 524).

Table 5: Self-assessment results in term 1.

Language Domain	Very Good	Good	Sufficient	Insufficient
I read small sentences and small texts.	33%	60%	7%	0
I understand what I read.	53%	33%	13%	0
I understand what I hear.	53%	47%	0	0
I reproduce what I hear.	87%	13%	0	0
I apply the knowledge.	80%	13%	7%	0

Attitudes	Very Good	Good	Sufficient	Insufficient
I show interest in the topics.	80%	20%	0	0
I am organized.	73%	20%	7%	0
I bring the necessary material.	87%	13%	0	0
I do my homework.	67%	20%	13%	0
I follow classroom routines.	73%	13%	7%	0
I do some work out of my own initiative.	60%	40%	0	0
I complete my work without constant help.	40%	60%	0	0
I raise my hand and wait for my turn to speak.	100%	0	0	0
I help my classmates.	80%	20%	0	0
Global Appreciation	73%	27%	0	0

(Translated and Adapted from *Smileys 3*- Express Publishing as seen in Appendix 10)

4.7 Conclusion

In this chapter, I have analysed the Feelings Questionnaires, the PTCS, the homework and assessment results, the children's self-assessment, the co-operating teacher's feedback and the incidents. I came to the conclusion that the children feel more confirmed and as a consequence, I feel motivated to continue doing my job and to continue paying attention to affect as it makes it worthwhile for the children and the teacher.

My research question was: How can we measure affect in the primary school classroom and why is it important? I have answered this question by showing it is possible to create tools to help a teacher measure affect and I have also tried to show how these tools can be used to help teachers change their attitudes and behaviour in class to ensure children feel confirmed. I have also shown it is possible to adapt these tools to a specific class.

CHAPTER V: CONCLUSIONS

5.1 My major findings

During my research I confirmed the answer I had predicted for my research question. It is possible to measure affect in the young learner classroom using the PTCS and the Feelings Questionnaire as a complimentary tool. This enriching experience has enhanced how important it is to pay attention to affect in the young learner classroom and how it can have a positive outcome on general learner outcomes. In my study, children felt motivated to do more homework (as seen in the results comparing the two Feelings Questionnaires), did well in assessment tasks (as seen in Appendix 9), they showed they enjoyed the activities done in class as seen in the Feelings Questionnaire and felt more confirmed (as seen in the second PTCS).

Using the PTCS improved my teaching practices and behaviour which as a consequence improved the learning environment and therefore can improve learner' outcomes and results. Read (2010) states that affect has a very positive effect on the classroom environment and on the students' potential.

> In classes with a positive affective atmosphere, children have a sense of belonging and feel valued and cared about as individuals. They look forward to lessons with a sense of anticipation and enjoyment, and are more emotionally open to realising their full learning potential. This in turn helps to raise children's self-esteem and allows them to blossom, both as people and as language learners, in a context of mutual respect and support (Read, 2010).

This research project has highlighted the importance of using a tool to help measure affect in these age groups. It has also shown that affect is somewhat difficult to measure. The PTCS can ensure an affective environment and this is the kind of environment a teacher should strive for. Ensuring children feel confirmed is a subject that should be taken as seriously as putting together a syllabus for these age groups.
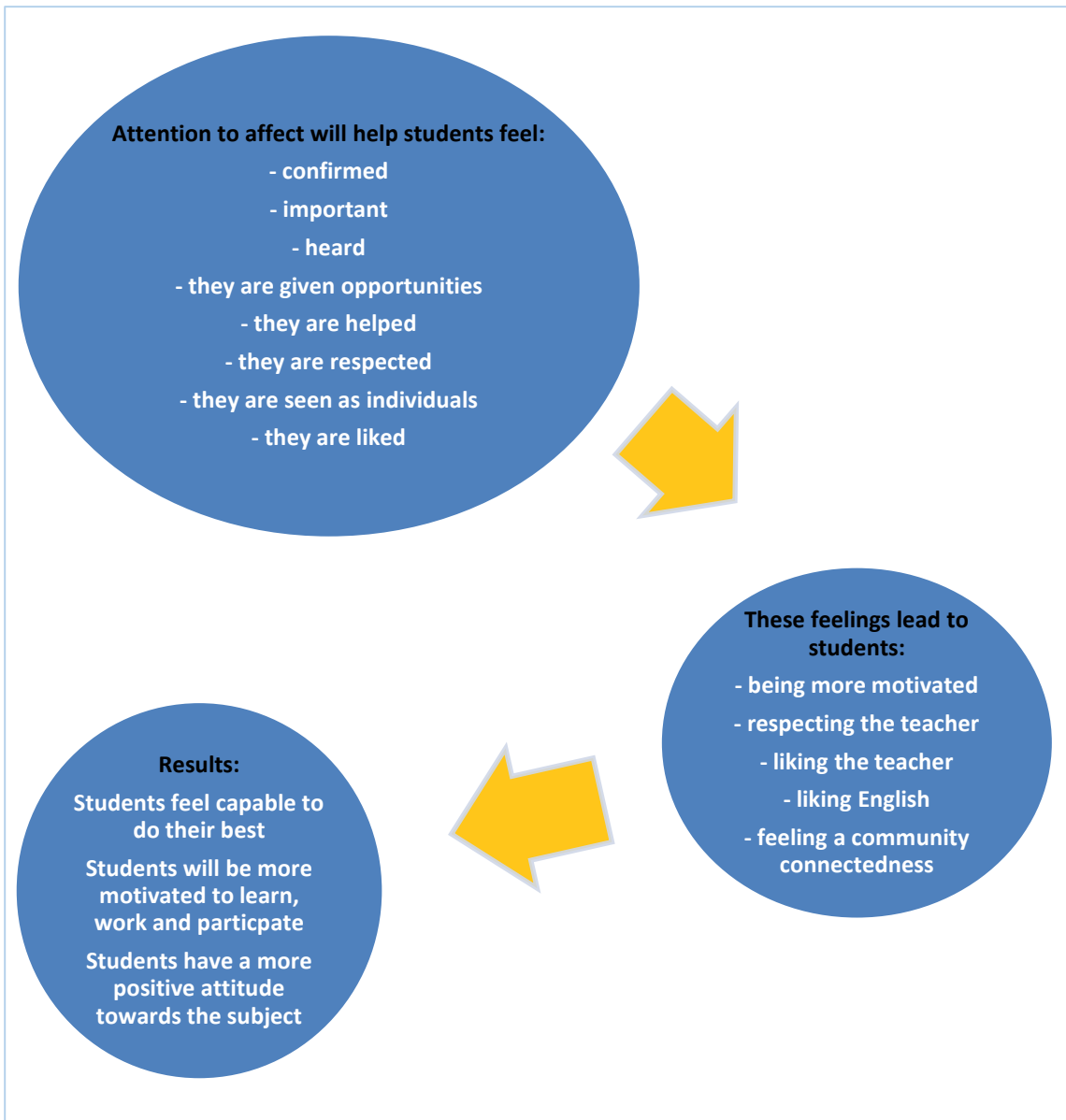
Figure 1: Affect leads to confirmation and therefore better results

The figure above summarizes the intention of this study and draws attention to affect and how it will help students feel confirmed which in turn will help motivation and the classroom environment and influence students' outlook on English and their motivation.

5.2 Implications for my own personal development

I have proven to myself that attention to affect is important not only for children but for teachers, too. I have created a tool which I can use and continue perfecting. I will also continue asking my colleagues to observe me in my classes. I realise it is important to remember that children everywhere deserve confirmation. When Read (2016)

conducted a study in Madrid with children between the ages of 10 and 12, she found students wanted their teachers to be patient, kind, funny and caring. They wanted their teacher to listen to them and to treat everyone equally. The children in Madrid did not describe a desirable teacher differently to my students in Portugal, as seen in the sniplets and statements in the PTCS.

In the future, I would like to implement the PTCS scale in all my classes and make it a common practice in my classes.

5.3 Implications for others

The PTCS is, in my opinion, a valuable tool and can be used in any primary school with young learners. Teachers may use this scale to ensure they are creating confirming environments that further lead to a safe and motivating learning environment. Teachers can use this tool to help students feel their opinions are important and, more importantly, to reflect on their teaching behaviour and attitude and on the impact it may have in their classrooms and on their students. Teachers may adapt their own PTCS as I did, asking children to describe a good teacher. Teachers can use the "sniplets" and may then use the children's opinions to feed into the PTCS and create a scale adapted to their own students.

Even though the PTCS does not exist for primary school, questionnaires such as my Feelings Questionnaire are commonly used. In my opinion, it is important to use both. The Feelings Questionnaire shows what children like doing in class and what they are interested in and the teacher can try adapt her classes and include what the students revealed as being fun and interesting. The PTCS focuses on teacher behaviour and the Feelings Questionnaire compliments the PTCS as it focuses on how students feel about the subject, the skills and the activities in the primary English classroom.

Ellis and Ibrahim (2016), point out we should listen to children's voices and reinforce the UN Convention on the Rights of the Child which states a child has the right to be heard: "You have the right to give your opinion and for adults to listen and take it seriously" (p. 25). Ellis and Ibrahim also encourage teachers to get to know their students as individuals by creating a class profile. They agree "motivation and affective factors are likely to impact on whether children are willing to engage with the new language" (p. 22) and emphasise that if children "… are involved in the management of their own learning – and are able to mould it according to their developing interests – there are better chances that they will utilise and sustain their intrinsic motivation" (p. 22). The authors not only

highlight the affect factor being a child's right but connect affect to motivation, and speak about involving students in their learning. Using a Feelings Questionnaire and a PTCS will involve students in their learning and will show them that their opinions are important and respected, too. It is urgent we bring this awareness to English primary teachers in Portugal.

5.4 Ideas for the future

Many ideas arose as I did my research. I hope to present the PTCS in conferences and write this study up as an article. As I would like to share this with the teaching community, in the future I would like to create a link on teacher community pages, where teachers can download my PTCS, use or adapt the scale and then share their opinions and results. If teachers could share how this impacted their classrooms, the whole teaching community could profit from their experiences.

It would be useful if the PTCS became part of the teacher resources associated with course books where teachers could have access to this scale and use it just as they have access to tests, worksheets and student self-reflection sheets. The self-reflection sheets that currently come with course books are aimed at students reflecting on their own progress and behaviour. By including the PTCS, it ensures the teacher has a tool to self-reflect on his or her behaviour, practices and methodology, too. The teacher can make an effort to ensure he or she has created a confirming environment. The PTCS will help teachers monitor how students are feeling in order to adapt changes in methodology and attitude so students make the most of their classes, their potential and may then move on to the next level of English with a positive and confident attitude to learning English as a second language in the primary school context.

The form I created for my co-operating teacher's feedback could also be used and adapted to have peers help measure affect in our classrooms. Peer observation is very important for teachers to move forward and to not be fossilized in the same teaching practices and mannerisms forever in the classroom. I have shown that peer observation can also be helpful to measure affect in the classroom. In my opinion, it is very important to use the PTCS as the children's opinions are the most important, but peer observation can be a helpful tool to see how another teacher sees you in the classroom.

In my readings I have discovered that the Jesuit education model also supports the relevance of affect in the classroom. They believe teachers should be involved in the lives of their students:

> Teachers are more than academic guides. They are involved in the lives of the students, taking a personal interest in the intellectual, affective, moral and spiritual development of every student, helping each one to develop a sense of self-worth and to become a responsible individual within the community. While they respect the privacy of students, they are ready to listen to their cares and concerns about the meaning of life, to share their joys and sorrows, to help them with personal growth and interpersonal relationships (Characteristics of Jesuit Education; 8).

It is important for a teachers to really care about their students but it is difficult to care about each student when dealing with large classes. Thus teachers must find a way to communicate to students that they do care, for it is useless if a teacher cares and cannot communicate this to students: McCroskey suggested "the concept of 'perceived caring' as a central perception of teachers on the part of the students" and says "it is the perception of caring that is critical" (McCroskey 1992, in Teven and McCroskey, 1997, p. 167).

Teachers have the power and ability to reach and move children. There are many different ways a teacher can behave in the classroom, but one that pays attention to affect and confirmation is valuable and necessary for both teachers and students.

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APPENDIXES

Appendix 1: Letter of consent to director of the school

Pedido de autorização à Diretora da Escola

Cara Diretora

Chamo me Carla Alexandra Nunes Santana e é com muito gosto que irei estar na sua escola a estagiar durante o 1º período deste ano letivo.

Estou a fazer um Mestrado em Ensino de Inglês no 1º Ciclo na Faculdade de Ciências Sociais e Humanas na Universidade Nova, Lisboa, e o mestrado implica que durante o estágio faça um pequeno projeto de investigação. Este projeto será incluído no meu relatório final. O meu trabalho intitula-se: *Affect: What is teacher confirmation and what effect does it have on learning?* (Afeto: o que é "*teacher confirmation*" e que efeitos produz na aprendizagem?)

Venho, por este meio, solicitar a sua autorização para poder desenvolver o meu trabalho na sua escola neste projeto que vai decorrer entre setembro e dezembro de 2016 durante o meu estágio.

Depois de pedir autorização aos pais e educandos farei uma recolha de dados que será efetuada mediante questionários e entrevistas onde irei pedir aos alunos opiniões sobre certos aspetos das aulas e da disciplina de inglês.

A qualquer momento os alunos podem escolher não participar. As informações obtidas serão referidas no meu relatório final de mestrado e eventualmente em artigos académicos e conferências.

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

Nunca serão tiradas fotografias nem obtidas imagens, nem da instituição nem das crianças.

Agradeço a sua autorização até ao dia 26 de setembro de 2016

Alexandra Santana   Professora Doutora Sandie Mourão

                                      Orientadora de Estágio

_____, 20 de setembro de 2016   FCSH, Universidade Nova Lisboa

- -

Eu diretora,

_____

declaro que fui informado(a) dos objectivos do projeto intitulada *Affect: What is teacher confirmation and what effect does it have on learning?* (Afeto: o que é "*teacher confirmation*" e que efeitos produz na aprendizagem?) e autorizo a Carla Alexandra Nunes Santana a desenvolver o seu trabalho, durante o seu estágio, na minha escola.

Data: _____

Assinatura:

_____

Appendix 2: Letter of consent to parents

Pedido de autorização aos Encarregados de Educação

Caros pais e encarregados de educação,

Chamo me Carla Alexandra Nunes Santana e é com muito gosto que irei estar com o seu educando a estagiar durante o 1º período deste ano letivo.

Estou a fazer um Mestrado em Ensino de Inglês no 1º Ciclo na Faculdade de Ciências Sociais e Humanas na Universidade Nova, Lisboa, e o mestrado implica que durante o estágio faça um pequeno projeto de investigação. Este projeto será incluído no meu relatório final. O meu trabalho intitula-se: *Affect: What is teacher confirmation and what effect does it have on learning?* (Afeto: o que é "*teacher confirmation*" e que efeitos produz na aprendizagem?)

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

Depois de pedir autorização ao seu educando para a/o incluir no meu estudo a recolha de dados será efectuada mediante questionários e entrevistas onde irei pedir aos alunos opiniões sobre certos aspetos das aulas e da disciplina de inglês.

A qualquer momento o seu educando pode escolher não participar. As informações obtidas serão referidas no meu relatório final de mestrado e eventualmente em artigos académicos e conferências.

A instituição e todos os seus funcionários e as crianças permanecerão anónimas em qualquer circunstância. Nunca serão tiradas fotografias nem obtidas imagens, nem da instituição nem das crianças.

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

Agradeço que dê autorização para que o seu educando possa participar no meu estudo. Peço que entreguem esta autorização assinada até ao dia 30 de setembro de 2016.

    Alexandra Santana   Professora Doutora Sandie Mourão
                                                              Orientadora de Estágio
                                                              FCSH, Universidade Nova Lisboa

    _____, 29 de setembro de 2016

✂ -

Eu,
_____

declaro que fui informado(a) dos objectivos do projeto intitulada *Affect: What is teacher confirmation and what effect does it have on learning?* (Afeto: o que é "*teacher confirmation*" e que efeitos produz na aprendizagem?) e autorizo o meu educando a participar no estudo.

Data: _____
Assinatura:
_____

Appendix 3: Letter of consent to co-operating teacher

Pedido de autorização à Professora Cooperante

Cara Professora Cooperante

Como sabe, o meu mestrado implica que durante o estágio faça um pequeno projeto de investigação. Este projeto será incluído no meu relatório final. O meu trabalho intitula-se: *Affect: What is teacher confirmation and what effect does it have on learning?* (Afeto: o que é "*teacher confirmation*" e que efeitos produz na aprendizagem?)
O objetivo do meu projeto é demonstrar que o afeto dentro da sala de aula ajuda a motivação na disciplina de inglês no 1° ciclo e que pode melhorar os resultados.
Gostaria que observasse o meu comportamento e atitude enquanto professora durante as minhas aulas. Irei fornecer lhe dois ou três aspetos específicos para comentar em cada aula e agradecia esse "feedback" por escrito para poder documentar a sua opinião e utilizá-la no meu projeto.
Venho, por este meio, solicitar a sua autorização para a incluir no meu trabalho. As informações obtidas serão referidas no meu relatório final de mestrado e eventualmente em artigos académicos e conferências.
A sua identidade permanecera anónima em qualquer circunstância.

      Alexandra Santana   Professora Doutora Sandie Mourão
                                           Orientadora de Estágio
                                           FCSH, Universidade Nova Lisboa

_____, 22 de setembro de 2016

Eu, professora cooperante
_____

declaro que fui informado(a) dos objectivos do projeto intitulado *Affect: What is teacher confirmation and what effect does it have on learning?* (Afeto: o que é "*teacher confirmation*" e que efeitos produz na aprendizagem?) e aceito colaborar. Permito que os dados e opiniões que forneço sejam utilizados no projeto de investigação de Carla Alexandra Nunes Santana.

Data: _____
Assinatura:
_____

Appendix 4: Letter of consent to children 1

Eu e o estudo da Xana

Escreve **V** de *verdadeiro* ou **F** de *falso*

	V ou F
A Xana explicou nos que está a estudar para se tornar uma melhor professora.	
A Xana precisa da minha opinião sobre as aulas de inglês e como me sinto nas aulas.	
A Xana vai dar-me uns questionários nas aulas para eu responder e dar a minha opinião.	
A Xana vai incluir a minha opinião no estudo dela que vai mostrar a muitas outras pessoas que também estudam sobre aulas de inglês.	
A Xana nunca vai contar a ninguém os nossos nomes verdadeiros.	
A Xana explicou que os questionários todos que fizemos vão ser usados no estudo dela.	
A Xana explicou que posso deixar de participar em qualquer momento.	

O meu nome completo é:

_____

Sublinha o que está certo:

➤ Eu aceito participar no estudo da Xana

➤ Eu não aceito participar no estudo da Xana

Como a Xana não vai contar os nossos nomes verdadeiros a ninguém, se aceito fazer parte do estudo da Xana, tenho de escolher um nome faz de conta.

O nome faz de conta que escolho é: _____

(Posso escolher um animal, uma cor ou uma flor)

A data de hoje:

A minha assinatura:

Appendix 5: Feelings Questionnaire 1

Pinta a carinha certa			
Eu gosto de inglês	🙂	😐	🙁
Eu gosto de falar em inglês	🙂	😐	🙁
Eu gosto de ouvir inglês	🙂	😐	🙁
Eu gosto de fazer jogos nas aulas de inglês	🙂	😐	🙁
Eu acho que vou gostar de aprender a escrever em inglês	🙂	😐	🙁
Eu acho que vou gostar de ler em inglês	🙂	😐	🙁
Eu acho que é importante aprender inglês	🙂	😐	🙁
Eu tenho medo de tirar dúvidas nas aulas de inglês	🙂	😐	🙁
Eu acho que vou gostar de estudar inglês	🙂	😐	🙁
Eu acho que vou gostar de fazer TPC de inglês	🙂	😐	🙁
Eu acho que aprender inglês é difícil	🙂	😐	🙁
O que gostaria que a minha professora fizesse mais nas aulas de inglês:			
O que eu gostaria de aprender nas aulas de inglês:			
O que gosto menos de fazer nas aulas de inglês:			

Appendix 6: The Primary Teacher Confirmation Scale

Nome faz de conta: _____				
Data: _____	**Pinta a resposta certa**			
A minha professora de inglês sabe o meu nome	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
A minha professora de inglês dá me oportunidade para falar	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
A minha professora de inglês ouve o que tenho para dizer	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
A minha professora de inglês ajuda me quando preciso de ajuda	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
A minha professora de inglês é justa comigo	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
A minha professora de inglês é justa com os meus colegas	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
A minha professora de inglês respeita-me	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
A minha professora de inglês sorri para nós	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
A minha professora de inglês é divertida	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
A minha professora de inglês é paciente	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
A minha professora de inglês é disciplinadora	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
A minha professora de inglês sabe muito sobre inglês	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
Sinto me bem com a minha professora de inglês	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
A minha professora de inglês gosta de mim	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
Eu gosto da minha professora de inglês	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso

Appendix 7: Feelings Questionnaire 2

Nome faz de conta: _____

Data:_____   **Pinta a resposta certa**

Eu gosto de inglês	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
Eu gosto de falar em inglês	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
Eu gosto de ouvir inglês	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
Eu gosto de fazer jogos nas aulas de inglês	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
Eu estou a gostar de aprender a escrever em inglês	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
Eu estou a gostar de ler em inglês	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
Eu acho que é importante aprender inglês	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
Eu estou a gostar de estudar inglês	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
Eu estou a gostar de fazer TPC de inglês	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
Eu tenho medo de tirar dúvidas nas aulas de inglês	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso
Eu acho que aprender inglês é difícil	Verdadeiro	Mais ou menos verdadeiro	Mais ou menos falso	Falso

A professora tem feito atividades que gostas? Sim/ Não

Quais?

O que eu gostaria de aprender mais nas aulas de inglês:

O que gosto menos de fazer nas aulas de inglês:

Appendix 8: Letter of consent to children 2

<table>
<tr><td colspan="2" align="center">**Eu e o estudo da Xana- 2**</td></tr>
<tr><td colspan="2" align="center">**Novembro**</td></tr>
<tr><td colspan="2">Escreve **V** de *verdadeiro* ou **F** de *falso*</td></tr>
</table>

	V ou F
Eu já sei que a Xana está a estudar para se tornar uma melhor professora.	
Eu já sei que a Xana precisa da minha opinião sobre as aulas de inglês e como me sinto nas aulas.	
Eu já sei que a Xana vai continuar a dar-me questionários nas aulas para eu responder e para dar a minha opinião.	
Eu já sei que a Xana vai incluir a minha opinião no estudo dela que vai mostrar a muitas outras pessoas que também estudam sobre aulas de inglês.	
Eu já sei que a Xana nunca vai contar a ninguém os nossos nomes verdadeiros.	
Eu já sei que os questionários todos que fizemos vão ser usados no estudo da Xana.	
Eu já sei que posso deixar de participar em qualquer momento.	

O meu nome completo é:

_____

Sublinha o que está certo:

     ➢ Eu aceito continuar a participar no estudo da Xana

     ➢ Eu já não quero participar no estudo da Xana

O nome faz de conta é:

_____

A data de hoje:

A minha assinatura:

Appendix 9: Assessment and Homework results grid

Code Name	Test 1 Xana and Co-operating teacher	Assessment worksheet Did not study Xana	Homework
Yellow	67	69	100
Tiger	50	absent	60
Violet	52	41	90
Cat	75	absent	60
Elephant	82	75	80
Pink	86	91	100
Snake	93	85	100
Red	80	84	80
Shark	81	70	90
Pig	100	78	90
Bird	84	70	60
Blue	82	64	90
Leopard	81	49	80
Lion	92	86	100
Dolphin	74	66	90
Dog	89	75	90
Orange	83	75	100
AVERAGE	79	72	86

Appendix 10: Self-assessment/Auto avaliação

Domínios da Língua	MB	B	S	INS
Leio frases/pequenos textos.				
Compreendo o que leio.				
Compreendo o que ouço.				
Reproduzo o que ouço.				
Aplico os conhecimentos.				
Atitudes				
Mostro interesse pelos temas estudados.				
Sou organizado.				
Trago o material necessário.				
Faço os trabalhos de casa.				
Cumpro as rotinas da sala de aula.				
Realizo alguns trabalhos por iniciativa própria.				
Realizo trabalhos sem ajuda constante.				
Levanto o braço e aguardo a minha vez para falar.				
Ajudo os colegas.				
Apreciação Global				

(Adapted from: *Smileys 3* – Express Publishing, Teacher's Resource pack)