Affective teaching and learning in a Swedish EFL classroom

A case study investigating teacher-student relationship and motivation

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Abstract
According to previous research, affective aspects are, when successfully applied, presumed to increase cognitive learning in the language classroom. The research present on the affective domain was deemed insufficient since few observations in language classrooms had been made. This study gives a view on how affective teaching and learning are applied in a Swedish EFL classroom. Teacher-student relationships and motivation have been observed during three lessons in an English language classroom according to several categories of the two facets that were assembled prior to the observations and finalized afterwards. A case study was used as method for investigating how affective teaching and learning are used in practice. The case study indicated a frequent use of affective teaching in the classroom. All categories of relationship and motivation were detected during the lessons, indicating that the teacher is experienced in terms of using affective teaching and learning in her classroom. The study is important to language learning since it highlights the necessity of applying affective teaching and learning in the classroom. The results of the study indicate that there are several ways to develop positive teacher-student relationships and also demonstrates different approaches to how motivation can be generated by the teacher in a language classroom.

Keywords
Language classroom, Affective learning, Affective teaching, Motivation, Teacher-student relationship

Thanks
Thanks to the teacher and class where I observed during this study. Also, thanks to my supervisor for your feedback during the process.
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1. Introduction

The classroom can be described as the arena for learning intentions (Hall & Walsh 2002). The distinction between knowing and teaching is the communication that a teacher uses in the classroom (Frymier & Houser 2000), meaning that language learning is influenced by teachers’ communication. An important domain of learning, closely connected with teachers’ communication, is the phenomena of affective teaching and learning (Chory & McCroskey 1999). Affective learning can create positive attitudes toward a specific content or subject in the classroom. An emotional response occurs within pupils, affecting behavior and degree of commitment in a classroom situation, as affective learning takes place (ibid). When regarding the phenomena of affective teaching and learning, two main facets are found to be interesting: Relationship and motivation. These aspects constitute the focus of this research, investigating how affective teaching and learning and its facets might function and appear in a classroom environment.

Affective teaching and learning need to be investigated due to its influence in language classrooms, influence on students and their learning processes. As demonstrated in this study, relationships and motivation in the classroom are of great importance and therefore need to be investigated to further extent. This study, consequently, examines the area of affective teaching and learning in a language classroom. Moreover, current research regarding language classroom and learning primarily focuses on cognitive learning (e.g. Swain & Lapkin (1995) and Sweller (2017)), referring to affective teaching and learning as second-hand subjects rather than a main focus. Affective learning can be found in a number of research articles - functioning as a feature to another subject, being investigated in relation to other subjects rather than as the main subject. Studies touching upon the phenomena of affective teaching and learning have focused mainly on teacher immediacy and cognitive learning (Plax et. al. (1986), Rodriguez et. al. (1996), Sanders & Wiseman (1990) and Christensen & Menzel (1998)) Thus, affective teaching and learning, being a fundamental domain of language learning, have not been individually and thoroughly investigated. This study serves to fill out the gap of missing research on how affective teaching and learning and its facets take place - as a key part - in a language classroom.

Several previous studies have been conducted, focusing mainly on cognitive learning, for example by Skehan (1998), Swain & Lapkin (1995), MacNamara (1972) and Shuell (1986), Yilmas & Granena (2016) and Sweller (2017). The fact that cognitive teaching and learning appear to have been explored for a longer period of time, to a greater extent and more intensively while the affective domain has primarily been attended to as a secondary subject leads to the conclusion that affective teaching and learning have not been regarded as equally important to the language classroom as the cognitive domain and therefore, not as relevant to study. This conclusion, drawn from analyzing existing studies, brings forth the need to investigate affective teaching and learning as a main topic in order to facilitate language learning.

A language classroom consists of both a teacher, or two, and of the group of students which in most cases are approximately 20-30 pupils. That is to say, within the walls of a
classroom, a great number of human beings function, feel and interact. The teacher and the students affect each other, shaping one another and developing knowledge together. As previously mentioned, research regarding cognitive learning is not difficult to find while a more profound view on affective learning is still absent. Research on the affective domain is substantial due to the fact that affective teaching and learning not only possess the ability to influence student behavior in the classroom, but also provide the same effect outside of the classroom (Chory & McCroskey 1999). In addition, at an initial state of language learning the concept of affective learning is influencing prospective success of a group due to the fact that it influences students’ approach to the subject (Chory & McCroskey 1999). Drawing upon the aspects presented here, research focusing on affective teaching and learning in the classroom as the main topic is needed.

1.1 Aim and research questions
The aim of this study is to describe affective teaching and learning in a Swedish EFL classroom. Two descriptive research questions were formulated:

1. How is affective teaching, not necessarily consciously, used by the teacher?
2. What does affective teaching and learning in terms of teacher-student relationship and motivation look like?

2. Literature review
2.1 Affective teaching and learning
When dealing with education, affective aspects continuously overlap with the cognitive in learning situations (Zhang & Lu 2009). Features in education such as behaviors, concepts and emotions are non-separable due to the structure of the human brain. Affective teaching and learning are essential for cognitive development in order to maximize learning outcomes. State of emotion affects opportunities to learn as it determines what is given attention and what is learnt within the individual. Encouraging classroom success and relationships is relevant for teachers’ affective teaching and to promote student learning (ibid).

The learning process is able to take place as impressions of being appreciated, respected and validated are encouraged (Schechtman & Leichtentritt 2007). As students’ emotional involvement in the learning process increase, the subject is perceived as more interesting and challenging by the pupils. Schechtman and Leichtentritt (2007) present their hypothesis that lessons with an affective orientation would result in decreased off-task behavior among students and increase interest in their own learning processes (ibid). This conjecture is in line with the assumptions motivating this study on affective teaching and learning in a language classroom. As teachers apply affective teaching to language learning, there is great potential for students’ development of self-confidence and self-respect when learning the language.

Owen-Smith (2008) studied pupils’ development in their learning processes. The connection between progress in learning and affective dimensions was detected as values, sensations and self-understanding were continuously appearing in the students’ texts.
The results of Owen-Smith’s (2008) study showed that the heart and the mind co-operate when learning and that the co-operation is necessary for successful learning outcomes. The study also showed that an emphasis on the learning process rather than the end product is necessary for positive learning outcomes as well. Furthermore, Owen-Smith (2008) asks the question on how to highlight the subjective and the connection between the affective and the cognitive in the classroom.

Krathwohl, Bloom and Masia (1964) highlight the necessity of defining learning objectives in the affective domain. In order to detect student growth in affective aspects, appropriate methods and techniques for assessing affective learning are needed. Affective teaching and learning is viewed as fundamental to the language classroom. Therefore, the work presented by Krathwohl, Bloom and Masia (1964) is of great interest when dealing with the affective domain of language learning. The affective domain can appear in classrooms by students showing interest by asking questions and listening carefully. Affective learning in the language classroom is also expressed by students’ attitudes, which are expressed in similar ways as interest. Attitudes can be expressed by demonstrating an engagement with a subject or expressing a positive feeling in regards to a subject. Values are also expressed by students in the language classroom since collected attitudes generate a value, which ultimately appears in the classroom in terms of demonstrated student attitudes. Appreciation and adjustment are two aspects visible in language classrooms as well. A student’s appreciation can appear by verbalization such as expressing excitement or showing interest by seeking more information. Adjustment, moreover, is a term of wide range in the affective language classroom. The aspect involves the process of taking in new information, adapting it to one’s view of an issue and balancing the new information with previously existing values, knowledge and interest.

As a feature of the affective domain, students’ emotions are relevant to all learning situations (Shephard 2008). Regardless of the learning situation, the affective domain is continuously existing in classrooms. Affective learning aspects in classrooms could be visualized by a student listening, a student expressing knowledge regarding an issue or a student expressing motivation, interest or disinterest. Shephard (2008) states that aspects of affective teaching and learning have not been dealt with in education to the same extent as cognitive teaching and learning. It is possible for students to study a subject without a sense of motivation and emotional commitment and get a high score at a test. However, the lack of affective features in this scenario prevents sustainable learning - a high test result is not equivalent to knowledge. In order to develop the cognitive, features of the affective - such as motivation and interest - is necessary. Considering the continual existence of the affective domain in language learning it is relevant to raise awareness and enhance affective teaching in every language classroom.

The phenomenon of affective teaching and learning concern several facets. An area relevant to affective teaching and learning is teacher immediacy behavior. Research has been made on this topic by Christophel (1990), Gorham (1988), Richmond and colleagues (1987) and Estepp & Roberts (2015). Research on teacher immediacy deals with both non-verbal and verbal immediacy, meaning the tendency to act, and examines the effects on student learning. Moreover, another area of the affective domain is teach-
ers’ communication, dealing with how teachers manage language learning in the classroom (Brophy & Good 1970, Oxford 1997, Chory & McCroskey 1999). However, in regards of affective teaching and learning, this study focuses on relationship and motivation in the classroom since the two are perceived as the overall most important facets that are present at all times of language learning.

2.2 Relationship

The dynamics of the teacher-student relationship and the impact on student learning are investigated in this study. Frymier and Houser (2000) declare teaching as a relational process where interpersonal features operate. Every individual in the classroom participates in a relational process as information is shared and expectations reform (Frymier & Houser 2000). The relationship evolved between teacher and student inevitably influence the student’s learning process. Hence, Frymier and Houser (2000) assign the importance of relational aspects to affective teaching and learning in order to achieve a successful learning environment.

Sharon Walker (2015) proclaims relational features as decisive in a relationship-based classroom and presents the ability to generate excitement as one of these features. Excitement is generated in the classroom as individuals are listened to, an interest is shown for the student’s opinions and his or her presence is acknowledged. Furthermore, Walker (2015) states the importance of making students feel heard, respected and valued in the classroom. The commitment of the teacher thereby requires the act of being present, acknowledging student needs and focusing on the individual student when communicating (ibid). Despite the fact that Walker’s (2015) article does not centre on the language classroom per se, these aspects on and the view of relational features between teacher and student are of a significant matter to this study and to the language classroom practice at large. Learning in the language classroom can, according to Walker’s (2015) theories, become successful when developing a sense of respect between the teacher and the students. There are many ways teachers can work to develop this sense of respect. For example, the previous knowledge of the students that the teacher has, a concern for the students and their needs and a focus of individuals when communicating.

Chory and McCroskey (1999) account for the finding that a classroom containing a more student-centered leadership accomplish higher levels of affective learning than a teacher-centered management. Moreover, when an active role is taken by the students, the development of responsibility occurs. Regarding the teacher-student relationship, a number of variables are seen as relevant in the relationship when developing affective teaching. One of the variables are teacher communicator style, meaning that the ways that the teacher approach and communicate with the students will have effects on learning. By communicating in an easy going manner, asking students questions on personal manners as well as noticing students’ presence, the teacher facilitates positive relationships with the students and furthermore, language learning.

The matter of support and guidance that are provided in the teacher-student relationship have a great impact on the feeling of belonging in school (Mason et. al. 2017). According to Mason and colleagues (2017) the support provided elicit positive learning and
behavioral outcomes. Support could be expressed by the teacher encouraging students, telling the students that they are doing a good job or letting students know that their teacher believes they can succeed. Mason and colleagues (2017) elaborate on the importance of support and guidance in the language classroom by discussing the potential effects of a supportive teacher-student relationship. These effects are found to be comparable to the positive effects of a mother-child relationship in terms of influence on the youth. Classrooms that foster feelings of being cared for and being respected generate more committed learners (ibid). A finding was made, indicating that a tendency to lower school achievement was related to more conflict in the teacher-student relationship rather than closeness and feelings of being cared for (ibid). Consequently, the conclusion that affective teaching and learning are very important for language learning was made. Despite the fact that these findings are not specified to the language classroom, it undoubtedly points out features of affective teaching and learning that are of relevance in the language classroom.

2.3 Motivation

The concept of motivation is a collection of multiple factors contributing within the human mind to an interest and commitment to something (Dörnyei 2001). The phenomenon of motivation is what determines the choice of action and the effort applied to it. Motivation can be regarded as a determining source in language learning (Dörnyei 2001) and therefore it is necessary to investigate motivational aspects in language classrooms. Moreover, Dörnyei (2001) account for a motivational factor within human beings - the tendency of self-actualisation. This motivational factor has to do with endeavor of personal growth and developing capacity. Dörnyei (2001) continues by stating that mental processes determine the effort put in to a subject or task. Individuals’ attitudes, thoughts, beliefs and interpretation compose the process and generate a goal-directed act. A balance in the mind with regards to both the desired goal and the possibilities present is another factor of motivation. Interestingly, the matter of support provided by the teacher affects motivation as well and can determine whether students act. The support in language classrooms provided by teachers - which help determine student acts - could appear in the form of the teacher offering students help, asking if there are any questions or by encouraging talk.

The application of motivation in the language classroom is emphasized by Dörnyei (2001) as he writes:

Classrooms are rather intricate microcosms where students spend a great deal of their life. Besides being the venue where students acquire skills and learn about the world, classrooms are also where they make friends, fall in love, rebel against the previous generation, find out who they are and what the purpose of life is... in short, where they grow up. (Dörnyei 2001:13)

The complexity of the language classroom is demonstrated in this quote. Motivation is, in the case study presented in this essay, considered necessary in order to manage the language classroom. The description of classrooms provided above - clarifying all the
ways the classroom influences student development - indicates the necessity of student autonomy in the classroom by acknowledging the great impact the classroom has on students. Autonomy can be defined as the ability to take charge but also as a skill in learning (Benson & Voller 1997). Hence, in order to become motivated in the arena where life happens and to develop language learning, autonomy is required. Student autonomy is something that the teacher can actively try to promote by letting students make decisions and influence learning with their ideas.

Dörnyei (2007) describes the process of long lasting learning as dependent on positive emotions such as inspiration and excitement. These emotions help create motivation within students that non-inspirational learning fails to. A learning situation that is non-motivational might generate knowledge in terms of high test results, but fail to develop a long-term interest and commitment to the subject. Consequently, affective teaching becomes critical in regards of developing interest among students. However, as an interest has been established and students experience a commitment to the subject, the teacher’s mission to enhance affective teaching does not end (Dörnyei 2001). This is where the interest - transformed to motivation - needs to be nurtured and maintained by the teacher. The teacher needs to remind the students of their goal and keep managing the teaching in a stimulating way in order to steer attention from distractions. Dörnyei (2001) accounts for the fact that students tend to be willing to spend a great deal of time on activities that are entertaining, such as sitting by the computer, with their phones or playing games. If this entertainment is transferred to language learning, learner involvement will increase and therefore, language learning as well.

The teacher can create and manage motivation by talking about mistakes, own learning experiences and how mistakes are part of the learning process (Dörnyei 2001). Talking about making mistakes in the language classroom is crucial since students experience pressure when learning a new language due to the restricted ability to express themselves. The emotional aspect of student identity plays an active role here, as students fear to make mistakes since it is face-threatening (Dörnyei 2001). A solution to this issue is to create a safe environment in the classroom by creating a norm that demonstrates tolerance for making mistakes. The teacher can help creating this norm by talking about his or her own mistakes and learning experiences in an open and accepting manner (ibid).

The interrelation between motivation and attention has been researched by Ushioda (2016) and is considered relevant to language learning. Motivation as a phenomenon operates as an influence on students’ attention in the language classroom. Ushioda (2016) studies learners’ engagement with the language being learnt since an understanding of learners’ motivation is desired. Motivation is considered important since it is perceived as contributing to language acquisition. A variety of motivation within an individual learner might result in a certain type of linguistic competence (ibid). The complexity of motivation and its consequences on language learning in the language classroom are matters critical to every language learner as features of motivation are being enacted in every language classroom (Ushioda 2016). The research just presented is relevant to affective teaching in terms of how the teacher applies support and gives out information in the classroom. By noticing the importance of student attention, the teacher
can give appropriate support in terms of supportive and positive talk and clear instructions on how to proceed with a task in order for student motivation to arise. This type of teacher motivational support and information can help direct or keep students’ attention to language learning.

When implementing affective teaching, the teacher do not necessarily has to be a 'Supermotivator' - meaning that all theories and ideas existing regarding student motivation does not need to be applied in order to motivate students in a working manner (Dörnyei 2001). Instead, a handful of motivating strategies are advantageous for successful student motivation. At this point, the importance of positive teacher-student relationships arise since the motivational strategies chosen need to be suitable for the group of students in particular. In other words, the teacher needs to know the students well in order to be able to motivate them. The interrelation between teacher-student relationships and motivation becomes apparent in this instance and indicates the impossibility to separate the two at any time in the language classroom.

3. Method

This study aims to describe features of affective teaching and learning in a Swedish lower secondary classroom. During three sessions a group of 9th grade students and their teacher were observed according to the two facets: Relationship and motivation. The phenomenon of affective teaching and learning in an EFL classroom was studied through a case study, focusing on a specific class during a period of time. Notes were taken during the observations in two different spreadsheets, one for each facet observed. Each spreadsheet contained different categories within the facet and the spreadsheets were later converted into the final tables, presented below, that were used to present the results of the study. The lessons observed were also audio recorded in order for the teacher’s interaction with the students to be appropriately reviewed and analyzed. After the recordings had been made they were reviewed in order to process and complete the tables according to the specific lesson studied.

The study conducted is of a descriptive nature, giving an in depth view of affective teaching and learning in a Swedish EFL classroom. The primary focus of the study was the teacher’s approach towards the students in the classroom in terms of how affective teaching and learning were created and managed in her classroom. However, the students were part of the focus during the study as well in order to provide a thorough view of affective features in the classroom. Moreover, a qualitative approach was used when conducting the study, as an elaborated, more detailed perspective of classroom interaction - describing affective teaching and learning - was desired.

3.1 Case study

The research was carried out in the form of a case study, focusing on one main area - affective teaching and learning - in order to provide a qualitative account of the events taking place in a specific classroom (Denscombe 2010). A case study is suitable when studying a matter that is naturally occurring and that exists prior to and after the study has taken place. Furthermore, the research method chosen is frequently used within social research since the research has its starting point in some kind of organization, for
example a specific class. The matter being studied requires distinct boundaries in order to be defined as a case (Denscombe 2010) and a classroom is therefore suitable for a case study as it is restricted by a certain time for both the start and the end of the lesson, as well as the structures within the classroom with its predetermined seatings and roles. A class being studied in the classroom environment is indeed a social phenomenon, representing instances of the organization - the specific class.

When conducting a case study, it is important to consider the processes that lead up to the result (Denscombe 2010). A case study that is accurately conducted concerns why something has happened and how it might be understood. If this is not considered, and the focus is put on simply finding the results, the case study is not of great value. However, a positive side to case studies is that they allow the researcher to investigate the particular and the relationships in a natural setting (Denscombe 2010). Yet another positive aspect is that case studies are appropriate for small-scale research projects, allowing any researcher to investigate processes regardless of resources. A critical standpoint towards case studies is to what extent the case is representative for other, similar, cases. However, the critique can be dismissed by the assumption that a case, unique in a way, is an example of a broader phenomenon that is represented by the study of a specific case (Denscombe 2010). The case studied in this research is a ninth grade in a lower secondary school and their English teacher. Similar to other lower secondary schools in the area, the teacher meets the class two times a week to teach English. The teacher prepares, educates and follows up the students’ learning processes. The teacher develops a relationship with the students due to the fact that they meet regularly and since the teacher has the aim to help every student develop. These traits existing in the case studied are not unique to the specific case, but general to all primary school English teachers. Hence, this study does not only concern the specific teacher and classroom that have been investigated, but English teachers and their classrooms in general.

3.2 Place of study
The class observed was a ninth grade in lower secondary school and the students were 15 and 16 year old. The teacher is a woman teaching the subjects Swedish and English and has been doing so for 10 years and is, as of this year, the head principal of the school. Due to her advance in career, she only teaches the English class observed in this case study. The school where the observation took place was chosen due to my already existing relationship to it as I work as a substitute teacher there. Thus, I had a relationship both to the teacher observed as well as the students observed previous to the study. Moreover, a consent form was handed out to each student previous to the case study, informing the students and their parents about the study and asking for their consent to audio record the lessons.

3.3 Collection of data
Three lessons of one hour each were observed and audio recorded, a total time of three hours and seven minutes of material. During the most part of the lessons observed I was sitting in the front of the classroom, having the recorder laying on a bench next to the teacher as she was standing in the front talking to the class. The recorder was not, however, solely located in front of the classroom during all of the time recorded. Whenever the teacher moved around in the classroom I accompanied her, bringing the recor-
der, in order to observe every instance of affective teaching and learning. I took field notes on my computer, using a spreadsheet, of matters interesting to my research that constantly occurred during the observations. The tables where I took the notes were partly filled out during the lessons. However, there was very little time to analyze the content adequately during the lessons which required a thorough processing of the recordings later on. The already existing connection between me as a researcher and the students was advantageous to the study, as the students most of the time acted the same as they usually do in my presence, despite the fact that I was audio-recording and observing them. Occasional deviations in behavior appeared as students saying “hello!” into the recorder as I walked by.

Two different spreadsheets were used during the case study in order to successfully observe the teacher and the students in the classroom - one regarding relationship and one regarding motivation. Each spreadsheet had different categories and each category represented a specific feature of the facet. Categories regarding relationship were for example: Express concern for a student, provide guidance, express interest and interaction marked by personal knowledge of a student. Examples from the categories used in the spreadsheet regarding motivation were: Positive talk, provide challenges, support student autonomy and talking about own difficulties (see Table 1 & 2 in Section 3.4).

3.4 Analysis of data

Each lesson was analyzed according to the aspects of relationship and motivation and a table for each facet was used when analyzing in order to detect features of affective teaching and learning in the classroom (see Tables 1 & 2). All three of the lessons were transcribed and then analyzed according to the spreadsheets. The spreadsheets were first partly filled out during the lessons and later on carefully processed according to the transcriptions. The analyzed spreadsheets with the preliminary categories were then processed into the final tables with the final categories (see Tables 1 & 2) that were used to present the results of the study.

Two tables were finalized after the analysis of the lessons, one for relationship and one for motivation. The final categories of relationship were: Relational closeness, relational guidance, relational interaction, relational interest and relational focus.

Table 1

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relational closeness</td>
<td>indicate previous knowledge, express concern, acknowledge student needs</td>
</tr>
<tr>
<td>Relational guidance</td>
<td>provide support in learning, provide support in personal manners, help fix behavior of a student</td>
</tr>
<tr>
<td>Relational interaction</td>
<td>making jokes, being easy going, indicate acquaintance</td>
</tr>
<tr>
<td>Relational interest</td>
<td>asking personal questions, commenting on personal manners</td>
</tr>
<tr>
<td>Relational focus</td>
<td>noticing students' presence, asking to hear a student's voice</td>
</tr>
</tbody>
</table>
Table of the final categories of relationship

The table of motivation consisted of the categories: Motivational support, motivational information, motivational autonomy and motivational experiences.

Table 2

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational support</td>
<td>positive talk, encouraging talk, supportive talk, projecting a belief that</td>
</tr>
<tr>
<td></td>
<td>the students can succeed</td>
</tr>
<tr>
<td>Motivational information</td>
<td>provide challenges, give examples of how to proceed, give new information,</td>
</tr>
<tr>
<td></td>
<td>suggesting subgoals</td>
</tr>
<tr>
<td>Motivational autonomy</td>
<td>letting students make decisions, letting students influence learning with</td>
</tr>
<tr>
<td></td>
<td>their ideas</td>
</tr>
<tr>
<td>Motivational experiences</td>
<td>talking about own difficulties, talking about own learning experiences</td>
</tr>
</tbody>
</table>

Table of the final categories of motivation

3.5 Limitations

A consent form was, as mentioned, handed out to the students before the study was conducted. This was done due to the ethical aspects of recording audio in a classroom environment. However, an issue occurred close to the day the first observation took place - one of the students in the class did not want to be recorded. The situation required close consideration of how to continue the research, and a decision was made to not use any recordings of this student. However, as the three lessons were studied, the discovery that the student had not spoken during the lessons was made and therefore, the student had not been recorded during the study.

The facets of relationship and motivation can be, at times, similar and can overlap. The categories within each table, dealing with relationship and motivation separately, display similarities as well. When analyzing the lessons, an issue regarding categorization was noticed since categories of each facet appeared to be similar. Moreover, it was noticed that when analyzing one of the facets, instances interesting to the other facet were detected as well. These findings required careful analysis of the transcriptions in order for the study to be regarded as reliable.
4. Results and Analysis

The first lesson observed started with the teacher talking to the class about different assignments and reminding the students to hand in their work. The lesson continued as the teacher wrote sentences on the board with the purpose of the students detecting errors in them. In the latter part of the lesson the class listened to a listening comprehension, followed by a few minutes of talking and showing of a video that a group of students had made as an assignment.

The second lesson observed started with the teacher talking to the students and giving them a task for the lesson. The class had recently gone on a school trip to Iceland where they studied The global goals for sustainable development created by Project Everyone. The task they were given regarded their trip and the students were divided into groups and asked to summarize one day each of the trip and make audio recordings about the days of their trip to Iceland.

The third lesson observed was initiated by the teacher speaking to the students and introducing the objective of the lesson - listen to another listening comprehension. The exercise was about 20 minutes long and after the listening comprehension the students individually read a book.

The results from the observations will now be presented and analyzed, starting with relationship and thereafter, motivation.

4.1 Relationship

Table 3

<table>
<thead>
<tr>
<th>Category</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relational closeness</td>
<td>28</td>
<td>60</td>
<td>16</td>
</tr>
<tr>
<td>Relational guidance</td>
<td>33</td>
<td>45</td>
<td>32</td>
</tr>
<tr>
<td>Relational interaction</td>
<td>15</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>Relational interest</td>
<td>8</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Relational focus</td>
<td>32</td>
<td>24</td>
<td>35</td>
</tr>
</tbody>
</table>

*Categories of relationship observed during the lessons*

1 [www.globalgoals.org](http://www.globalgoals.org)
4.1.1 Lesson 1

Table 3 shows that the category *Relational guidance* was the most common category that was observed during Lesson 1. The category is the one of the categories most difficult to separate from instructions given by the teacher, which are non-relational. In other words, the observed lessons had to be carefully screened in order to separate guidance, which is relational, from instructions which are non-relational. However, the aspects of relationship between teacher and students in the classroom could be described as inevitable at all times, making every sentence of every lesson affected by relational aspects. *Relational focus* is the second most observed category in the classroom during Lesson 1. The instances of this category were viewed in the classroom when the teacher mentioned names of the students, asked direct questions or spoke directly to one of the students. An observed example from the category is:

\[(1) \text{Erik, did you learn anything? (Lesson 1)}\]

This example is similar to several of the instances observed in terms of *Relational focus*, indicating a previous relationship to individual students. If the teacher would not have had an existing relationship with the students she would presumably simply ask the question once, directed to the class as a whole. However, this is not the case in this classroom as the teacher takes her time to ask ten of the students what they have learnt after studying the sentences on the board. Interestingly enough, each of the students answered something that they felt they had learnt. If the question had only been asked once and to the whole class, it is not certain that there would be the same outcome as in this case, as the *Relational focus* of the teacher-student relationships in the classroom allowed the students to elaborate their thoughts. The teacher’s use of affective teaching in this case could result in decreased off-task behavior among the students and instead create an interest in their own learning processes (Schechtman and Leichtentritt 2007). This positive development in the language classroom can be created when teachers apply affective aspects to teaching according to Schechtman and Leichtentritt (2007).

A section that appeared clearly during the observed lesson was *Relational interaction*. Eight instances of the 15 observed were occurrences demonstrating the teacher making jokes or making the students laugh at her own expense. For example, when talking about grammar mistakes, an error regarding the ing-form of a verb and personal pronouns is discussed. The teacher has previously taught the students about personal pronouns and she, as presented in Example (2), uses a humorous approach when reminding the students about grammatical structures when using the ing-form of a verb. The teacher says, referring to the ing-form:

\[(2) \text{It doesn’t wanna be forever alone (Lesson 1)}\]

Another example from the category is when the teacher says:

\[(3) \text{You know that I get really upset when you do this (Lesson 1)}\]

This is said as an error in a sentence is discussed and it, furthermore, seems as if the teacher actively uses her relationships with the students to be easy going and personal in
order to teach English in a successful manner. The teacher repeatedly uses an easy going approach when talking about mistakes that the students have made or something the students need to learn. This approach indicates that the teacher consciously regards the relationships with the students when teaching, and moreover, actively uses affective teaching.

The teacher is, as displayed in Examples (2) and (3), concerned with connecting her teaching to the students’ previous work along with their individual experiences. As an easy going approach is applied when regarding the students’ experiences, the students’ emotional involvement is presumed to increase. The result of students’ emotional involvement could be a more positive view on the subject in particular (Schechtman & Leichtentritt 2007), in this case - the English language. This means that the students can develop positive emotions toward the subject, which ultimately generate more student effort when learning English. In other words, teacher-student relationships in the classroom can, when successful, generate student motivation to learn the English language. The connection between relationship and motivation that was discussed in the Literature review becomes visible in this scenario.

4.1.2 Lesson 2

In contrast to Lesson 1 where the students completed a listening comprehension exercise, Lesson 2 constituted of one hour verbal communication with the students and hence, a higher number of relational aspects were detected.

The category of Relational closeness is particularly observed during Lesson 2. This is partly due to the fact that the lesson started with the teacher introducing the assignment and as she did this, the teacher summarized the days of the trip on the whiteboard in order for the students to remember everything. While the summary was being written, the teacher mentioned a lot of specific matters from their trip - indicating previous knowledge of the students - which contributed to the high number of observed instances of Relational closeness. A few examples of the instances observed suggesting previous knowledge are:

(4) Do you remember that you wrote evaluations from the trip (Lesson 2)
(5) And there you met your new friends, and you had pizza. At that restaurant, I think Italian restaurant (Lesson 2)
(6) You remember you met and you dance and they brought food (Lesson 2)

Other sections of the category Relational closeness regarded the teacher expressing concern for the students. Examples of this are:

(7) I understand if you can’t explain the words (Lesson 2)
(8) I can check it before you record if you want to (Lesson 2)
(9) So you’re not in a hurry when you record it, it’s better (Lesson 2)
(10) If you don’t have any pictures of your own we have on Instagram and on Facebook (Lesson 2)
However, the aspects of expressing concern and noticing students’ needs appeared quite similar during the observations. Examples (8), (9) and (10) presented above could be analyzed as regarding the students’ needs as well as a concern for them. When taking students’ needs into account and being concerned for them a relational process takes place that affects the relationships in the classroom (Bainbridge Frymier and Houser 2017).

Relational interaction was detected 18 times during Lesson 2. In comparison to Relational closeness, this category did not appear to increase to the same extent as Relational closeness did during Lesson 2 in contrast to Lesson 1. However, the instances observed display interesting features of the relationships in the classroom. As the lesson was initiated, several students noticed that the teacher wore a sweater picturing Santa and pointed out this. The teacher answered in an easy going manner:

(11) You don’t have to be afraid of Santa. He’s actually a nice guy. So you don’t have to have nightmares (Lesson 2)

The students’ interest continued as one of the students asked if the teacher herself is the Santa, and the teacher answered:

(12) You never know (Lesson 2)

This easy going manner continued both in the beginning of the lesson but also later on in situations where students were making noise and the teacher said:

(13) Hey! Remember that Santa is actually standing here in front of you (Lesson 2)

Example (13) in particular is interesting as it serves to help fix a behavior of a student - to stay quiet - which places the example in the section of Relational guidance. However, Example (13) also indicates the easy going, humorous relationships that exist in the classroom - placing the quote in Relational interaction. Moreover, as Zhang and Lu (2009) describe, the development of relationships in the classroom is a teacher’s concern since it promotes student learning. As relationship was investigated during Lesson 2, it was apparent that the teacher in this classroom is developing and managing relationships with her students.

4.1.3 Lesson 3

During Lesson 3, the structure of the lesson resulted in less interaction between the teacher and students than in previous lessons.

Comparing Relational closeness in Lesson 3 to Lesson 2, an apparent change is noted as Lesson 3 displays substantially fewer instances of the category. The matter of fewer instances could be explained by the less amount of time of interaction during Lesson 3. Interestingly, Relational interaction occurred eight times more during Lesson 3 than in Lesson 2, despite less time of interaction. The category Relational guidance decreases during Lesson 3, however not in an as distinct manner as Relational closeness. Furthermore, additional two of the categories - Relational interest and Relational focus - decreased during Lesson 3. Examples observed of Relational interest were:
(14) Would you change cars, Gabriel? (Lesson 3)
(15) Would you do the same? (Lesson 3)

Examples (14) and (15) were expressed by the teacher as the book the students were reading was discussed briefly at the end of Lesson 3. The examples concerned learning objectives but were still analyzed as Relational interest since there was no right or wrong answer to the questions. The focus was to hear the two different students’ genuine opinions and thoughts. The teacher’s interaction with the students appear to promote students’ notions of being seen, heard and respected as the individuals they are. By asking questions about students’ opinions and showing interest for their values, the teacher promotes student autonomy since the students learn that their voices are important and listened to in the classroom. Student autonomy is crucial to language learning due to the fact that it functions as a skill that improves learning (Benson & Voller 1997) and that, furthermore, fosters motivation in the language classroom.

During Lesson 2 the teacher’s management of Relational focus can be described as patiently and consciously directing questions and attention to several of the students one at the time. This manner was notable during Lesson 3 as well since 18 of the observed 35 instances of the category contained student names, indicating that the teacher had directed her focus to individuals. This approach is supposedly positive to students’ feelings of belonging in school since the students become aware that the teacher cares for them, is interested in their opinions and pays attention to them as individuals. The result of the teacher focusing on individuals and demonstrating an interest - applying Relational focus - can appear in both positive behavioral and learning outcomes, according to Mason and colleagues (2017).

4.2 Motivation

Table 4

<table>
<thead>
<tr>
<th>Category</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational support</td>
<td>41</td>
<td>62</td>
<td>49</td>
</tr>
<tr>
<td>Motivational information</td>
<td>15</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>Motivational autonomy</td>
<td>15</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Motivational experience</td>
<td>2</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

*Categories of motivation observed during the lessons*
4.2.1 Lesson 1

During Lesson 1, instances of *Motivational support* were frequently used by the teacher. Several of these instances appeared as "good", "yes", "yeah" or "thank you". As ten of the students were asked about what they had learnt, the teacher replied back with for example:

(16) Very good that you brought it up because it’s important (Lesson 1)

An interesting aspect observed in this category occurred during the practice of grammar in the beginning of the lesson. The teacher, in an attempt to provide support, says:

(17) I know that you are really good at grammar (Lesson 1)

The approach used by the teacher in this instance can be connected to Mason and colleagues’ (2017) theories about positive learning outcomes as a result of a supportive relationship between teacher and student. Presuming that the teacher regularly applies supportive and positive talk in her classroom, positive learning outcomes ought to appear as a result of the *Motivational support* provided. Example (17) is not an isolated instance in the teacher’s classroom as she frequently uses supportive talk and hence, supports and motivates the students. Moreover, the interrelation between relationship and motivation has previously been stated in the Literature review. Example (17), presented above, displays the interrelation in the practice of the language classroom. The teacher uses supportive talk in order to encourage the students prior to practicing grammar and at the same time she indicates a previous relationship between herself and the students.

The category *Motivational information* was detected 15 times during Lesson 1. The category consists of instances such as:

(18) If you look at your texts and my feedback, what have you learnt? (Lesson 1)

Example (18) demonstrates the teacher guiding the students on what to do and furthermore, on how to proceed learning. Relevant to this situation is Dörnyei’s (2001) description of self-actualization as a motivational factor in regards of self growth and developing knowledge. As the teacher asks the students to consider what they have learnt, students can become aware of their development and furthermore - strengthening the experience of self-actualization.

*Motivational autonomy* was detected 15 times during Lesson 1. The high number of instances occurred due to the students’ opportunities to reflect upon the individual learning processes. Hence, most of the occurrences consist of students mentioning what they have learnt during the lesson. *Motivational experiences* were detected two times during the observation. The instances that were observed were:

(19) I make mistakes (Lesson 1)
(20) I learn from my students (Lesson 1)

As Owen-Smith (2008) describes, a focus on the learning process rather than the end product is becoming more common in learning. Integration of the cognitive and the affective in learning is necessary in order to achieve a sustainable engagement, and focus
on the learning processes among students (Owen-Smith 2008). The teacher’s utterances in this category, *Motivational autonomy*, correspond to this focus. Making mistakes and not necessarily experiencing a straight path to development is deemed as normal according to what the teacher expresses in this category. A message that the learning process is valuable is conveyed to the class.

### 4.2.2 Lesson 2

Lesson 2 included 62 instances of *Motivational support*. In contrast to the other categories, *Motivational support* was detected a great number of times. *Motivational support* containing the word ”good” were detected 12 times in this category and expressions containing the word ”yes” occurred 18 times.

Utterances such as ”yeah” and ”thank you” were detected within the category of *Motivational support*. A number of the occurrences constitute of longer sentences:

(21) But I think you remember right (Lesson 2)
(22) You have a very good memory (Lesson 2)
(23) I know that your English is excellent (Lesson 2)

Interesting to notice regarding Examples (21) and (23) is that they, while supporting student motivation, also indicate an existing relationship between the teacher and the students. As previously mentioned, relationship and motivation in the language classroom are not two separated phenomena, but rather two interrelated areas of affective teaching and learning.

The category of *Motivational information* was detected 17 times during Lesson 2. Expressions detected in this category during the lesson were for example:

(24) We can look at the first day and I can show you an example of what we are going to do (Lesson 2)
(25) While he is writing maybe you can check some information about the different places (Lesson 2)
(26) Use strategies Paul (Lesson 2)

Example (24) both gives new information and a direction of how to proceed. Further, it could be discussed whether the expression also provides a challenge to the students, as this is said in the beginning of the lesson when the teacher gives directions of what to do during the lesson. Example (25) aims to give a direction to a student on how to proceed learning along with a subgoal for the lesson. This is expressed by the teacher as the students sit in groups working on the assignment of Lesson 2. The student that the teacher talks to is not actively working at the moment and this expression can be seen as an approach by the teacher to encourage the student to continue working with the current assignment. This action performed by the teacher is interesting due to the fact that motivation as a phenomenon affects choice of action and effort (Dörnyei 2001), making the teacher’s suggestion of a subgoal essential for the student’s future motivation and actions in the classroom. As the teacher approaches the student she notices the lack of motivation within the student and attempts to give appropriate direction - for example a
subgoal - in order for the student to become more active - raising the degree of action and effort put in to the assignment by the student.

Example (26) of Motivational information was observed during Lesson 2. As the example is expressed, the student is given a clear direction on how to manage learning in this situation. Example (26) is expressed as a student asks what a word is in English. Interestingly, instead of answering right away what the word is, the teacher uses a motivational approach. This is how the learning situation proceeds:

(27) - What is <uppgift> in English?
- Use strategies Paul
- Task
- Yes, good!
- Task! Is it? Oh that’s great! (Lesson 2)

Example (27) is interesting in terms of motivational aspects. The teacher has previously talked to the class about using learning strategies when they do not know a word for example. As the teacher reminds the student to use learning strategies he finds the right word straight away. The teacher answers in a positive, supportive manner which has an obviously positive effect on the student as he expresses the joy of finding the correct word all on his own. As previously mentioned, a supportive attitude enhanced by the teacher in the classroom affects the students in a distinctly positive manner, as discussed by Mason et. al. (2017). The teacher’s approach - to encourage the student to solve the problem on his own - leads to a positive result for student learning at the same time as it promotes student Motivational autonomy.

Motivational autonomy appeared 10 times during Lesson 2 as the students in several instances noticed something that the teacher had forgotten or was wrong about regarding their trip to Iceland. The category was detected fewer times during Lesson 2 than in Lesson 1 which could depend on the fact that the students worked in groups during most of Lesson 2. In Lesson 1, the students were gathered in the classroom and the teacher led most of the lesson by talking to the students in front of the classroom. In other words, Lesson 1 was more teacher oriented than Lesson 2. This fact could, however, lead to the conclusion that there should be less Motivational autonomy in Lesson 1, as it is teacher led. Nevertheless, as shown in Section 4.2.1, the teacher creates a great many opportunities for student autonomy during Lesson 1. During Lesson 2, however, the teacher walked between different groups, resulting in restricted time interacting with all of the students. Student autonomy is a critical aspect for student learning in order for the student to take charge of his or her own learning process. When developing autonomy, the student can make use of it as a tool for learning (Benson & Voller 1997). Motivational autonomy is, therefore, an essential tool for teachers to enhance in their affective teaching.

Lastly, Motivational experiences were detected more times during Lesson 2 than in Lesson 1. Six instances were observed in Lesson 2 as the teacher for example expressed the following:
(28) You have to, don’t mind my spelling or my pronunciation when it comes to the Icelandic words because I’m not very good at it (Lesson 2)
(29) My memory is so bad (Lesson 2)
(30) I wrote the wrong day first (Lesson 2)

Examples (28), (29) and (30) show the teacher admitting flaws, demonstrating to the students that making mistakes or lack of knowledge is common and accepted. These examples might be consciously expressed by the teacher as an attempt to facilitate motivation among the students by demonstrating that everyone makes mistakes.

As mentioned, Lesson 1 was more teacher oriented than Lesson 2. Interestingly, the lesson that was more student oriented contained more instances of Motivational experiences as the teacher freely expressed her flaws and experienced difficulties.

4.2.3 Lesson 3

During the last lesson observed, Lesson 3, several changes were noticed in contrast to the previous lessons. The Motivational support observed during Lesson 3 was lower than in Lesson 2 but higher than Lesson 1. The lower result of Motivational support during Lesson 3 than in Lesson 2 can be explained by the fact that during Lesson 3, a listening comprehension along with individual reading took about half of the lesson. However, the Motivational information noted during Lesson 3 is of a much higher number than both previous lessons. This finding can be analyzed in relation to the content of the lesson - a great number of instances in this category were related to the listening comprehension and the reading of the book. Instances observed were for example:

(31) This is different from the last test you did (Lesson 3)
(32) Okay, so then you will have some time, you’re not allowed to talk to each other, but you can look through your answers (Lesson 3)
(33) Make sure that someone from England can understand what you wrote (Lesson 3)
(34) Do you want to try Odd? (Lesson 3)
(35) So maybe you can describe what’s in the picture, in English (Lesson 3)

Examples (31) to (35) all contain Motivational information of some kind. Example (31) mainly provides information to the students, while Example (32) both provides information and instruction of how to continue working with the learning objective. Example (33) resembles with Example (32); However, Example (34) is different from the other examples, as it mainly presents a challenge to a student. Lastly, a similarity can be found between Example (34) and (35), as the latter presents a challenge to a student as well. The different examples discussed all indicate ways that a teacher can attempt to create motivation within the students. This is necessary since motivation determines future effort and action (Dörnyei 2001). Moreover, Examples (34) and (35) are interesting because they present opportunities for student self-actualization created by the teacher. The students are asked to do something - reading out loud and speaking in front of the class - that they do not seem to have much previous experience of. These instances be-
come, as a result of affective teaching, opportunities for personal growth and developing capacity in the language classroom (Dörnyei 2001).

*Motivational autonomy* was observed five times during Lesson 3. An example from the category is:

(36) Can we go through this again? (Lesson 3)

Example (36) was expressed by a student during the listening comprehension. The class then got some time to read through and change their answers while the teacher went to copy more paper to the students. Further instances observed in this category regarded a Christmas calendar, containing pictures from the class’ trip to Iceland, the class had in their classroom. A student reminded the teacher about the calendar in the end of the lesson and the last five minutes were spent focusing on the calendar.

Lastly, no instances of *Motivational experiences* were observed during Lesson 3. An explanation for this could be, as previously touched upon, that the teacher and the class did not talk that much during Lesson 3 as half of the lesson constituted of other activities. However, the result from Lesson 3 is interesting due to the fact that Lesson 1 and 2 contained two and six instances of *Motivational experiences*.

### 5. Conclusion

This study observed and analyzed affective teaching and learning in a classroom environment. During three lessons, a teacher was observed and audio recorded in order to review teacher-student relationships and motivation in the language classroom. Case study was applied as the method for the investigation and a specific class was chosen. The audio recordings were then transcribed in order to analyze each lesson according to relationship and motivation thoroughly. The results showed reoccurring instances of affective teaching and learning in the classroom as relationships between the teacher and the students were clearly visible. Of the relational aspects observed in the classroom, the three categories *Relational closeness, Relational guidance* and *Relational focus* were the most commonly observed features. A conclusion made from the analysis of relationships is that the high numbers of occurrences regarding closeness, guidance and focus indicate existing positive relationships in the classroom. Features of motivation in the classroom were observed as well, foremost *Motivational support* such as positive and supportive talk. The category of motivational aspects least observed was *Motivational experiences*, dealing with the teacher’s own learning experiences. Overall, the teacher showed a consciousness regarding affective features in the language classroom by adapting interaction and approaches according to the temporary context.

The analysis made of the observed lessons answered the research questions on how the teacher uses affective teaching in her classroom as well as how affective teaching and learning look like in terms of teacher-student relationship and motivation. As mentioned, relationships in the classroom were visible due to the teacher expressing concern, previous knowledge of the students, giving directions and focusing on students individually. Motivation was observed as well, as positive and encouraging talk reoccurred.
each lesson. Motivational information was continuously detected as well by the teacher providing challenges to the students, giving new information and giving direction on how to proceed with learning. As mentioned in the introduction, affective teaching and learning is of great importance in order to enhance cognitive learning in the language classroom. Emotional aspects of individuals highly affect learning opportunities as it determine state of attention that is given to a subject (Zhang & Lu 2009). Relationship and motivation are, in this study, regarded as emotional aspects that determine and affect student learning. These aspects - relationship and motivation - are emotional in the sense that they are developed within the students’ minds as a result of the teacher’s use of affective teaching. Relationships and motivation in the language classroom can facilitate an interest within students to learn English and support the learning process.

This essay shows how an experienced teacher uses affective teaching in order to help the students develop affective learning. The study presents how the use of positive teacher-student relationships and motivation in the language classroom can facilitate student learning by creating a safe, easy going and accepting classroom environment. The environment is created by directing attention to students as individuals, by making mistakes a natural part of the learning process, by providing appropriate direction for learning, by the continuous use of supportive talk and by applying a humorous tone to language learning. This study shows how affective teaching and learning can be used in the language classroom by defining both relational and motivational aspects important to student learning and by demonstrating how these aspects can be used. Future teachers can make use of these aspects of affective teaching and learning in order to facilitate language learning by applying the use of the different relational and motivational categories. However, what is not entirely clarified in this study are the students’ views and exactly how the students’ learning processes are affected when teachers make use of affective teaching. Therefore, future studies regarding affective teaching and learning should focus more specifically on the students and how learning is supported as a result of enhancing affective teaching in the language classroom.
References


Yilmaz, Yucel & Granena, Gisela. (2016) The role of cognitive aptitudes for explicit language learning in the relative effects of explicit and implicit feedback. Published in Bilingualism: Language and Cognition. Issue 1, Volume 19, p. 147-161
Appendixes

Appendix A - Transcript from Lesson 1

The sample of transcript is taken from the middle of Lesson 1, showing how the teacher asks her students about what they have learnt from the first part of the lesson. All names have been changed. The parts in italics indicate that a student is talking.

Okey. What have we learnt so far, can you repeat what have we learnt. Tilda? Have you learnt anything today? Did I teach you anything?
Yes
Maja?
Våga fejla
Våga fejla, good. We learn from our mistakes and the mistakes of others.
Eeh, Linn?
Att ing-formen inte vill vara forever alone
Ing doesn’t wanna be forever alone, no. Ing wants a friend and ing wants am are is, for example. Yes, very good.
And what else have you learnt? That the teacher almost gets a heartattack when you do what? Andreas?
Inte skriva med litet i
Ja! Inte litet i. Nej, m mh. Okey good.
Was och were, kommer ni ihåg också va.
Ja
Mmh. Bra, eeh. Okey so here. He is a very good coach.
Andreas?
Det stavas med ett r
Ja, ett r bara. Det är fler som gör så, stavar very med två r. Jag vet inte varför.
Hörni det här som jag sa innan, [the teacher reads a quote] to live in a host family learned me a lot of things. To live in a host family learned me a lot of things.
I just said it.
Didrik?
Taught
Taught, okey so there’s a difference. Teach, taught taught. Och det betyder ju, liksom att lära ut va. So I teach and you learn.
Sometimes I learn from my students, or almost everyday I learn, but my job is to teach. And you’re kind of here to listen and learn. Most of the time we learn from each other, but do you understand the difference between I teach you, and you learn.
Yeah
Yeah? Att lära ut och lära in är inte riktigt samma sak va. Learn learnt learnt. Teach taught taught. There is a difference. Okey, för det var fler som hade gjort den faktiskt.
Ska vi nöja oss där? Så får ni titta lite på de här och o, shh, ibland brukar ni ju få skriva lite vad det är ni faktiskt har lärt er, om ni har lärt er någonting. Men jag tror att vi tittar bara på det, så skulle jag vilja ha en dem här igen.

[the teacher starts walking around in the classroom, giving out papers to the students]
Ändra gärna felen ni har gjort, så jag ser att ni kan bearbeta er text. Eh, å ni som inte har skrivit nån, gör gärna det och lämna till mig.
Hörni, en till! My expectations, eeh, wasn’t super high, vad har vi hittat där för något?
My expectations wasn’t super high.
Hallå Tanja jag har skickat länken
Ahaa
Men... [inaudible]
No
Men det va långt sen
Ah, men skicka igen, för jag vet att du har skickat men gör gärna det igen

[turns to another student]

Har du lärt dig något? Aa, vad har du lärt dig?
[inaudible answer from the student]
[turns to another student and hands out a paper]
Thank you Tanja
You’re welcome

[walks to the front of the classroom again]

Okey, one last question. My expectations wasn’t very high. Nu är det nekande form.
Didrik?
Weren’t
Weren’t. Why?
Because it’s.. it’s more than one
Yes. Väldigt bra, det Didrik gjorde nu, han fastnade lite lite grann och vad är det man ska göra när man fastnar och man inte liksom hittar orden, inför de nationella nu på onsdag.
Carl?
Man tar sig runt.. [inaudible]
Ja, man tar sig runt. Man använder olika strategier för att ta sig runt. Vad gjorde Didrik nu när han inte kom på ordet? What did he do?
He said that, han kanske inte visst vad plural hette på engelska och då sa han såhär, it’s more than one. Eller hur. Så skulle vi byta ut expectations så skulle man kunna säga they weren’t very high, eller hur. Å då e de ju, I was, you were he she it was, we you they were. Å så e de nekande va, så det är samma princip när det är nekande. E ni me?
Mmh
Så skulle man byta ut expectations, they weren’t very high, eller hur. Å precis som Didrik säger så är det ju mer än en. Man kan tänka kanske så att är det mer än en så är det lite längre ord.
Så om ni tittar nu på era texter, if you look at your texts. And my feedback. What have you learnt, did I teach you anything.
We all make mistakes, I make mistakes and you do. We learn from our mistakes, and Sofia she does it as well.
Anna?
Styckeindelning
Ja! Dela med dig. Styckeindela. Å det är något som jag kommer påminna er om när jag rättar era bloggar med, både svenska och engelska. Very important. Styckeindela ja, bra då har Anna delat med sig.

Ellen, did you learn anything?

*Which, hur man stavar det*

Aah! Den ja, which which which.

[the teacher writes on the board]

Eller hur, häxa eller som. Ah lite confusamble.

Bra, mer, vad har Emma, har hon lärt sig nåt?

*Eeh det där med learn, eller ah*

Jaa, teach och learn. Bra, Carl, du kanske var sjuk då.

*Aa*

Glöm inte maila mig din text.

Tilda? Did you learn anything. Nothing?

*[the student answers something inaudible]*

Jaa! Den är bra. Hörni, den gjorde ni många fel på. During!

Can you say a sentence Tilda, to give us one example? So listen carefully. This is an important one cause you make this mistake a lot.

*Men de är så lång mening*

Yes, then you get more practice

*Aa. Eh, we did some very fun things at the trip*

Väldigt bra att du tog upp den för den är viktig. År det nån mer som har gjort fel på det här? Ja, when we talk about time, you use this one, during. Inte at, eller nåt annat. Så during the trip. Under resan, prepositioner är jättesvåra, eller hur Kristofer. Yes. They are very very hard. Okey, thank you very much Thilda, very good example. During the trip.

Erik?

*Aa*

Did you learn anything?

*Styckeindelning*

Ja. Endel långa meningar, pretty long sentences. Eh, and don’t forget to divide the text into different paragraphs, right.

Elias har sagt. Mia, you have been awfully quiet today, did you learn anything?

*Eeh, det här med att styckeindela*

Styckeindela där med. Så det är ju inte bara på svenska jag tittar på sånt va. It’s also in English.

Johansson?

*Va?*

What did you learn? Maybe to write a little bit more.

Fröken Svensson?

*Weren’t och wasn’t*

Weren’t och wasn’t, yes.

Tom?

*Stor bokstav på land*

Ja.

Å det är ju till o med French fries, alltså till o med en sån grej ska man ju ha med stort f va. [the teacher writes on the board]
Så det är ju lite lurigt med engelskan att man vill ha stor bokstav på fler ställen än i svenska. Vad har vi mer, nån annan, Dennis?

Stort i,

Hälften är små i och hälften är stora i!

Just det, då är du inte konsekvent heller, det är nästan ännu värre. Eller egentligen inte, för då innebär det att du nånstans har koll på det här, så kanske du vill provocera fröken lite och tänker att nu går hon i gång hemma när hon ser det här.

---

### Appendix B - Spreadsheets used to take notes during the lessons

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Express concern for a student, indicate acquaintance/closeness via words</th>
<th>Provide guidance regarding learning and personal manners, helps fix behavior of a student</th>
<th>Takes students ideas into account, expressing that the student’s opinions are important</th>
<th>Demonstrating an interaction personally imprinted by making jokes, being easy going, mentioning something indicating previous knowledge of the student</th>
<th>Express interest by asking personal questions</th>
<th>Expressing excitement verbally, by noticing students’ presence, expressing interest in students, asking to hear their voices</th>
<th>Acknowledging students’ needs by asking something or giving directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>Positive talk, encouraging talk, supportive talk, projecting a belief that the student can succeed via words</td>
<td>Provide challenges to students, giving examples of how to proceed learning activities, giving new information about the current task or subject, suggesting subgoals to a student</td>
<td>Supporting student autonomy by letting students make decisions, letting students influence learning situations with their ideas</td>
<td>Talking about own difficulties and experiences related to further progress</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C - Consent form

Hej!


Jag godkänner att mitt barn medverkar på inspelningarna:

____________________________________

Jag vill inte att mitt barn ska medverka på inspelningarna:

____________________________________

Hälsningar,
Sofia