

CHAPTER FOUR

Analysis and Findings

4.1 Introduction

This chapter includes the presentation, description and analysis of the data. The data obtained from the students' and teacher's diary entries is described, interpreted and analysed. The diary entries contain the students' and teacher's reflections and impressions of each lesson. A lesson encompasses the classroom processes that occur within the specified class period. Classroom processes would include the instruction given by the language teacher, the interactions among class participants, the tasks or activities they do, the materials they use and everything they are aware of while teaching and learning take place. The lesson plan for each lesson precedes the analysis of the data for each lesson. The analysis of the data is based upon the two research questions which are:

1. How do the perceptions of learners and teacher coincide or differ?
2. What affective factors are evidenced in the diaries?

To answer the first research question, the perceptions of the learners and teacher written in the diaries are interpreted and described. Then a comparison of the students' and teacher's data is made to determine how they coincide or differ.

To answer the second question, the affective factors evidenced from the diary is listed. Goleman's (1995) groupings of emotions such as anger, sadness, fear, enjoyment, love surprise, disgust and shame, is used as a basis to analyse and describe the affective factors evidenced from the diaries. To overcome bias in the

analysis of the diaries, an inter-rater's analysis of the students' perceptions and affective factors evidenced is included.

4.2 Presentation and Description of Data

The data is obtained from seventeen people involved in this study i.e. sixteen students and one teacher. The total number of diary entries is one hundred and sixteen. Of these, one hundred and eight are made by students and eight made by the teacher. The numbers and dates of entries can be seen from Table 4.1. The word 'Yes' indicates that an entry was made on that particular day, and the word 'No' indicates that no entry was made. Eight students and the teacher make entries of all the class sessions. Three students make a total of seven entries, four students make six entries, one student make four entries and one student only make three entries. The teacher makes eight entries. On the first, fifth, seventh and eighth lesson there are fifteen entries made on each lesson. On the second, third, fourth and sixth lesson there are fourteen entries made on each lesson.

Table 4.1 **Table to Show Dates of Diary Entries Made by Students**

No.	Name	No. of Entries	26/2	2/1	9/1	30/1	6/2	13/2	20/2	27/2
1.	Sai	6	Yes	Yes	Yes	No	Yes	No	Yes	Yes
2.	Roney	8	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3.	Nor	6	Yes	Yes	No	Yes	Yes	Yes	Yes	No
4.	Hai	8	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5.	Az	8	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6.	Azis	8	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
7.	Zal	8	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
8.	Ren	8	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
9.	Nini	3	Yes	No	No	Yes	No	Yes	No	No
10.	Denny	7	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
11.	Zan	7	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12.	Moni	7	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
13.	Am	6	Yes	Yes	Yes	Yes	No	No	Yes	Yes
14.	Eda	8	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
15.	Arb	6	Yes	No	Yes	Yes	Yes	Yes	No	Yes
16.	Mus	4	No	No	No	Yes	Yes	No	Yes	Yes
	Teacher	8	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Total	116	15	14	14	14	15	14	15	15

In the analysis of the data, the diary entries are labeled according to the numbers assigned to the lessons (1 to 8) and the students (1 to 16). For example, Entry 7.12 refers to the entry made on the seventh lesson by student number 12 (refer to table 4.1). For a detailed analysis of the students' entries please refer to Appendix 3.

4.3 Analysis of Data

The diary entries are analysed lesson by lesson. Each entry for each lesson is analysed and interpreted (see Appendix 3). After the entries made by students and teacher have been interpreted, a comparison is made of how the perceptions of the students and teacher coincide or differ. Then the diaries are analyzed for the affective factors evidenced in the diary entries.

In the write-up of the analysis, the inter-rater's interpretation of the data is also included. The following are detailed analyses of Lesson One to Lesson Eight.

4.3.1 Analysis of Lesson One

The lesson plan for Lesson One can be seen below.

LESSON PLAN	
Lesson: One	
Date: 26 December 1999	
General aims:	To improve students' listening, speaking, reading and writing skills. To enhance knowledge of English grammar. To help students get to know each other better.
Learning Outcomes:	Students know how to greet in English. Students know common and proper nouns. Students know the parts of a simple sentence. Students can identify main ideas.
Activities/Tasks	
1. Listening and Speaking	
Activities	Materials
Whispering Game Human Bingo Drama Singing Speaking and Listening Activity 2	Handout – Human Bingo Script – “At a restaurant” Lyrics – “I Believe I Can Fly” Textbook
2. Reading	
Activities	Materials
Reading articles	Handout - “What’s the Hurry” “Learn to Talk to Anyone about Anything” Lesson One – Welcome (Textbook)
3. Writing	
Activities	Materials
“Letter Writing”	Letter written by teacher
4. Grammar/Language Functions	
Items	Materials
Questioning Greetings Nouns The Parts of a Simple Sentence	Handouts/ Book

4.3.1.1 Comparison of the Students' and Teacher's Perceptions of Lesson One

Fifteen diary entries are made about the first lesson, fourteen are students' entries and one is the teacher's entry. A comparison of the students' and teacher's perceptions is seen below. The analysis of all the entries made in Lesson One can be referred in Appendix 3.

4.3.1.2 Perceptions of Lesson One which Coincide

The students' and teacher's perceptions of Lesson One coincides with regard to the drama activity, the singing session and the class as a whole (see table 4.2). Both feel the activities are fun and enjoyable, and that the class is nice. The fourteen diary entries show that the students have positive perceptions about the first lesson for various reasons. One reason is the activities carried out in class. The drama seems to be a popular activity. It makes the class lively, 'innovative' and 'refreshing'. Other activities mentioned are the singing, reading and grammar exercises. Another reason why they have positive perceptions of the lesson is the teacher. Some comments made about the teacher are that she is nice, understanding, has attractive teaching style and teaches clearly. One student reveals that he feels that the teacher knows what is best for the students. Friends are also one factor why the students like the class. Their perceptions of their peers are that they are friendly, fun and funny. The students also feel that the class can help them improve their English.

Table 4.2 Perceptions about Lesson One which Coincide

Categories	Students' Perceptions	Teacher's Perception
Drama	<p>1.1 I enjoyed the class today because they have a short drama,...</p> <p>1.15 I feel very happy today in this class because we do some drama and have fun about it. It because we cannot remember the sentences. So the drama look very funny. ...</p> <p>1.14 I learned grammar, drama, reading and listening. I enjoyed and I think I learned a lot from this class</p>	<p>"... Then we acted the play - <i>At a restaurant</i>". The students really enjoyed themselves....</p>
Singing	<p>1.15 ...I feel very happy to sing a new song every week.</p>	<p>We sang the song "I believe I can Fly". The students love the song.</p>
The class	<p>1.1 The class is very nice and the teacher is very understanding with our situation ...</p> <p>1.6 I like to joint this class today because it have some attractive style to make me easy to memorise a word and make me happy.</p> <p>1.7 I think our class is good because it's not boring. I hate to study when I fell boring. I hope our class is just like this and go on until the subject is finish.</p> <p>1.10 Dear Madam, I've enjoyed the English class very much. It's innovative and refreshing. I think we may enjoy this class very well.</p>	<p>I think the class had a great start.</p>

4.3.1.3 Perceptions about Lesson One which Differ

The main difference in the students' and teacher's perceptions is that regarding the reading activity and the icebreaker (see Table 4.3). The teacher thought that the students found the reading activity rather difficult. However, none of the students wrote about the reading passage being difficult. She thinks the students learned how to introduce themselves in the ice-breaking activity. However the students have no response on this. She also feels that the students are amazed at her ability to remember their names. Again, the students have no response on this.

Table 4.3 Perceptions about Lesson One which Differ

Categories	Students' Perceptions	Teacher's Perceptions
Reading	No response.	"...We then read two articles.... The students found the articles rather difficult. So we went through each paragraph thoroughly. I felt like they didn't really understand the articles."
Ice-breaking	No response.	"...The students laughed as they tried their best to memorize the names and particulars of their friends. I was pleased as they were learning how to introduce themselves and there were many opportunities for them to practice the sentence structures."

4.3.1.4 The Inter-rater's Interpretation of Students' Perceptions of Lesson One

The inter-rater interpretations of the students' diaries are firstly, the students did not know what to expect at first but were willing to learn. Secondly, the lesson went well and the students enjoyed it. She also deduced that the students made self-analysis and many lacked confidence in the language, activities motivated the students and some thought the teacher knew what she was talking about.

4.3.1.5 Affective Factors Evidenced in Lesson One

The affective factors evidenced in Lesson One as interpreted by the researcher and inter-rater can be seen in Table 4.4.

Table 4.4 Affective Factors Evidenced in Lesson One

Interpreted by:	The researcher	The inter-rater
Affective factors evidenced:	Enjoyment (see entries 1.1, 1.4 and 1.14) Happiness (see entries 1.3 and 1.9) Shame (see entries 1.5 and 1.8) Trust (see entries 1.3 & 1.12) Lack of confidence (see entries 1.3 & 1.5)	Eagerness to learn Fear Lack of Confidence

The positive affective factors evidenced in Lesson One are enjoyment, happiness, trust and eagerness to learn. The negative affective factors are shame, lack of confidence and fear.

4.3.2 Analysis of Lesson Two

The lesson plan for Lesson Two can be seen below.

LESSON PLAN	
Lesson: Two	
Date: 2 January 2000	
General aims:	To improve students' listening, speaking, reading and writing skills. To enhance knowledge of English grammar.
Learning Outcomes:	Students can tell and write a story based on a wordless book. Pupils know how to use the present-tense for routine actions, to use the third person singular, pronouns and punctuation.
Activities/Tasks	
1. Listening and Speaking	
Activities	Materials
Sketch Storytelling Listening activity 1 & 2 Singing	Wordless storybook – The Fish Textbook – Lesson 2 Lyrics 'Wind beneath my wings'
2. Reading	
Activities	Materials
Reading	Textbook (A day in the life of the USA, and Home rules)
3. Writing	
Activities	Materials
Writing a story.	Wordless storybook.
4. Grammar/Language Functions	
Items	Materials
These/That /Those Punctuation Present tense Third person singular	Handouts Textbook

4.3.2.1 Comparison of the Students' and Teacher's Perceptions of Lesson Two

Fourteen diary entries are made about the second lesson, thirteen are students' entries and one is the teacher's entry. The entries are analysed and compared below. The analysis of all the entries made in Lesson Two can be referred to in Appendix 3.

4.3.2.2 Perceptions which Coincide

The students' and teacher's perceptions of Lesson Two coincide with regard to the storytelling cum sketch and the singing session (see table 4.5). Both feel the activities promote learning. When compared to the entries in Lesson One, it seems that more students are aware of the use of songs in learning English. They are receptive towards activities carried out in the classroom. The teacher's perception of the second lesson is that it was all right and fun. She also has the perception that the students enjoy the singing session.

Table 4.5 Perceptions about Lesson Two which Coincide

Categories	Students' Perceptions	Teacher's Perception
Storytelling cum sketch	2.1 About the story telling, I can know how to imagine the picture (e.g. cats and fish) change to make the sentences..... As a result, enjoyed the class for today.	"... The pupils practiced telling a story based on a wordless storybook. It was fun."
	2.13 So far I enjoy your class very much I enjoy drama even am not good memorizing line.	
Singing	2.1 ... And then the singing can make our listening to the lyrics. As a result, I enjoyed the class for today. Thanks.	"...Next, we sang the song "Wind beneath my wings". The students liked it and wanted to sing the song a couple of times. I obliged after making sure they could fill in the blanks and have understood every word of the lyrics. They were humming the song towards the end of the class.
	2.3 ...Before this I don't like English but now I happy and I want I can be speak, write and sing in this language. Thank you for this	
	2.7 ...Most of all I feel happy because I learn to fill the lyric. Also I can enjoy the song.	
	2.14 I also likes the songs. It's was nice songs.	

4.3.2.3 Perceptions about Lesson Two which Differ

The main difference in the students' and teacher's perceptions is that regarding grammar. The teacher thinks the students are not concerned about language. She feels that the students are more concerned about making the story as interesting as possible than the language used to tell the story. However the students are actually becoming more conscious about learning grammar.

Table 4.6 Perceptions about Lesson Two which Differ

Categories	Students' Perceptions	Teacher's Perceptions
Grammar	2.2 For me my grammar have becomes much good then before. Honestly I said, some of us have very hard to remember the grammars. And I believe we must always practise.	“ ... I tried to make them use the simple tense when describing each page. They didn't seem too concerned about the language. They were more engrossed in making sure the story was interesting.”
	2.6 I have more problems about English pronunciation, grammar and vocabulary. This is a good program to make the confidence to speak English....	
	2.7 I still confuse about verbs and irregular verbs but I learnt a lot. I hope you will teach clearly.... (entry 2.7)	

4.3.2.4 The Inter-rater's Interpretation of Students' Perceptions of Lesson Two

The inter-rater's interpretation of the students' entries about Lesson Two are the lesson went extremely well, learning did take place, there is suggestion of improvement in grammar, there is excitement in class, the activities invoked interest and response, the teacher is doing her job well and students understand that more work needs to be done if they want to improve their English.

4.3.2.5 Affective Factors Evidenced in Lesson Two

The affective factors evidenced in Lesson Two as interpreted by the researcher and inter-rater can be seen in table 4.7.

Table 4.7 Affective Factors Evidenced in Lesson Two

Interpreted by:	The researcher	The inter-rater
Affective factors evidenced:	<p>Enjoyment (see entries 2.1, 2.5, 2.13 and 2.14)</p> <p>Happiness (see entry 2.3)</p> <p>Confidence (see entry 2.4)</p> <p>Low self-esteem (see entry 2.8)</p>	<p>Highly motivated</p> <p>Happy</p> <p>Beginning to care to improve English proficiency</p>

The positive affective factors evidenced are enjoyment, happiness, confidence, high motivation and beginning to care to improve English proficiency.

The negative affective factor is a feeling of low self-esteem.

4.3.3 Analysis of Lesson Three

The lesson plan for Lesson Three is seen below.

LESSON PLAN	
Lesson: Three	
Date: 9 January 2000	
General aims:	To improve students' listening, speaking, reading and writing skills. To enhance knowledge of English grammar.
Learning Outcomes:	Students should be able to use – ing form verbs, talk about likes and dislikes, write a short script based on a mute scene of a movie and to act out the scripts.
Activities/Tasks	
1. Listening and Speaking	
Activities	Materials
Sketch Singing	Pre-taped mute segment of the movie "Beaches" Textbook – Lessons 4 & 5 Lyrics If"
2. Reading	
Activities	Materials
Reading	Textbook (First Impressions & Take a Closer Look)
3. Writing	
Activities	Materials
Writing a script	Mute segment of the movie "Beaches".
4. Grammar/Language Functions	
Items	Materials
Pronouns Verbs Tenses	Handouts Textbook

4.3.3.1 Comparison of the Students' and Teacher's Perceptions of Lesson

Three

There are fourteen diary entries for the third lesson, thirteen are students' entries and one the teacher's entry. A comparison of the students' and teacher's perceptions is as below.

4.3.3.2 Perceptions about Lesson Three which Coincide

For Lesson Three (see Table 4.8), we can see that the perceptions of students and teacher coincide to a certain extent particularly with regard to the benefits of using drama and songs in the classroom. The thirteen entries show that the students are receptive towards the activities particularly the drama and singing. They think drama is fun and gives them the opportunity to express themselves and to practice phrases commonly used by native speakers. A few students feel that songs can help them learn a language. The entries also show that they have mixed reaction towards grammar. Some find grammar interesting and others say learning grammar can make them feel sleepy.

The teacher's perception of the third lesson is that the students enjoyed the listening, speaking and drama activities. She thinks the drama was hilarious and some students were shy. She also thinks the students enjoyed the singing session

Table 4.8 Perceptions about Lesson Three which Coincide

Categories	Students' Perceptions	Teacher's Perception
Singing	<p>3.6 "...I learned too about listen and catch words from the song and try understand the words."</p> <p>3.12 "Same as a class before, we also have a song to sing. According to this way, we can improve our listening to the sentences or words which we're not sure about that. Listening and checking... two ways can improve my English!"</p>	<p>"... The students had never heard the song before as it is from the seventies. Nonetheless they loved the melody..."</p>
Drama	<p>3.2 "I have got a lot of subject today, and the best thing is drama because we can speak by own and try to understand the situation given and how to say word that always say everyday. It's simple bur need more practise and can to speak without any nervous."</p> <p>3.15 "...We all play a short drama after watching a movie without a voices. I feel very happy and perhaps this class will be the happiest class to learn about English."</p>	<p>"...They then presented their sketch. They were hilarious. They had lots of fun as each group performed."</p>

4.3.3.3 Perceptions about Lesson Three which Differ

The main difference in the students' and teacher's perceptions is that regarding grammar. Some students liked the grammar session and some think the grammar session was long and dragging. The teacher makes no comments to this effect (see Table 4.9).

Table 4.9 Perceptions about Lesson Three which Differ

Categories	Students' Perceptions	Teacher's Perceptions
Grammar	3.1 Today around 3:00-4:30p.m., about grammar it's ok but sometimes that can be make me sleepy. I like grammar very much. Maybe because fasting day.	No response.
	3.7 I still confused about grammar rule but I hope I will recover that soon	
	3.14 At the evening when we learn grammar, I feel boring (bored?) & feel to sleep	
	3.15 Today I'm learn about First Impressions and Take A Closer Looks as entitled. From these topics I learn about grammar and how to use the functions.	

4.3.3.4 The Inter-rater's Interpretation of the Students' Perceptions of Lesson Three

The inter-rater's interpretation of the students' perceptions of Lesson Three are firstly, students were more confident to talk about activities and topics covered when compared to the previous two lessons. She also feels that the students know they are learning something and want to learn more. She thinks a very positive attitude towards English is developing.

4.3.3.5 Affective Factors Evidenced in Lesson Three

The affective factors evidenced in Lesson Three as analysed by the research and inter-rater can be seen in table 4.10.

Table 4.10 Affective Factors Evidenced in Lesson Three

Analysed by:	The researcher	The inter-rater
Affective factors evidenced	<p>Tiredness (see entry 3.1)</p> <p>Enjoyment (see entries 3.1)</p> <p>Confusion (see entry 3.7)</p> <p>Happiness (see entries 3.7 & 3.15)</p> <p>Lack of confidence (see entry 3.8)</p> <p>Fun (see entry 3.12)</p> <p>Boredom /sleepiness (see entries 3.1 & 3.15)</p>	<p>Very motivated</p> <p>Improved confidence</p> <p>Trust</p>

The positive affective factors evidenced in Lesson three are enjoyment, happiness, fun, motivation, increased confidence and trust. The negative factors are tiredness, confusion, lack of confidence, boredom and sleepiness.

4.3.4 Analysis of Lesson Four

The lesson plan for Lesson Four can be seen below.

LESSON PLAN	
Lesson: Four	
Date: 30 January 2000	
General aims:	To improve students' listening, speaking, reading and writing skills. To enhance knowledge of English grammar.
Learning Outcomes:	Learn how to use the past tense. Learn how to construct questions and give short answers. Learn how to listen to questions and identify whether the speaker sounds interested or not.
Activities/Tasks	
1. Listening and Speaking	
Activities	Materials
Listening Activity Singing	Taped conversation Lyrics – "Power of Love" / Japanese song Textbook
2. Reading	
Activities	Materials
Reading articles	Lesson Seven – The world's first package tour (Textbook)
3. Writing	
Activities	Materials
Rewriting lyrics in the past tense	Lyrics – written on the board
4. Grammar/Language Functions	
Items	Materials
Simple past tense Questions & short answers – Yes it was. No it wasn't, etc.	Textbook

4.3.4.1 Comparison of the Students' and Teacher's Perceptions of Lesson Four

There are fourteen diary entries for the fourth lesson, thirteen are students' entries and one the teacher's entry. A comparison of the diary entries follows.

4.3.4.2 Perceptions of Lesson Four which Coincide

The perceptions of students and teacher about Lesson Four coincide with regard to the use of songs in class. They even think that using a Japanese song can help them learn how to easily memorize words which are foreign to them (see Table 4.11). The teacher observes that the students are happy to realize that they have the potential to learn languages after doing an exercise using a Japanese song.

Table 4.11 Perceptions about Lesson Four which Coincide

Categories	Students' Perceptions	Teacher's Perception
Singing	4.2 ... I hope we will sing more new songs.	"... I played a Japanese song and then wrote the lyrics (in roman) on the board. I cancelled the words one by one and they memorized the lyrics gradually. They were happy to realize that even though they do not know Japanese they could remember the lyrics, which were totally foreign for them. This seems to make them realize that learning a language is not as difficult as they perceive it to be.
	4.9 ... Today I learn about past and present tense and they get the quiz and also learn by song.	
	4.13 Today I learn about past tense using songs, and a few grammar thing like article.	
	4.14 ... I feel OK But today don't have many songs. I love to learn in this class. Maybe we can insert other languages in our class. I like to learn like this now that we learn Japanese songs.	
	4.15 Today I learning about grammar and as usually learning about song. I like it I also learning about Japanese song. It was very difficult to learn but it give me way how to learn about grammar from the song.	

4.3.4.3 Perceptions about Lesson Four which Differ

The main difference in the students' and teacher's perceptions is that regarding grammar. Many of the students seem to think they have learned more

about grammar. The teacher, on the other hand, makes no comments on the matter. In fact she is worried about whether they have learned anything that day (see table 4.12). From the entries we can gather that students are becoming more aware of language and learning. Their entries are no longer centred only on the activities carried out in class. Rather, they begin to analyze not only what but how they learn (see entries 4.2, 4.4, 4.6, 4.7, 4.14 and 4.15). The entries not only describe the students' sense of achievement but also their doubts (see entries 4.6, 4.11 and part of 4.14). The teacher, on the other hand, is not too confident that the students had learned much in this lesson. She feels the students were quieter than usual.

Table 4.12 Perceptions about Lesson Four which Differ

Categories	Students' Perceptions	Teacher's Perceptions
Grammar	4.2 Today we are introduce to use the correct grammar in our written and the rules/structure of grammar. We know how to speak and make up our sentences. ...	"... The students seemed participative but a few are so quiet. I hope they've learnt something today."
	4.4 Today I've learned grammar. I'm going understanding it. ...	
	4.6 I think it's a nice class today. Today's class I have learn more about writing, express writing or grammar, listen and pronunciation about words with song. ...	
	4.7 Mostly felt happy today. About grammar I think I can differentiate the part simple from present simple quite a bit. I hope I can understand more about this.	
	4.15 Today I learning about grammar and as usually learning about song. I like it I also learning about Japanese song. It was very difficult to learn but it give me way how to learn about grammar from the song.	

4.3.4.4 The Inter-rater's Interpretation of Students' Perceptions of Lesson

Four

The inter-rater's interpretations of the students' entries are students are responsive and are beginning to look at English for communicative purposes and not just as a subject to learn. She also thinks that a suggestion that the class go for field trip is a positive sign for learning.

4.3.4.5 Affective Factors Evidenced in Lesson Four

The affective factors evidenced in Lesson Four as interpreted by the researcher and inter-rater can be seen in table 4.13.

Table 4.13 Affective Factors Evidenced in Lesson Four

Interpreted by:	The researcher	The inter-rater
Affective factors evidenced:	Happiness (see entry 4.7)	Positive feelings Confidence

The affective factors evidenced are positive i.e. happiness and confidence.

4.3.5 Analysis of Lesson Five

The lesson plan for Lesson Five can be seen below.

LESSON PLAN	
Lesson: Five	
Date: 6 February 2000	
General aims:	To improve students' listening, speaking, reading and writing skills. To enhance knowledge of English grammar.
Learning Outcomes:	Students can relate their experience verbally. Students can brainstorm and generate ideas. Students practise using verbs and tenses.
Activities/Tasks	
1. Listening and Speaking	
Activities	Materials
Talking about own experience	Tape scripts.
Listening to a narration	Textbook – Lesson 8
Singing	Lyrics "Total Eclipse of the Heart"
2. Reading	
Activities	Materials
Reading	Lesson 8 - Something went wrong (textbook)
3. Writing	
Activities	Materials
Chain writing	Textbook
Group writing	
4. Grammar/Language Functions	
Items	Materials
Verbs (Filling in the blanks with suitable verbs)	Textbook
Tenses (Past tense forms)	

4.3.5.1 Comparison of the Students' and Teacher's Perceptions of the Fifth Lesson

There are fifteen diary entries for the fifth lesson, fourteen are students' entries and one the teacher's entry. A comparison of the students' and teacher's perceptions is seen below. The analysis of all the entries made in lesson Five can be referred to in Appendix 3.

4.3.5.2 Perceptions about Lesson Five which Coincide

The students and teacher's entry about Lesson Five do not coincide. The teacher seems affected by the change in venue and seems tired. The students, on the other hand write many positive things about various aspects of the classroom processes (see Table 4.14).

4.3.5.3 Perceptions about Lesson Five which Differ

The main difference between the perceptions of the students and teacher relates to grammar, speaking and writing (see table 4.14). While the teacher is doubtful that the students learned much in the class, the students seem to be increasingly aware of what they need to learn. Many positive comments are made regarding grammar. A few students feel that they need to learn more about writing as it is important for their job. This time some students' remarks show that they feel that more writing exercises are needed as having good writing skills is important for them at work. This perception could be evoked by the writing exercise where they did group writing. As in the previous lessons, a few students make comments about the use of songs in class. The students seem receptive to the use of songs. In fact one

student mentions that she realizes that songs could be used to learn English and not just for entertainment. The teacher's perception of the class, on the other hand, is not very positive. She starts her entry with "Today's class started rather badly". She concludes her entry on a doubtful note. She is not sure whether the class has learned much for the day. The change in venue also affects her feelings about the class. Much of her entry focuses on the writing exercise which she thinks makes the students 'tired and solemn'. She is however happy when they changed venue and there is an electric outlet for them to use the cassette player to listen to a song.

Table 4.14 Perceptions about Lesson Five which Differ

Categories	Students' Perceptions		Teacher's Perception
Grammar	5.2	I interested to learn more statement using a grammar. To make different between present and past tense. Some people/ maybe most of us are not familiar with the sentences using the past tense and past continuous tense. The word/sentences are changed when we change to past tense. So I think we better do this specific.	No response.
	5.3	For this day I don't have any comment but I'm happy with you for this class. With you I know many grammar, past tense and expressions of past time in this time.	
	5.4	I've learned grammar, past tense and test. Change present tense to Past tense.	
	5.7	So I get to know about past tense more because I write a long story today using a past tense. That's mean I want to thank you about. I hope you will teach me more about English so I can master this language.	
	5.11	... Today I learned a lot of grammar and writing	
Writing	5.5	I felt good but I don't know how to write essay. May be I don't have any idea to write on.	“... The participants wrote in groups. They wrote their essays on mahjong paper and then read them aloud. The class corrected the essays. Meanings and grammar points were discussed as they read their essays. Their essays are fairly poorly written. Most essays need to be improved in terms of organization of ideas, conveyance of meanings and language use. After the discussion they looked tired and solemn. I'm not sure if they're having fun today (or whether they've learned anything).
	5.8	So far the class is going good. But I still don't know whether I am getting better or not. Can you tell the class how to write formal and informal letters. And how to make Essay's look better with many different words. It's really important to us to do paper works/ make reports etc.	
	5.11	... Today I learned a lot of grammar and writing. I think we need a writing to improve ourselves. ...	
	5.14	...In the class I sit in a group to write a story about 'something went wrong'. It's was nice story (in the radio). Next Saturday, maybe I can try my best to write another story....	
Speaking	5.6	Class today is very nice. I learned more about grammar and pronounce the words. I like today's class because it is very effective to make me confidence to speak English. I hope I will improve my English with this class and I will solve my problem when I try to speak English.	No response.

4.3.5.4 The Inter-rater's Interpretation of Students' Perceptions of Lesson Five

The inter-rater's interpretations of the students' entries are that students learn a lot, the students also think the activities are as interesting and enjoyable as before. She notes that many students express the need to improve writing skills. Students have also developed a special bond towards the teacher.

4.3.5.5 Affective Factors Evidenced in Lesson Five

The affective factors evidenced in Lesson Five as interpreted by the researcher and inter-rater can be seen in table 4.4.

Table 4.15 Affective Factors Evidenced in Lesson Five

Interpreted by:	The researcher	The inter-rater
Affective factors evidenced:	Tiredness (entry 5.1)	Increased Confidence
	Happiness (entries 5.3, 5.12 & 5.15)	Self-critical
	Sadness (entries 5.11 & 5.14)	Apologetic
	Regret (entry 5.10)	
	Enjoyment (entries 5.1 & 5.6)	

The positive affects are happiness, enjoyment and increased confidence. The negative affects are tiredness, sadness, regret, being self critical and apologetic.

4.3.6 Analysis of Lesson Six

The lesson plan for Lesson Six can be seen below.

LESSON PLAN	
Lesson: Six	
Date: 13 February 2000	
General aims:	To improve students' listening, speaking, reading and writing skills. To enhance knowledge of English grammar.
Learning Outcomes:	Learn how to use possessive's and possessive adjectives. Learn how to form paragraphs in writing. Learn how to listen to questions and identify whether the speaker sounds interested or not.
Activities/Tasks	
1. Listening and Speaking	
Activities	Materials
Listening Activity	Taped conversation
Singing	Lyrics – "No Matter What"
Retelling a story	Textbook
2. Reading	
Activities	Materials
Reading articles	Lesson Nine – Family Life (Textbook)
3. Writing	
Activities	Materials
Writing a story just heard	Storybook (to be read aloud)
4. Grammar/Language Functions	
Items	Materials
Possessive's Possessive adjectives	Textbook

4.3.6.1 Comparison of the Students' and Teacher's Perceptions of Lesson Six

Fourteen diary entries are made about the sixth lesson, thirteen are the students' entries and one is the teacher's entry. The entries are analysed and compared below. The analysis of all the entries made in Lesson Six can be referred to in Appendix 3.

4.3.6.2 Perceptions about Lesson Six which Coincide

The students' and teacher's perceptions about the storytelling and singing coincide. Both think the activities are interesting and fun (see table 4.16). The thirteen entries described above include comments about what they learned and how they feel that day. The teacher's perception of the class is also positive. She seems excited to go to class and notes that the students are cheery as usual. She comments on the storytelling cum writing activity. She also writes about playing the song "No Matter What" throughout the writing session. She also expressed her feelings of sadness thinking about the fact that the course will end soon.

Table 4.16 Perceptions about Lesson Six which Coincide

Categories	Students' Perceptions	Teacher's Perceptions
Storytelling	6.4 Today I have learned possessive adjectives, sing a song and write a short story about a dog and a cat. It is so fun.	"...Then I read aloud a story (to be retold). The title of the story was "The cat who thought he was a dog and the dog who thought he was a cat". The students were listening attentively, not knowing, I suppose, that they would have to retell the story. What I gave them the task of writing out the story they had just listened to, they all seemed taken by surprise. They enjoyed themselves very much...
	6.6 Today's class is very nice to me because I learn more about vocabulary, pronounce use the grammar and create the short sentence to make a new story. Thanks for this class.	
	6.9 Very nice class today b'coz have a song, story...	
Singing	6.7 I feel happy today just like before. Today I can sing Boyzone's song and I very like it. I think I don't comment today so that's it.	"Then we listened to the song "No Matter What". Zal was particularly enjoying the song. After that the students wrote out the story they heard earlier. Zan was cold because he was caught in the rain. I enjoyed the class and felt a little sad that the course will end soon. I played the song "No Matter What" throughout the time the students wrote the story. Some students started to hum and sing a few verse here and there. I think the tune must have lingered in their minds. The students referred to their dictionaries as they wrote. Others worked in pairs. Most wrote alone. We went home a bit earlier today. ...
	6.14 I listen to the radio and of course your story too. The song was very nice and I like the singer.	
	6.16 Then we sing a new song entitled "No Matter". It sound good. I like the lyrics.	

4.3.6.3 Perceptions about Lesson Six which Differ

Two perceptions regarding the use of internet to learn English are recorded in the students' diaries (see table 4.17). The teacher makes no comments on this matter.

Table 4.17 Perceptions about Lesson Six which Differ

Categories	Students' Perceptions	Teacher's Perceptions
Using the internet to learn English	6.2 We might be listening more materials other than radio and television like a magazines newspaper reports, a information's using computer/net. Maybe we can bring our own ideas about this.	No response.
	6.8 It is good idea to learn English in the internet. Why don't you set up a homepage to learn English level one first? So we can know that its giving benefit or not.	

4.3.6.4 The Inter-rater's Interpretation of Students' Perceptions of Lesson Six

The inter-rater's interpretations of the students' entries are: students are taking responsibility for their own learning by giving suggestions which they think can help them improve and students know teacher takes her class seriously.

4.3.6.5 Affective Factors Evidenced in Lesson Six

The affective factors evidenced in Lesson Six as interpreted by the researcher and inter-rater can be seen in table 4.18.

Table 4.18 Affective Factors Evidenced in Lesson Six

Interpreted by:	The researcher	The inter-rater
Affective factors evidenced:	Tiredness (entry 6.2) Happiness (entry 6.7) Disappointment (entry 6.10) Regret (entry 6.3) Sadness (entry 6.14)	Eagerness to learn Cheerful Lingering feeling of being afraid

The positive affects in Lesson Six are happiness, eagerness to learn (motivation) and cheerfulness. The negative affects are tiredness, sadness, disappointment, regret and lingering feeling of being afraid.

4.3.7 Analysis of Lesson Seven

The lesson plan for Lesson Seven can be seen below.

LESSON PLAN	
Lesson: Seven	
Date: 20 February 2000	
General aims:	To improve students' listening, speaking, reading and writing skills. To enhance knowledge of English grammar.
Learning Outcomes:	Able to engage in natural conversation. Knows how to use conjunctions and 'Have got'.
Activities/Tasks	
1. Listening and Speaking	
Activities	Materials
Open conversation	Lyrics – "From a Distance"
Singing	Textbook
2. Reading	
Activities	Materials
Reading articles	Lesson Ten – "The town where I live" (Textbook)
3. Writing	
Activities	Materials
Descriptive – "My Hometown"	None
4. Grammar/Language Functions	
Items	Materials
Have got Conjunctions – so & because	Textbook
5. Quiz	

4.3.7.1 Students' and Teacher's Perceptions of Lesson Seven

There are fifteen diary entries for the seventh lesson, fourteen are students' entries and one the teacher's entry. A comparison of the students' and teacher's perceptions is seen below. The analysis of all the entries made in Lesson Seven can be referred to in Appendix 3.

4.3.7.2 Perceptions about Lesson Seven which Coincide

The students and teacher's perceptions coincide with regard to the free conversation and the singing session (see table 4.19). The students' entries for lesson seven are generally positive. They seem to enjoy the free conversation which some of them call "public speaking". A few students feel that they have gained confidence in using English. With regard to the use of songs in class, one perception (entry 7.3) where the student writes that songs can be used to learn grammar and language, is encouraging. She notes that the students are participative though some students look nervous. She thinks the students enjoyed the singing session.

Table 4.19 Perceptions which Coincide

Categories	Students' Perceptions	Teacher's Perceptions
Free conversation	7.1 Public speaking on this week is very enjoyable. I hope this activity can be do it on most time.	Then we had free conversation. The students took turns to sit in front and answer various questions from their peers. The activity went on for quite sometimes and some of the students looked nervous. One girl was asked all kinds of questions which she answered quite well, I thought. The students were participative. They asked many questions, sometimes teasing the person in front. They enjoyed themselves. After everyone has had their turn, we had a break.
	7.7 Mostly I don't have any comment today but I feel happy because I had a conversation session today so that makes me more confident about English language. Today I also I do a quiz and that can improve	
	7.11 What do I learned for today. Finally I learned about public speaking and do not afraid when you are in public. Be patient and keep on speaking. ...	
	7.12 The situation in the class for today is quite good condition. My speeches in class are getting better from day to day. I'd like to speak to my lecturer as long as with my classmates. My lecturer also did a lot of talking and a few enquiries too. So long see you in next class.	
	7.14 All my friends are very happy today also me too. I was so nervous during there have question section (public speaking) and also quiz.	

4.3.7.3 Perceptions about Lesson Seven which Differ

The teacher's perception that the class is dull differs from the perceptions of the students, many of whom liked the class and find it enjoyable and beneficial (see table 4.20) Just as in Lesson Five when the students saw the need to improve their writing after going through the writing exercise, this time the students, after the free

conversation session, feel that they need more speaking opportunities (see entries 7.1 & 7.8). Many also write about their sense of achievement in the class and about their views about learning English and also the importance of learning English (see entries 7.3, 7.6, 7.7, 7.11 and 7.16). The teacher, on the other hand, describes Lesson Seven as 'dull' probably because she is tired.

Table 4.20 Perceptions which Differ

Categories	Students' Perceptions		Teacher's Perception
The class as a whole	7.3	Hai For this day same with next day I'm happy with you in this class. You are a good teacher, a best teacher in my live. Every class you must be have me to heard to song and sing. With this I can involve my grammar and language. Thanks for everything.	"Today's class is a bit dull. I feel tired ..."
	7.6	Dear madam Thank for teachers me along the class was walking. I've got learn more about part English term, about listen, pronounce the words. It will give me confidence to speak English as soon as possible. I can or will speak from time to time. Thank you.	
	7.10	Dear madam. It is getting more interesting as weeks go by. I've noted that all of them participating in the class activities very actively. It is good, isn't it? Bye for now and see you next week. Thank you.	
	7.12	The situation in the class for today is quite good condition. My speeches in class are getting better from day to day. I'd like to speak to my lecturer as long as with my classmates. My lecturer also did a lot of talking and a few enquiries too. So long see you in next class.	

4.3.7.4 The Inter-rater's Interpretation of Students' Perceptions of Lesson

Seven

The inter-rater's interpretation of the students' entries about Lesson Seven are students are appreciative of teacher, students think the learning atmosphere is good., most activities are good and relevant to students. The inter-rater notes that students think they need more oral exercises.

4.3.7.5 Affective Factors Evidenced in Lesson Seven

The affective factors evidenced in Lesson Seven as interpreted by the researcher and inter-rater can be seen in table 4.21.

Table 4.21 Affective Factors Evidenced in Lesson Seven

Interpreted by:	The researcher	The inter-rater
Affective factors evidenced:	Enjoyment (entry 7.1) Anxiety (test anxiety) (entries 7.2 & 7.14) Happiness (entries 7.3 & 7.7) Confidence (entries 7.6, 7.7 & 7.12)	Positive Happy Afraid of exam

The positive affects are enjoyment, happiness, and confidence. The negative feelings are anxiety i.e. test anxiety where one fears exams.

4.3.8 Analysis of Lesson Eight

The lesson plan for Lesson Eight can be seen below.

LESSON PLAN	
Lesson: Eight	
Date: 27 February, 2000	
General aims:	To improve students' listening, speaking, reading and writing skills. To enhance knowledge of English grammar.
Learning outcomes:	Students can converse on a wide range of topics.
Activities/Tasks	
1. Listening and Speaking	
Activities	Materials
Free Conversation Singing	Lyrics – "Snow on Sahara"
2. Reading	
Activities	Materials
None	None
3. Writing	
Activities	Materials
None	None
4. Grammar/Language Functions	
Items	Materials
None	None
5. Others	
Go through the examination format.	

4.3.8.1 Comparison of the Students' and Teacher's Perceptions of Lesson Eight

There are fifteen diary entries for the eighth lesson, fourteen are students' entries and one the teacher's entry. A comparison of the students' and teacher's perceptions is seen below. The analysis of all the entries made in Lesson Eight is in Appendix 3.

4.3.8.2 Perceptions about Lesson Eight which Coincide

The students' and teacher's perceptions for Lesson Eight coincide with regard to the use of song and the free conversation. Both have positive views about these two activities (see table 4.22). The students' entries for lesson eight are mainly focused on how they feel about the whole course. Generally they like the class, the teacher and the activities. They describe the class as enjoyable, fun, nice and 'the best class I've ever had'. They describe the teacher as kind, nice, hard working, and 'very beautiful'. The activity which seems most popular is the free conversation, which they also call 'public speaking' or 'chit chat'. A few students (entries 8.6, 8.14) express their sadness over the fact that the class is the last class. The teacher's perception is that it has been great teaching the students. She does not elaborate much in this entry but for the third consecutive week writes that she feels sad to part with the students.

Table 4.22 Perceptions about Lesson Eight which Coincide

Categories	Students' Perceptions	Teacher's Perceptions
Song	8.13 Last class. Doing free conversation and sing song. Comment: I found your class is so enjoyable and fun. ...	"... Then we sang the song "Snow on Sahara". They could not guess the nationality of the singer. They were really surprised to find out that she is Indonesian. They enjoyed the song. ...
	8.14 ...And after this I want to buy Anggun cassette. It was a nice song....	
Free conversation	8.6Today class is very nice and sadness. The nice thing is I learn about English and try to make public speaking. The sadness thing it was a last class. ...	"...We had free conversation for 1½ hours. The students were happy to get the opportunity to express themselves....
	8.12 ...Today I learn how to talk in front the class. How to answer question and how to ask question. ...	
	8.13 Last class. Doing free conversation and sing song. Comment: I found your class is so enjoyable and fun. ...	

4.3.8.3 Perceptions about Lesson Eight which Differ

The main difference between the perceptions of students' and teacher for Lesson eight relates to the class as a whole. The teacher makes no comments regarding the class as a whole while many of the students write about their views of the whole course (see table 4.23).

Table 4.23 Perceptions about Lesson Eight which Differ

Categories	Students' Perceptions	Teacher's Perceptions
The class	8.4My English seem like improving compare to the beginning of the English class.	No response.
	8.10 Dear madam. Thank you for the wonderful time that we all spent together for the English class. I've always hated language classes as it was a boring subject to me. But you have shown to me to me how beautiful it is to learn a language. I'm sure you have put it in ...	
	8.11 Thank you for teaching us and hope to meet you again. I did appreciate what you have teach us. So far I have learn a lot about English lesson. You have so many solution to teach us how to improve in English. Thanks again. ...	
	8.13 Last class. Doing free conversation and sing song. Comment: I found your class is so enjoyable and fun. I don't have any problem with your class. Thank you.	
	8.14 ... And I think it's not enough for me to learn English and this is the best English class that I have. So sad to me. Bye.	

4.3.8.4 The Inter-rater's Interpretation of Students' Perceptions of Lesson

Eight

The inter-rater's interpretation of the students' entries about Lesson Eight is that the students are very happy with the course. She observes that the teacher takes her work seriously, making all the necessary effort to make lesson interesting and enjoyable. The inter-rater also thinks the students left with a positive note. She feels the students have some improvement but most of all the subtle motivation to continue learning the language.

4.3.8.5 Affective Factors Evidenced in Lesson Eight

The affective factors evidenced in Lesson Eight as interpreted by the researcher and inter-rater can be seen in table 4.24.

Table 4.24 Affective Factors Evidenced in Lesson Eight

Interpreted by:	The researcher	The inter-rater
Affective factors evidenced:	Enjoyment (entries 8.1 & 8.2) Confidence (entries 8.2 & 8.4) Apologetic (entry 8.6) Sadness (entry 8.6) Affection & Appreciation (entries 8.6, 8.7, 8.8, 8.10, 8.11 & 8.16) Feelings of motivation (entry 8.8) Admiration (entry 8.7) Enjoyment and fun (entries 8.13 & 8.14)	Sadness Gratefulness Motivated

The positive affects are enjoyment, confidence, affection, appreciation, feelings of motivation, admiration, fun, gratefulness and motivation. The negative feelings are apologetic feelings and sadness.

4.4 Findings

The findings of this study are presented with reference to its research questions which are:

1. How do the perceptions of the students and teacher coincide or differ?
2. What affective factors are evidenced in the students' diaries?

4.4.1 Summary of how the Perceptions of the Students and Teacher Coincide or Differ

From the analysis of the data, it is gathered that the perceptions of the students and teacher of each lesson both coincide and differ. A summary of how the students' and teacher's perceptions coincide and differ is included below.

4.4.1.1 Perceptions which Coincide

In Lesson One, perceptions which coincide are perceptions about the activities (drama and singing) and the class as a whole. Both the students and teacher have positive perceptions of these three items. The drama is regarded as fun and enjoyable. The students enjoy singing too. The positive feelings about the class are attributed to the teacher who is regarded as understanding, and the teaching style which is innovative and refreshing.

In Lesson Two, the perceptions of students and teacher coincide with regard to the storytelling and sketch, and singing. Storytelling and the sketch are perceived as enjoyable. They also think storytelling helps to promote imagination. The singing session helps them listen for the lyrics of the song and learn new words and structures.

In Lesson Three, the students and teacher again mention the usefulness of singing and drama. Singing helps students learn new words and how the words sound. Drama builds their confidence because they have a chance to express themselves and this helps them overcome nervousness.

In Lesson Four, perceptions which coincide are those about singing. Students learn tenses through songs and they find this method effective.

In Lesson Five, the perceptions of the students and teacher do not coincide.

In Lesson Six, the perceptions of students and teacher coincide with regard to storytelling and singing. They think the storytelling is fun and can help them learn new words, grammar and how to create sentences. They enjoy the singing sessions because they like the melody and the lyrics.

In Lesson Seven, the perceptions coincide with regard to the free conversation and the singing lesson. They find the free conversation enjoyable. It also builds their confidence and helps them overcome fear when speaking in public. Some report that they feel nervous talking in front of the class.

In Lesson Eight, the students and teacher's perceptions coincide with regard to singing and the free conversation. They enjoy both these activities tremendously.

4.4.1.2 Perceptions which Differ

In Lesson One, the main difference in the students' and teacher's perceptions is that regarding the reading activity and the icebreaking activity. The teacher thought that the students found the reading activity rather difficult. However, none of the students wrote about the reading passage being difficult i.e. none of the students thought the article was difficult to comprehend.

In Lesson Two, the students' and teacher's perceptions differ with regard to grammar. The teacher thinks the students are not concerned about grammar. However the students are actually becoming more conscious about learning the grammar.

In Lesson Three, as in Lesson Two, the main difference in the students' and teacher's perceptions is that regarding grammar. Some students like the grammar session and some think the grammar session is long and dragging. There is no response from the teacher.

In Lesson Four, the main difference is the students' and teacher's perceptions regarding grammar. Many of the students seem to think they have learned more about grammar. The teacher, on the other hand, makes no comments on the matter. In fact she is worried about whether they have learned anything that day. Thus her fear is unfounded.

In Lesson Five, the main difference between the perceptions of the students and teacher relates to grammar, speaking and writing. While the teacher is doubtful that the students learned much in the class, the students seem to be increasingly aware of what they need to learn. Students also seem more motivated to make

decisions regarding how to learn. Many positive comments are made regarding grammar. A few students feel that they need to learn more about writing as it is important for their job.

In Lesson Six, two perceptions regarding the use of internet to learn English are recorded in the students' diaries. The teacher makes no comments on this matter.

In Lesson Seven, the teacher's perception that the class is dull differs from the perceptions of the students, many of whom liked the class and find it enjoyable and beneficial.

In Lesson Eight, the main difference between the perceptions of students' and teacher is about the class as a whole. The students write about their feelings about the class and the course. There is no comment from the teacher regarding this issue.

4.4.2 Affective Factors Evidenced in the Diaries

The affective factors evidenced in the diary are varied. The students' feelings regarding the same lesson also differ from each other's. Many factors contribute to how students feel about the classroom processes. Most of these factors are external factors. Some external factors which affect the students' moods include their responsibilities in the office, festive celebrations, losing a wallet and other personal problems. Internal factors which affect the students' moods are the activities, the teacher and peers. The affective factors evidenced in each lesson, as interpreted by the researcher and inter-rater, are summarised below. A comparison of the interpretations of the researcher and the inter-rater can be seen in the Table 4.25.

Table 4.25 Comparison of Interpretations of the Researcher and the Inter-rater

Lesson	Researcher's Interpretation		Inter-rater's Interpretation	
	Positive	Negative	Positive	Negative
One	Enjoyment Happiness Trust	Lack of confidence Shame	Eagerness to learn	Fear Lack of Confidence
Two	Enjoyment Happiness Confidence	Low self-esteem	Highly motivated Happy Beginning to care to improve English proficiency	Nil
Three	Enjoyment Happiness Fun	Tiredness Confusion Lack of confidence Boredom/ Sleepiness	Very motivated Improved confidence Trust	Nil
Four	Happiness	Nil	Positive feelings Confidence	Nil
Five	Happiness Enjoyment	Tiredness Regret Sadness	Confidence	Apologetic Self critical
Six	Happiness	Tiredness Disappointment Regret Sadness	Cheerful Eagerness to learn	Lingering feeling of being afraid
Seven	Enjoyment Happiness Confidence	Anxiety (Test)	Positive Happy	Afraid of exam
Eight	Affection & Appreciation Feelings of motivation Admiration Enjoyment and fun Enjoyment Confidence Apologetic	Regret Sadness	Gratefulness Motivated	Sadness

4.4.3 Discussion

From the summary above, it is gathered that the perceptions of students and teacher coincide mainly about the oral activities which are the singing sessions, drama, and the free conversation. These activities seem to have the most impact on the students. They find the activities enjoyable and beneficial.

In all the eight lessons, a majority of the students have positive perception about conversation. The students have mixed reaction towards grammar. It appears that the method of teaching grammar affects the students' perceptions of grammar. For instance, in Lesson Four, most of the students find the overt teaching of grammar as monotonous and dragging. The teacher observes the same. However, when grammar is taught within the context of writing (the students correct the tenses in their essay which was written in a group), the students find it interesting, fun and motivating.

Interestingly, the findings of this study differ from the findings of Alcorso and Kalantsis (see page 30) who conducted a study on the perceptions of adult ESL learners in relation to classroom processes and activities. In their study, they found that students prefer traditional activities like grammar exercises, structured conversation etc, over more communicative ones like drama, role play, songs, language games, writing stories, poems and descriptions, and communication tasks. They found that learners in general, were of the opinion that dance, singing and games to be a waste of time. In this study the opposite is true. Students find drama, singing, free conversation and grammar taught through writing to be enjoyable, interesting, and to be useful in reducing nervousness and promoting learning. In fact, if we are to read through their diaries these activities (drama, singing and free

conversation) seem to have the most impact on the students. The teacher also has the same opinion about the usefulness of drama, singing and free conversation to learn English. Another important point is the students' perceptions of grammar exercises. The method of teaching grammar affects the receptivity of students towards the activity. For instance in Lesson Four, the teaching of grammar through giving explanation and drilling does not augur well with the students. However, when grammar is taught in context and with a purpose, in this case the students need to write an essay, the students find learning grammar meaningful.

From the above summary of affective factors evidenced, two observations are made. Firstly, the analysis done by the researcher and inter-rater generally coincide except for the terms they use to describe the affective factors evidenced. For instance in Lesson 7, the inter-rater notes afraid of exam while the researcher notes test anxiety. In Lesson Eight, the researcher notes appreciation while the inter-rater notes gratefulness. Secondly, the mood prevalent in each lesson depends on the participants' mood. The students come to class with different moods. Their receptivity towards the classroom processes depends on their moods, which in turn affects their perceptions of the class. Generally, positive feelings are associated with a sense of accomplishment while negative feelings are associated with a perceived lack. For instance, Ren evaluates himself rather harshly. Right until the end of the course, he has this feeling that he is not learning enough. Earlier on, he writes that he realises how stupid he is in English and he suggests ways he thinks are effective to learn English (for example, speaking English when he goes shopping and learning English through interacting with people in different contexts and settings). Yet, Ren is actually one of the better student in class. A post-analysis interview conducted with Ren reveals that he feels that he has learned a lot from the course. However, he

thinks that the duration of the course is not long enough and there are still many things to learn. To him, the English class is the only place where he can get the chance to use English as he lives in an Indian village where no one speaks English and at his office, everyone speaks Malay. From this course, he is able to evaluate his progress and he thinks he has progressed quite well compared to his peers (he claims to be more talkative and more able to spot his own weaknesses) but he still feels that there are more areas to improve on.

On the other extreme, the affective factors evidenced in Nor's diary entries show low self-esteem where her lack of English proficiency causes her to be rather apologetic. Although she is one of the weaker students in class, she feels that she has progressed very well and at the end of the class mentions her appreciation of the class and her motivation to learn English further.

It is also observed that the negative feelings evidenced in the students' diaries are directed towards the self for example towards their own weaknesses in the language or inability to come to class for a particular day. Some students' entries alternate between feeling confident and not feeling confident. When asked to clarify, they mentioned that they feel confident when they are able to understand the lesson well. They lack confidence when they realize that they have not mastered a particular skill well. For instance, the group writing activity in Lesson Five make them realize that they are rather weak in grammar. Thus, although they learned how to make an essay more coherent and consistent in the use of tenses (after the editing stage), they also learned that they made numerous mistakes in these two areas. Thus, they feel the need for more practice in writing and this reduces their confidence level.

It is also observed that the positive feelings are directed towards the activities, their peers and the teacher. For example the feelings of enjoyment, happiness and fun are used to describe their feelings about the activities, and admiration and appreciation are some feelings they feel towards the teacher. Eda for instance, strongly vouches for the effectiveness of the use of songs in learning a language. In a post-analysis interview with her, she mentions that listening to songs while reading their lyrics has helped her improve her English tremendously and she claims that she is still listening to English songs on a regular basis so she could improve her English on her own. Denny, on the other hand thinks the success of the class is highly dependent upon the teacher. In this case, he thinks the teacher has done a good job.

Another interesting observation is the fact that there is very little evidence of anxiety. Language anxiety is felt by a few students who reflect low self-esteem about themselves as learners of English. Only two entries reflect test anxiety (afraid of the exam). Thus, unlike the diary study conducted by Bailey (1983) where she found significant evidence of anxiety and competitiveness in her effort to learn French, anxiety is not a recurring theme in this study. In fact the converse is true. The students' diary entries reflect a concerted effort to improve their English. Students are supportive of each other and do not feel threatened by their peers. Thus, competitiveness is not evidenced.