

Emotions, Motivation, Language, and Culture in an ESL process

Luz Angela Robayo Duquino

Language Department, ICESI University

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Prof. Cristina Peñafort

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Abstract

This Master's research aims at describing how positive emotions, motivation, and culture are altogether to improve learning-teaching processes in some students at Institución Educativa Juan XXIII in Cali, Colombia. It is important to remark that some students have emotional issues that do not allow them to see new horizons in their lives. Those aspects are seen under the scope of how the brain changes when it has those positive aspects in function. This research was carried out by collecting and analyzing the data from a survey at the beginning and the end of the study. Students were interviewed and wrote their impressions in a diary to support how their emotions worked during the whole process. In any case, the developed activities were the starting point to get the conclusions and know if those positive emotions helped increase their motivation and improve their language learning process with the influence of culture in a certain way. However, it is essential to say that the role of the teacher with their own positive emotions and motivation changed the way students perceived the language and the class itself. Her observations helped to analyze the student's impressions of the class. One aspect was to analyze and make important advances in proving how students could change their attitudes and the idea they have about English.

Keywords: culture, emotions, language, learning, motivation, teaching

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CHAPTER ONE

Introduction

Today's world and globalization lead us to think and feel different. Young people worry about their future. Therefore, the processes and the situations we have to deal with in our schools are also different. Hence, actors in the process change the view of what students expect from society. But what we have done is proved not to be enough. Nothing related to money and pure knowledge will help our students with what they need. Society now can have lots of young people in the streets working and doing their best but with a big hole in their souls. What happened to the joy of learning? What happened with the pure and fascinating sensation of knowledge inside? Students and teachers are immersed in the chaotic road to just accomplishing goals for somebody else. Students need to get a degree as soon as possible. In our context, maybe it is just an economic issue to solve. On the other hand, teachers have the job they choose, and it is necessary to do it. Some of them might love what they do. Some others need some money, and it is a well-paid job.

In any case, teachers do far more than execute a curriculum and design and apply lesson plans. Like good parents, they address unconscious affective needs described in the earlier sections through conversation, encouragement, alleviating narcissistic distress, promoting unique talents, and responding to each student's style and needs (Ehrman, 1998, p. 102).

Teachers can do their work consciously and unconsciously. That is why emotions and motivation are so important in both processes. It is not just about acknowledging but how to do it with a purpose and feeling that knowledge. In the case of teaching, it is not just to give something. It is how to do it, feeling what you are doing in a specific moment. Those are seconds of magic. The exchange in the process of learning- teaching with emotions and motivation join together.

But this learning-teaching process is seen here from the second language side. Emotions and motivation are together to achieve what is necessary for it. And this is already a topic suggested by authors that have talked about it. By contrast, language, emotions, and motivation can be in the same culture line from the point of view of ELF (English as a Lingua Franca). All

the terms work in a special relationship where students and teachers can accomplish a better way to change the view of how English is felt by the actors inside a learning- teaching process.

Aspects like how the brain works in the process are addressed so readers can have a scientific point of view of how those feelings affect how our body perceives what we feel. Consequently, positive emotions, motivation, language, and culture are significant learning engines in the ESL teaching process to 13–16-year-old students with some issues related to their social context in Juan XXIII school. For this reason, the student´s impact and the impact of the activities on the students will help them perceive English in a different way. This is a challenge in the way they build a vision where their future, sometimes, is obscure and with no possibility of success. English is not a simple subject in the curriculum students have. It is more than that. English is a door they can open to discover another world vision.

Research Problem

Emotions are not a simple way to live the English teaching as a second language. Emotions are the road we can introduce students to a new spectrum and a new world. This exciting road can be full of stones or full of a soft and comfortable type of soil that students will value for the rest of their lives. As a result, the objective is to get this road to lead them to a perspective where English will open them to a positive world to conquer. In other terms, it is necessary to mix the right emotions in learning and teaching and focus the attention on students who don't have the right vision of life in our society. The wrong idea is leading them to a dangerous road. A better community must be built. In view of this, positive emotions and motivation in English as a second language teaching-learning process will help students understand another perspective of life. As teachers, it will be one tool we need to save lives.

Activating positive emotions, such as enjoyment of learning, can increase students' interest and motivation. These emotions help to recollect positive memories and to appraise positively the value of tasks and one's competence to solve them (Pekrun, 2014, p12).

This research will help analyze if 13- 16 years old students in Juan XXIII school could have a better percentage of efficiency with positive emotions and motivation. However, it is important to say they do not have any neurocognitive problems but have some issues related to

their social context. In the same way, these students used to have a conventional ESL teaching method in the teaching-learning process. In conclusion, how can negative emotions and a view toward English be changed into positive ones with the help of motivational characteristics and the influence of culture to yield a significant learning engine in ESL classes for students aged 13-16 without neurocognitive issues at Juan XXIII School?

Importance of the Study

This study will help teachers understand how all the terms involved can be in the learning – teaching process without any separation or disruption in the way they function. They can complement and improve those aspects we did not have an explanation for. The way students perceive English can change the way they perceive life as well. Emotions are how humans express what they feel in specific situations (Schutz et al., 2007, p. 47). Those emotions can be positive or negative according to how we perceive reality in so many ways. Conversely, it is not a very usual topic faced in schools. The general community is not interested in that because it is concerned with psychology but not with teachers and pedagogy itself. The objective is not to analyze those emotions but to understand how they work in the English teaching-learning process taking into account how motivation is present as well. As human beings, students have some concerns that can affect their emotions. The social context they are surrounded by influences how they see the world, and when they come to the space designed by the school, it can be negative or positive and motivation is not inside of them. Hence, the teacher's role is to be active and recognize how their students feel in specific moments and how they can be motivated. Concerning the teaching process, if this negative perception is changed through the English learning process, the perspective of the class and the attitude to life can also change. It could be the door they can open to the world.

Eventually, the results of this process can lead to understanding the influence, the responsibility, and the role the teacher has on the students' emotions and motivation. Moreover, if those emotions and motivation positively guide them, the benefits will be for the students and the teacher. The English teaching-learning process is the way we can find to break the insecurity wall the student has when they are faced with the world of English as Lingua Franca. Reinforcement of positive emotions and motivation are the magic box students can find to

comprehend that their world is not as hostile as they perceive it. The relevance to recognize, as teachers, positive emotions and motivation in the school and with such students' contexts is one answer we need to face the most critical concerns they present at the school. The reinforcement we can have with students goes to the point of the stimuli they can feel. It will impact their well-being and the processes that constitute feeling an emotion (Shanahan, 2008). In the end, emotions and motivation have a symbolic and essential view in the spectrum of the use of language learning and teaching.

Thus, if the teacher assumes the importance of such a process it can lead us to verify that emotions and motivation are essential parts of what we need in our practices. What we teach should not be separated from what students feel. We have to be connected. As teachers, we always have complaints about the students' behavior, but we never pass the barrier of analyzing why this behavior is for. Maybe it is just a matter of focus not only on what we teach and how we do it but also on how this can be different if we establish a further connection with the person, we have in front of us. This text does not have the objective to criticize teaching methods but to show that teachers are human beings, and as part of this nature, we need to be closer to the human beings we have in front of us. In the end, students will face English differently and will open the door to a new world. As a result, the practices will be transformed in exchange for knowledge and positive changes that will influence the transformation of a perspective itself.

But this change should not be provisional because every group, every student, is a little world. The analysis of each of them could be vast and 'eternal' simultaneously. For this reason, the theory of emotions, motivation, English as a teaching-learning process and the influence of social context on our students can help us to comprehend experiences authors around the world have studied.

Emotions are likely to impact students' second language (L2) learning and performance by directing attentional processes and the use of cognitive resources, inducing and sustaining student's interest in the learning material, triggering different modes of information processing, and facilitating/impeding students' engagement and self-regulation of learning (Shao et al., 2019, p2).

As human beings, especially teachers, we need to understand what happens in our students' minds and hearts. Countless studies have shown that different configurations of brain neural networks are involved in processes supporting remembering experiences and obtaining knowledge, as opposed to those enabling us to acquire skills and develop habits (Luria et al., 2020). But to get to this point of how the brain works, we need to understand the learning process through the view of theory. It is necessary to check how it works and how we can see it as simple as possible. It is not giving magical formulas but analyzing how I can help my students and how my class can be different, productive, and positive for their future. The ones who work with positive affect experience frequent positive moods, and there is more chance of working actively towards new goals while experiencing those moods (Habratt, 2018). That is why teachers need to realize and experiment with situations where students feel comfortable, unique, and capable of dealing with the material, activities, and processes we provide. "Conversely, negative affect may be as strong or more strongly related to some form's emotion dysregulation (e.g., depression) but not to others, particularly more impulsive, self-destructive, or externalizing disorders and behaviors such as substance abuse and suicide attempts" (Bradley, 2011, p. 7). In short, this research is about how positive emotions and positive engagement (motivation) is the way to go.

However, this theory cannot be helpful if it is not part of the process of how to do it. The goal is to put into practice the route to get into a real change in our students. Every step will have an objective to accomplish. Positive emotions tend to approach rather than avoid and prepare the individual to seek out and undertake new goals (Lyubomirsky et al., 2005). Maybe the key is identifying the right tools to get what is attractive to students. The specific line to conduct to their path and try to understand them. That way, this research will be helpful to teachers interested in a change in their practices. Positive emotions, motivation, and an English teaching-learning process can be together and walk together for a specific goal.

Objectives

General Objective

To analyze the impact of emotions and motivation in the learning process in ESL students with some issues related to their social context in Juan XXIII school.

Specific Objectives

To compare students' emotions and motivation before and after implementing some strategies to engage students in the class.

To gather information about how students feel when the teacher involves significant activities in class.

To raise awareness of the teacher's role to engage students in their learning process.

Justification

The study examined how emotions and motivation affect the way students perceive English in the teaching-learning process. Previous studies have demonstrated that emotions and motivation are part of what teachers must consider to increase students' interest in their classes. Negative emotions can produce lack of motivation in the learning process. The teacher cannot control it, but they can change in the English class. If students feel without any motivation, they may decrease what they are doing in class. Specifically, the study seeks to know how the teacher can change the point of view and the student's performance in class with certain activities. Not an easy thing if those students have some issues related to the context they are surrounded by. The teacher's words, decisions, and actions can change students' perceptions of English through emotions or feelings. This chapter is divided into sections addressing the choice of research design, the kind of research, the list of activities to reach the general objective, data collection dates, and the research tools definitions.

This study was done from qualitative research because of various factors like "how to interpret people's feelings and experiences in human terms rather than through quantification and measurement" (Kelly, Blance, & Durrheim, K. 2006, p. 272). Those factors were taken into account to understand the needs of the students. At the same time, context and interpretation were key. The research helped understand all the aspects of an English class environment. The teacher was part of what was being studied. Emotions, motivation, culture, and language were aspects the teacher kept in mind. On the other hand, the researcher found patterns that let her think about the way students perceive the language. Consequently, activities, emotions, and

motivation affect how they learn and those are key patterns to analyze. The number of participants was 65, and field notes, interviews, and written documents were input. There was an interpretive analysis of the data, and descriptive language was used (McKay, 2006).

CHAPTER TWO

Literature Review

Students nowadays have to deal with many things related to their emotions. It is not just how they perceive the world around them. They have to deal with a complex society around them. School is more than an educational process and it is not a simple idea of a place to engage knowledge. It is where students can find a future or find a way to change their lives if possible. Therefore, how can we, as teachers, help them to achieve this objective? Are we a guide in the process? Understanding that students need positive emotions to get a successful academic process, answering these questions is necessary. For this reason, this chapter begins with an overview of some literature about emotions as the base of second language learning - teaching taking into account the field of educational psychology. The section discusses relevant literature related to how positive engagement is present in the process. But it is not to leave the negative issues aside. It is how positive emotions are a tool to understand that learning and teaching are not isolated terms to work with. Teachers are part of it and a key to the process. We need to focus on how positive emotions can lead students to productive and meaningful concerns in language learning and teaching. Subsequently, this part hones with the bases of educational pedagogy as it was written before.

Nevertheless, those emotions are chained with the quantity of motivation implied from their part as students and the teacher. Teachers must be motivated to teach, and students must be encouraged to learn. So, motivation is a mix of emotions with a purpose. At the same time, aspects like how the brain works when emotions are implied are in the way, too. But it is not only emotions, motivation, and the brain taking part in the process. It is how this process must be complete and functional in the school. For this reason, language takes part and provides a tool to the teacher to get into a motivation process to understand factors that can change the way you teach or the students learn. In addition, if they are in the process of learning and we are in the teaching one, language has to be an engine to open minds to the world. English can help students to see the world differently. They have some negative issues that do not allow them to see another reality or positive aspects they can improve. In fact, we, as teachers, can help them to see English as a key to open doors for a better life. However, these types of negative elements are influenced by the culture students are surrounded. This is not an isolated topic. Then, here is where an intercultural process

takes part. And it is necessary to recognize how vital culture is when we talk about such topics as emotions and motivation in language teaching-learning. Perceptions about the context and how students can change negative to positive emotions in a second language learning due to the influence of cultural and specific environments are the key to understanding the process. But the process itself must be guided by the teacher. Thus, English Language teaching is the frame to lead to the success of what happens in class. Therefore, this project pretends to show how students with some contextual issues can see English differently. Their emotions can play a positive or a negative role. Consequently, motivation, language, and culture with positive emotions can help them understand that life has another window to be open.

Influence in the process

And it was written before to understand the learning process taking into account what happens in the student; it is necessary to get to the point of how emotions influence positively or negatively. At the same time, motivation takes place to understand the chemistry in the line of teaching as well. Here is where the influence of teachers is relevant and clear enough to understand a teaching-learning process. Nevertheless, the process needs to consider biology in how the brain influences and takes part. This is an organ made of cells, and they function according to the stimulus we provide. They are in charge of what the body wants to produce. However, if this is not the right one, the process can also be harmful. As Hinton et al. (2008 p. 92) wrote, “While negative emotions, such as fear and stress, can disrupt learning, positive emotions drive learning. The brain uses emotion to direct action”. This is why students and teachers have to be in complete harmony for a correct and appropriate result to understand a school process. But those aspects have to be related to language and the student’s socio-cultural issues. As a result, the whole process is in the ELT and ELL issues frame.

ELT (English Language Teaching) and ELL (English Language Learning)

Teachers and students have a fundamental role in teaching and learning. The way they perceive their reality will affect how they develop every step. Emotion is recognized as a crucial element of human mental and social life. Many vital topics such as motivation and beliefs begin to be seen through the scope of affection. White (2018) talked about the influence of emotions, the role of the teacher, the classroom environment, and multilingualism in the teaching-learning process and how different authors have talked about these aspects. In this sense, it is necessary to

first remark on emotions' influence to understand better what is pretending. This is how emotions are vital in dealing with them in determining school contexts and different types of students, taking into account the role of teachers in the way. This role is taken from the questions of how to do it and which aspects are affected by what we are doing with our students, not only with external but internal issues. So, ELT and ELL support our work as teachers. Thus, it is necessary to analyze how school, learners, teachers, and context work together in an English Language Teaching-learning interaction taking into account emotions (positive or negative) and motivation with the influence of how the brain works.

In particular, Scherer (2005) made the comparison and marked the difference between emotions and feelings. He remarks on their differences and fixes some parameters to distinguish their characteristics. This issue helps to clarify why it is necessary to talk about emotions in the current research. A feeling is a single component denoting the subjective experience process, and emotion is a whole process where internal and external stimuli can lead to a change in the organism itself. Thus, the role of teachers is not only to lead and guide methods but to understand their perspective on an effective English learning-teaching process. In addition, this field of emotions is not only a general topic to talk about; Lopez (2011) explored how this topic must be taken into consideration in foreign Language learning. She showed how positive and negative emotions took part in the class, and students experienced motivation. And this motivation was presented through teachers and the way activities were given to the students. So, strategies in the classroom have to work in a different way for students in a second language process. This topic has to be understood from different perspectives and has a significant influence on how students perceive the environment in the classroom.

Lopez (2011) points out that teachers have to pay increased attention to the communication of emotions and the development of sociocultural competence in an L2. If teachers consider their attitude in front of students and preserve a good classroom climate, they can generate an impact on their emotional experiences. White (2018, p.25) argued that foreign language teachers' distinctive characteristics were what she described as “an ability to communicate freely and radiate positive feeling” and the ability to develop positive relationships with students. That is why, she points out, as teachers, we have the responsibility to manage verbal and non-verbal language in an appropriate emotional atmosphere to create an effective

cognitive activity in the classroom environment. Consequently, aspects like anxiety and others will be managed the right way. But the content of language classes needs to be relevant to students and of high interest. At the same time, teachers are a determinant factor influencing students' motivation in instructed learning. We can say that emotions originating in classrooms will determine students' amount of effort and interest in learning tasks, influencing their motivation. Teachers' responsibility in the process has a significant value.

That is why Cuéllar & Oxford (2018) explored some emotional perspectives and analyzed them through a specific case of how those elements can produce a difference in the classroom climate, the quality of language learning, and the life of the students. That way, teachers' emotions can be understood via various theoretical perspectives. From these perspectives, we find that emotions need to be understood because they are complex in immediate contexts, in memory, and in an image. Aspects like emotional intelligence and emotional traits can make the classroom an emotionally welcoming space. Thus, powerful teacher-student positive "emotional reciprocity" in the school is vital to engage certain emotions like joy, satisfaction, and passion for what is developing in the classroom environment. In the same way, in an instructional sphere, the teacher-student mutuality of emotional influence and the classroom climate make the quality of language learning and the lives of all involved improve over time.

Another aspect of talking about is teachers' emotions in a second language classroom from a sociological and psychological perspective. Teachers' emotions in second language classrooms are socially constructed in the context of reforms. If we talk about positive emotions, teachers will become less motivated, committed, and self-efficacious in teaching without such emotions. In this sense, current education and curricular reforms influence teachers' emotions. Those are the topics Tsang & Jiang (2018) argued that these aspects have increased negative emotions, and have become a social issue. Aspects like identity, structure of the education system, and curricular reforms affect the teachers' perception and their roles in the classroom.

They affirm that research on teachers' emotions has increased in recent years to understand why teachers feel negative in teaching to improve their emotional experiences, especially at a secondary level. That is why it is a psychological factor and a social issue. In cases like the teacher-parent interaction as a thankless duty, negative emotions like hate and dislike will be produced towards such interaction; otherwise, positive emotions like joy and

happiness will be aroused if this relation is the opposite. In fact, it is important to manage a positive relationship between teachers and parents to get a better understanding and an improvement in emotional situations related to the school. Therefore, positive interaction will lead to a motivation to engage. On the other hand, negative interaction implies the reason to avoid it. Different facets to manage are identity, perceived like the way you feel outside the classroom can interfere in the form the teacher interacts with their students. Accordingly, understanding the teacher's self/identity should be an essential step to recognizing teachers' emotional construction. (Tsang & Jiang, 2018). Researchers of education policy have noticed that current education/curricular reforms in many parts of the world are influenced by neoliberalism. This political influence in education/curricular reforms has emphasized economy, efficiency, and effectiveness in the field. But to achieve the goal of maximum quality of education service but with minimal cost, many states worldwide have reformed their education and curricula by a lot of neoliberal measures. In the end, all these reform initiatives affect the structure of the education system that constrains teachers' work in teaching. Consequently, it is necessary to focus on positive emotions, highlighting how underprivileged teachers (e.g., nonnative English-speaking teachers) can support their experience by successfully managing their insecurities and adverse social conditions with positive effects on their professional identity development. In the long term, these emotions can develop strategies for language teachers to deal with various sources of anxiety, fear, or insecurity in their specific sociocultural contexts.

The anxiety related to policies is linked simultaneously with the feeling of stress teachers can have in specific context and situations. As it is well known, stress can have positive results, but it can bring negative ones if those situations affect the teacher's emotions. These issues will affect not only the process of teaching but the process of learning too. Moreover, non-native teachers have to deal with their language proficiency too. Ideally, we assume that all language teachers have an acceptable proficiency in English, but as we know, language learning is a never-ending process. On this point, Mousavi (2007) pointed out that not only identity is an issue to make visible to teachers. Aspects like stress due to lack of adequate teaching resources, an excellent time to deal effectively with students, as well as issues such as salary, lack of feedback for teaching performance, unclear methods of evaluation, lack of /insufficient peer support, and dealing with colleagues, students' misbehavior, home life quality and non-native lack of

confidence are non-so practical aspects that can lead teachers to stress that can change motivation and emotions on students and the class environment as well. In this sense, positive roles for students are hard to define if teachers have to solve their issues and their lack of confidence. Consequently, teachers' emotions and motivation must be considered in line with students' emotions and adequate climate in classroom environments.

In brief, how we teach and how students learn will affect what they feel, the motivation for the process, the comprehension of reality through the brain, the language in use, and the surrounding culture we need. So, what to do first? That is why emotions are so important to remark.

Emotions in Second Language Learning

The process of teaching-learning is influenced by emotions. Therefore, it is not just how they work but what are the possible consequences of a positive or negative engagement.

Emotional Learning.

People in history have put in context that emotional expressions in human beings and animals were merely evolutionary responses to stimuli. Ekman & Friesen (1971) suggested that cultural differences would be seen in some of the stimuli, which through learning become established as elicitors of particular emotions, in the rules for controlling facial behavior in particular social settings, and in many of the consequences of emotional arousal. (p. 124)

In particular, our body can produce reactions that are necessary to control to give them the importance they deserve. At the moment we can identify them, we can manage emotions in the right way. Shanahan (2011) distinguished between affect, emotion, and feeling. He established characteristics concerning their relation to motivation and how they work with the brain. At this point, he wrote about brain functions presented with the three of them and how they are related to the communication aspect without forgetting the motivational part as well. So, what we feel is the expression of what we make conscious. And if we make it this way, is the emotion in use. These actions exist because humans allow them to live. At the same time, if they exist, our brain identifies them as a process of cognition. This cognition is influenced by the environment or the experiences we deal with. What we remember or learn from these situations will be why we form perspectives of what we want or not in our lives. As a result, we can experience motivation, anger, anxiety, joy, encouragement, self-determination, anger, etc. And

these emotions are the base for understanding how learning is influenced when a process of L2 is taking place. But to establish the course of the research, Pekrun (2014) argued how emotions affect students' learning and achievement. Positive ones increase the value of learning, and negative ones decrease to improve the same process. He said, "The classroom is an emotional place." (p. 6)

These emotions in the classroom can be produced from what students and teachers live outside or inside the school, and they can also affect their process of learning and achievement. These emotions can be positive or negative, intense and frequent. However, emotions involve subjective experiences that vary between individuals. Even culture is influenced by emotions. That's why it is more beneficial to pay attention to the uniqueness of each student's emotions. These emotions need to be regulated in the classroom with the teachers' guidance, their peers' understanding, and the family involved. So, with a general view of how emotions work, it is vital to understand how important this is on the student's perspective,

Students' Emotions.

According to Pekrun (2014), emotions can impact students' second language (L2) learning and performance by inducing and sustaining student interest in the learning material and facilitating/impeding students' engagement and self-regulation of learning. On the other hand, different students can experience different emotions, even in the same situation. They can experience excitement and frustration simultaneously and with the same subject. These differences can be related to culture, ethnicity, gender, school membership, and class membership. Similarly, anxiety can be a positive or negative factor in specific and different situations considering students' gender. So, it is essential to understand that emotions have universal features and are unique according to individual characteristics. In these differences and possible emotions that are present in certain situations, the teacher's role is essential in the way they can help them understand emotions experienced and their impact on their academic performance and, as a consequence, take advantage of these emotions as well (Lopez, 2011). On the positive side, some studies show that learners' enjoyment and motivation were positively related to studying, using, and practicing the target language throughout their L2 learning experience. This is related to short-term goals. Therefore, Shao et al. (2019) insisted on the importance of how emotions must be integrated by researchers of SLA (Second Language

Acquisition). They checked present theories and called the attention to integrate research on achievement emotions with the field of emotions and instructed SLA. Students' emotions are connected to positive and negative aspects that will change their perceptions through their academic life and modify their perception of English. Then, the role of teachers is essential to develop the right strategies.

Positive Emotions and Learning.

According to Pekrun et al. (2002), positive emotions are essential for human behavior and adaptation. They help to envision goals and challenges, open the mind to thoughts and problem-solving, protect health by fostering resiliency, create attachments to significant others, lay the groundwork for individual self-regulation and guide the behavior of groups, social systems, and nations. They outlined theoretical assumptions and highlighted students' importance and effects when facing positive emotions. So, they insisted on how educational research should move beyond analyzing negative emotions to study the full range of students' academic emotions, paying attention to their positive affective experiences. Since positive emotions are linked with humanity, this aspect must be present in the school. Equally, MacIntyre & Vincze (2017) analyzed and compared positive and negative emotions under the view of some models of L2 motivation and concluded that negative emotions are weaker and less consistently implicated in motivation.

The most vital aspects of a positive process are confidence, competence, quality of contact, effort, and lack of anxiety. On the contrary, negative ones tend to be less consistently correlated with motivation. Authors like Pekrun et al. (2002) have suggested some strategies to deal with positive engagement in language learning like cognitive resources to reduce negative emotions, self-regulation of learning related to specific goals, and academic achievement to enhance motivation. At the same time, the environment has to be appropriate according to what they are trying to achieve in the process. Certainly, the quality of classroom instruction, autonomy support, social achievement expectancies and values, feedback and consequences of achievement, support, and social relatedness with parents, teachers, and peers in learning contexts will help them deal with failures and reinforce motivation and positive emotions. Moreover, the dynamic interaction of positive and negative emotions during language learning and communication processes at an individual level is the key to understanding the fundamental

research. For this reason, positive emotions in language learning result in an aspect that teachers and researchers will continue talking about in the future because of the interest to know how it works on students. It is not just how negative emotions would be but to understand that positive emotions have to be taken into account to avoid unfair practices in the classroom.

Negative Emotions and Learning.

Contrary to positive ones, negative emotions influence learning in a negative way. In this part, Pekrun (2014) remarked how negative emotions also influence learning by affecting students' attention, motivation, use of learning strategies, and self-regulation of learning. He pointed out that negative emotions are not helpful for learning and achievement processes. And if motivation does not go this way, it can derive into anxiety, anger, shame, and confusion. As a consequence of this anxiety or guilt, learning would turn into the use of rigid strategies like simple rehearsal and rote memorization of learning material. Equally important, in the process of SLA, negative emotions can lead to cycles of misunderstanding, anxiety, anger, and others that will lead to problems in general cognitive functions related to distractibility and memory. In the end, those emotions obstruct not only students' learning but lead students to a bunch of situations that affect the construction of a good education. To illustrate, he suggested promoting confidence in students and creating new opportunities to learn rather than in personal failures. Thus, emotions can influence the whole process and the actors in it. But if they are positive or negative, they can also affect the teaching-learning process. In any case, emotions give the step to ensure what students feel. But the motivation helps to see the teaching-learning process differently.

Motivation

Emotions can influence the processes, but if we talk about motivation, this one can determine success or failure in second and foreign language learning and teaching. Due to the importance motivation has, achievement in learning can increase or decrease according to the circumstances the contexts provide. For this reason, students' and teachers' motivation are key factors to achieve the process of learning and teaching a second language. As Lopez (2011) reported:

The link between emotions and motivation is, therefore, a decisive one in instructed foreign language learning, since the emotions originated in classrooms settings will determine the

amount of effort and interest of students in learning tasks, influencing their motivation in this way. (p. 52)

In other words, according to the way teachers create a motivational environment in the class, students will respond. This is not just a one-way result. Motivation created by positive emotions in students and teachers is the key to getting one of the aspects to have a successful outcome. Dörnyei (2005) said motivation is essential in SLA because of its primary impetus to initiate L2 learning and give the force to sustain the long and often tedious learning process. At the same time, other factors involved in SLA presuppose motivational techniques to some extent as well. Moreover, with a high level of motivation, achievement in learning can increase, and the contrary can happen if those levels are not enough in learning conditions. He talked about how to promote the effectiveness of instructed SLA with:

(a) the systematic development of *motivational strategies* that can be applied by the teacher to generate and maintain motivation in the learners, (b) the formulation of *self-motivating strategies* that enable the learners to take personal control of the affective conditions and experiences that shape their subjective involvement in learning, and (c) the study of *teacher motivation*. (p. 116)

Those aspects contribute to an SLA class being different and significant to the students. They need an environment that can promote powerful L2 learning. But the motivational theory proposed by the author has a historical background that can help to understand the significance this theory has at the moment. According to Dörnyei and Ryan (2015, p.66), we can place motivation in L2 historically in these moments:

(a) The social-psychological period (1959–1990)—is characterized by the work of Robert Gardner and his students and associates in Canada.

(b) The cognitive-situated period (the 1990s)—was characterized by moves to shift the research agenda away from its social-psychological roots toward a realignment with mainstream educational psychology, mainly driven by cognitive theories developed initially in non-L2-specific research.

(c) The process-oriented period (turn of the century to the present day) is characterized by an interest in motivational change, mainly concerned with how motivation emerges from the interaction between individuals and contexts.

That way, we can guide the process through history and try to understand a field with lots of sides to work with, precisely the one related to the cognitive period in the L2 motivation process. This is the introduction to show how the theory of motivation has changed in the past years and the modification it has suffered to understand another type of characteristic to consider in the process. So, those are the changes Dörnyei provided:

- Motivation changed to a socio-dynamic factor. It means that it is not seen as a static attribute. It varies according to the L2 student context.
- Students now incorporate contextual behaviors with their identities as L2 learners.
- The reaffirmation of the L2 Self-determination theory proves how vital has been the motivation in research has been in the last years.

The theory has been the starting point to check how motivation is part of the critical questions to understanding the process and its actors. So that, it is essential to consider each to better understand this topic.

Students' Motivation

To support the source of students' motivation, Pekrun et al. (2007) give a view through the control-value theory. Here, they suggest an educational environment for them, taking their emotions and the proper context into account. In the end, it will provide motivation and positive emotions for an effective learning process. Consequently, motivation is powerfully influenced not only by learners' personalities but also by personal experiences, cognitive processes, and the social context. Above all, intrinsically motivated learners can regulate their behavior and attitudes towards the language learning situation in general. Positive activating emotions such as enjoyment of learning increase interest and strengthen motivation. Negative deactivating emotions, such as hopelessness and boredom, are detrimental to motivation. But it is not a matter of just positive or negative emotions. It is how to deal with flexible learning strategies to get the motivation we want. So, learners have the leading role in understanding what is necessary to relate motivation in the school as the base of ELT. In this line, students can find a creative way of solving problems and analytical thinking. However, it is necessary to remark that students can discover this intrinsic motivation in the anxiety produced in certain situations like exams (Pekrun et al., 2007). But the process of how negative emotions can be transformed into positive ones is a different line that is not taken in the current research.

Thus, the teacher's role and motivation can change the climate classroom into positive or negative. But this motivation provided by the teacher has to be intrinsic as well. Teachers need to deal with their own positive and negative emotions to give the climate students need to accomplish the proposed goals in Second Language Learning.

Teachers' Motivation

Teachers have to regulate emotions in the classroom. They hold not only students' emotions but their own too. The moods and needs of students could be changed, and verbal and non-verbal behavior are responsibilities to deal with. All these aspects can make the classroom have a positive or a negative environment. Dewaele (2020) asserted that:

Teachers stand in the middle of a whirlpool of learners' emotions. Rather than standing there as an unmovable rock, they might benefit from being like a flexible reed, or antenna, receptive to the mood and needs of the students, aware of their own emotions and motivations, and able to emit the verbal and nonverbal stream that creates a positive emotional classroom climate focused on attaining the learning objectives. (p. 1)

Hence, teachers have a central part in the process. They need to be aware of their responsibility and how important it is to deal with their motivation and the students'. In Ryan & Deci (2017), they explored how teachers' motivation is not a unitarian concept to work with. In this process, The Self-Determination Theory (SDT) asserts that motivation is linked to different processes. Motivation has autonomous or controlled regulations too. And these regulations depend on personal experiences and determining behavior. When autonomous, is the one's self in action. In contrast, behaviors characterized within SDT as controlled are those in which a person feels externally or internally pressured or compelled to act. Therefore, we can distinguish various forms of these specific characteristics like intrinsic motivation and extrinsic motivation. At the same time, extrinsic motivation proposed by SDT can be ordered along the self-determination continuum from lower to higher levels of self-determination, referred to as external, introjected, and identified regulation. But suppose the being is neither intrinsically nor extrinsically motivated. In that case, it is in the lower level of self-determination because individuals have no intention of engaging in a particular behavior and do not know why they are doing it if they are motivated. Fernet et al. (2008) showed through the work tasks motivation scale for teachers (WTMST) how teachers might perceive themselves as competent. Still, some may perform their work tasks because they value their work, while others engage in these work tasks because of external

pressures or benefits associated with the result. Under this scope, teachers' motivation depends on behavior, emotions, and external factors that affect their perception of the classroom climate and how students deal with their problems.

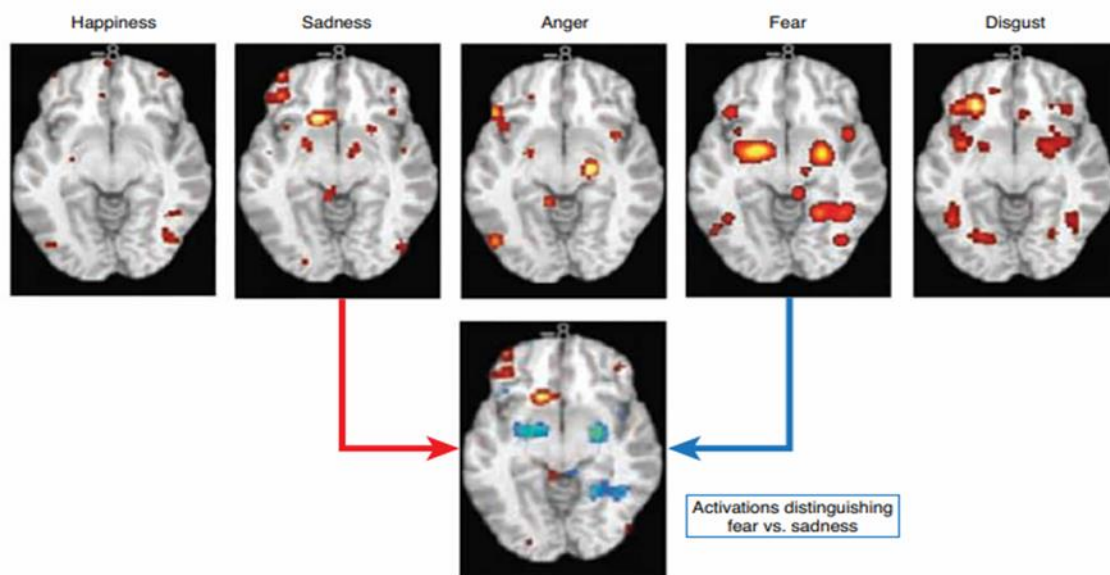
In short, it is essential to remark that the processes are not isolated. English Language learning and teaching require common elements to succeed but without emotions and motivation on the part of students and teachers is not possible. But those processes do not function without the biological component. The brain is the main organ in the learning process. Because of that, it is relevant to analyze how the brain works with emotions and motivation in learning a second language.

Neurobiology in the Process of English Language Learning

Emotions and motivation are not isolated terms and function according to the brain. This one provides the natural part of the process. However, it needs to be stimulated in the right way to achieve the correct purposes we want to change from the inside, especially if we are working with teenagers. Therefore, as Bear et al. (2020) reported, emotions will function and occur in the learning process according to how the brain works. At the same time, some of them are considered essential such as anger, disgust, fear, happiness, sadness, and surprise because they are innate to human beings and are universal. Consequently, they will affect the learning process in a positive or a negative form. They focused their analysis on a handful of brain structures that involve emotions, theories to support how these emotions work, and brain systems that make them possible. For this purpose, if emotions influence the way to behave, in our brain, as teachers, we can change them in our students to increase their brain activity to areas considered more "positive" to this neural system. In the image they provide, spots areas are exceptionally high brain activity associated with each emotion.

Figure 1

Brain activation is associated with five basic emotions.



(Source: Bear et al., 2020, p. 627)

Particularly, as teachers, we can have a considerable responsibility to activate different emotions in our students' brains. The Royal Society (2011) remarked how educational neuroscience is nowadays the field that explores when a learning process is taking place. Thus, they focus on the implications of understanding neuroscience combined with cognitive psychology for education. They present important developments in neuroscience that can contribute to education. They discuss the challenges for educators and neuroscientists and present policy recommendations to facilitate the translation of new developments. Those are the elements we need to understand what happens in the teaching-learning process.

In the same way, Goswami (2004) asked the same question and remarked how vital are neurosciences in the educational field and educational research. He talked about the relation between cognitive processes and neuro aspects that lead to understanding how both subjects are connected to learning experiences. In the case of how the brain is affected by negative emotions like stress or fear, she pointed out:

Stress responses can provide the extra strength and attention needed to cope with a sudden emergency, but inappropriate stress significantly affects physiological and

cognitive functioning. The central emotional system within the brain is the limbic system, a set of structures incorporating the amygdala and hippocampus. When a learner is stressed or fearful, connections with the frontal cortex become impaired, with a negative impact on learning. Stress and fear also affect social judgments and responses to reward and risk. A critical function of the emotional brain is assessing the value of received information. When the amygdala is strongly activated, it interrupts the action and thought and triggers rapid bodily responses critical for survival. Classroom fear or stress also might reduce children's ability to pay attention to the learning task because of this automatic interruption mechanism (p. 10)

The brain with this type of emotion is responsible for students' attention and determining behavior in class. As teachers, we need to help them understand how important the control of emotions is. At the same time, it is also necessary to understand the effectiveness of motivation in this process. In this sense, Luria et al. (2020) pointed out motivation is not determined by the degree to which it is internalized but rather by the degree to which the learning framework differentially activates brain reward or punishment mechanisms, despite the control position. In other words, success in learning is not determined just by the "what" of motivation but by the "how" of motivation. In brief, this process is not as simple as intrinsic and extrinsic motivational factors but of motivational goals and specific brain systems. At the same time, those processes are linked to behavior aspects like self-determination and well-being regulation that can regulate personality and learning processes. But all of the above depends on how the brain works. Blakemore (2012) showed neuroimaging techniques to investigate maturational changes in the human brain. She explored differences in the developing brain through magnetic resonance and found functional changes in the social brain during adolescence. As a result, she suggested that:

"Developmental neuroimaging might focus on more complex questions, including the development of functional connectivity; how gender and puberty influence adolescent brain development; the effects of genes, environment, and culture on the adolescent brain; development of the atypical adolescent brain; and implications for policy of study of the adolescent brain. (p., 8)

This allows us to understand all the work we need to accomplish to get what we planned for the class and our students. These brain changes are developed in teenagers and their social

brains too. It means the way they understand other people. So, compared with children, adolescents are more friendly, form more complex and hierarchical peer relationships, and are more sensitive to acceptance and rejection by peers, Blackmore (2012) said that teenagers are influenced by how they perceive their surroundings. It is essential to understand that they are under the influence of changes in their brains, emotions, and social context. As Goswami (2004) remarks:

Successful learning is also dependent on the curriculum and the teacher, the context provided by the classroom and the family, and the context of the school and the wider community. All of these factors, of course, interact with the characteristics of individual brains. For example, children with high levels of the MAOA gene (monoamine oxidase A) who experience maltreatment and adverse family environments seem to be protected from developing antisocial behaviors (Caspi et al., 2002), possibly via moderating effects on their neural response to stress. (p. 2)

Therefore, it is not just what and how the teacher makes and influence but what happens inside of each student in the classroom. We need to understand the type of biological issues our students can have to make better interactions and even provide better activities to activate the brain functions correctly.

But, at this point, it is not just how emotions, motivation, and brain work. It is necessary to understand, as teachers, the role of language in the teaching-learning process combined with the motivation theory.

Language and Motivation

Not only emotion or motivation can transform negative engagement into a positive one. English and its use as an international language is a motivation to learn. And this motivation can be guided by inner or outer aspects that can have the student in a second learning process. Thus, the relation between those aspects will affect how students and teachers perceive language learning and teaching. The way students perceive English as an external factor of learning will affect emotions and motivation positively or negatively. In the scope of these two concepts, the theory of the L2 Motivational self-system proposed by Dörnyei (2008) is enlightening. The approach takes the individuals and their thinking to reformulate the idea of language as just a communication code that can be learned similarly to other academic subjects to transform the

simple idea into an essential part of one's identity. In addition, the self participates and integrates intrinsic aspects to improve language. Therefore, the motivational process will be present outside and inside the individual. And this theory results in the "possible selves" that Dörnyei (2005) names as the ideas of what they might become, what they would like to become, and what they are afraid of becoming. It means that the image of oneself in future states is similar to dreams and visions about oneself.

Thus, the imagery of what a student wants helps them understand the purpose of language learning. But the motivation itself can be generated through specific aspects as Dörnyei & Ushioda (2009, p.33-38) named as components:

1. Construction of the Ideal L2 Self

In this first part, it is vital to help learners construct their Ideal L2 Self, that is, to create their vision. It means to create a natural process with a vision in which students can "increase mindfulness about the significance of ideal selves, guiding them through several possible selves that they have entertained in their minds in the past, and presenting powerful role models." Those images can transform past successes and failures into existing strengths and avoid weaknesses. That way, they can have interest and skills and feel good about themselves in particular tasks.

2. Imagery enhancement

Techniques of creative or guided imagery can be utilized to promote ideal L2 self-images and thus strengthen the students' vision. The positive images gained with the students can help them in anxiety processes, for preparing exams, autonomy and confidence to resolve situations, increase verbal ability and master the L2.

3. Making the Ideal L2 Self

In this part, the vision they have about themselves combined with the imagery process results in activities to build both senses and make them plausible and conscious. The ideal L2 self must be reinforced with ideas about the future to convert negative images into positive ones.

4. Activating the Ideal L2 Self

Classroom activities such as warmers, icebreakers, various communicative tasks, role models, playing films, music, and cultural activities can all be turned into effective ways

of keeping the vision alive.

5. Developing an action plan

The possible/ideal selves are only effective if a set of concrete action plans accompany them. These must include a methodological part with goals and action plans and individualized study plans, but hopes, expectations, and fears are continually examined.

6. Considering failure

The failure is linked to the possibility of action being abandoned. In this case, it is important to focus on the positive goals and consider the extreme alternatives only when everything else fails. The self in this process has to be provided on both sides of the coin. Students need to understand the limitations of learning a language and the commitment they have to themselves to accomplish the goals.

Those components are the base for developing motivation, but it will need some tools to enhance emotions. In fact, depending on the image students have of themselves and how they think about themselves will depend learning and their language process. But this learning, at the same time, depends on the grade of motivation we foster in class, taking into account their context to finally observe how emotions, motivation, neurocognitive processes, language, and context can be all together.

Culture

Culture is the best way to know others through what they are, how they feel, and how they can help me understand what I think. Shiraev & Levy (2020) define culture as:

we define culture as a set of attitudes, behaviors, and symbols shared by a large group of people and usually communicated from one generation to the next. Attitudes include beliefs (opinions on political, ideological, religious, and other issues), values (deep-seated principles referring to moral behavior, life in general, happiness, etc.), and general knowledge (empirical and theoretical, scientific and not). Behaviors include a wide variety of norms, roles, customs, traditions, habits, practices, and fashions. Symbols represent things or ideas, the meaning of which is bestowed on them by people themselves. A symbol can have the form of a material object, a color, a sound, a slogan, a building, or anything else. People attach specific meaning to specific symbols and pass them to the next generation, thus producing cultural symbols. (p., 6)

Consequently, in the way we can perceive attitudes, behaviors, and symbols we can connect with the way students feel. And when culture connect with emotions, motivation and language in a learning-teaching process, you realize those processes in the school can be together and depend on each other to function in harmony. We help our students to see another world. How to deal with the cultural background a language can have, especially if students are trying to understand the world itself and how it works? If emotions or motivation can change students` attitudes toward the English class, how interesting it would be to mix or add these emotions in the way they go inside cultures. Their emotions could be transformed not only from the inside but the outside too. Their perspective on life could be different if they try to comprehend other cultures and their ways of communicating. When you know the other and can make a comparison between cultures, you can give value to what you have. For this purpose, it would be interesting to put them together in the same line: culture, language, emotions, and motivation in a second language teaching-learning process. And culture could be guided in the way Lingua Franca is now in the view of teachers, students, and researchers worldwide. So that, language and culture are key components of this research.

Emotions and motivation can expand the vision of another type of student or even a teacher in the English as a second language process. In other words, it is vital to address the terms with what is pretending here to understand how influential the culture is in Second Language learning. Maybe it can form another line in how we can work with emotions related to culture and probably Lingua Franca. If our emotions are used to understand the self and the other simultaneously, culture makes the same, why can`t they be together? As Nizegorodcew (2011, p.10) said, “ELF is used by bilingual or multilingual speakers, for whom their knowledge of more than one language enables them to detach, at least partly, a linguistic system from values, beliefs, and lifestyles.” This is one of the reasons to think about how knowing other people's cultures can affect my emotions and how we can be in touch with the way different cultures get their reality. Language and culture are the bridge to know others and in the same way how they communicate and feel too.

But it has to be seen from another perspective as well. Nizegorodcew (2011, p.11) said “English words are omnipresent in other nations’ daily lives, frequently presented in some countries. In other countries, however, the process of English language appropriation is

generally accepted and welcome". In Colombia, the appropriation of English is done because of the influence of Anglo-Saxon cultures such as the United States in some aspects of our economy and our territory. Therefore, it can explain why some students have more negative emotions towards English than others. It can be based on history or present political and cultural rivalry. As teachers, it is our responsibility to change their views toward language. This is not a political issue. It is how we can know each other and understand how they feel. And then to make comparisons with my own culture and give it the value it deserves.

Thus, how a particular culture sees a Lingua Franca has to be analyzed from the sociocultural theory using the context that impacts acquiring behavioral patterns of a given language community (Nizegorodcew, 2011). It means that in our Colombian context, the process of ELF could be analyzed through the impact and the view our students have about Americans or British behavioral patterns but making the reinforcement that they are not the only people who speak English and allow them to know many others countries to take away those negative emotions about certain and individual countries and people. If we pass those barriers, we can truly bring them to feel and think differently concerning English so that we can teach English knowing points in common between countries. That way, we could learn how diverse the world is (Nizegorodcew, 2011). So, my students` emotions and motivation could change their perspective about their lives and see the world differently.

That is why Piasecka (2011) wrote about the importance of enhancing activities in second language learning related to students' culture to help them understand others. It is a matter of creating intercultural awareness to reflect on sensitivity, tolerance, empathy, open-mindedness, and understanding of what happens around them related to other cultures. As she pointed out:

Since language and culture are intricately intertwined, one may expect that they mutually affect each other, so the growth of intercultural sensitivity will be shown in a more careful use of language that reflects the speaker's concern both for effective communication and for another person's beliefs, attitudes, emotions, and feelings. (p. 32)

This is the effect of culture in the process. English is a key to opening many doors. The doors of the world. It can be contradictory, but it is dynamic to reach different cultures with their own values. Getting inside others' cultures is touching other people's emotions and remembering your own. Dörnyei (2006, p.52) discussed an integrative motivational orientation that concerns

psychological and emotional identification with the L2 community. As a result, cultural aspects cannot be seen just for knowing other people but to understand how a society works, how my emotions or motivation work and how language functions.

CHAPTER THREE

Methodology

To reach the goals, the researcher developed qualitative research. As McKay (2006, p. 6) pointed out “Qualitative research, on the other hand, typically starts with the assumption that classroom learning must be studied holistically, taking into account a variety of factors in a specific classroom” Specifically, the research was developed in an urban public school in Cali, Colombia. In here, the researcher followed descriptive research to express objectivity or neutrality and to describe how reality is. Therefore, the groups involved were seventh, eighth, and ninth grades. The students are from different socioeconomic strata 1, 2, and 3. Their ages range from 12 to 16 years. Lack family support in the educational process is reflected in the results of the state tests (Pruebas Saber 3°, 5°, 9°, and 11°) which place the institution at a low level. Just some of the students continue their higher education when they finish school. On the other hand, class time is only four academic hours per week for seventh grade and three academic hours per week for eighth and ninth grade, 55 minutes each, 120 hours a year. Different school activities and government situations make the planned academic calendar impossible to fulfill. It is necessary to point out that two different grades started the research process and, due to the pandemic situation, it was necessary to separate them into other two groups So, both Seventh and Eighth grades have 39 each. This division was created to manage the physical distance between students to avoid any covid-19 contagious issues. The objective was to work with just one of the subgroups, but some parents in one of the groups said that they would not allow their kids to participate in the research. In short, it was necessary to supply the quantity required for the study. Contrary to the situation, some other parents in the selected groups accepted it, and to give them the chance to do it, both grades were part of the research.

For these reasons, the educational process was slower during non-pandemic regular time. Thus, time was limited to explaining grammar, vocabulary and practicing what they had learned. The space to implement oral communicative activities and feedback between peers was hardly generated, producing in them certain inhibitions. For this year, 2022, the academic situation changed. They are all together, and the research was conducted with the entire group. So, the population increased for this study. The proposed activities helped them develop other ways to

understand and create motivating environments and strategies to understand a second language process.

On the other hand, and to answer the research question that guided the present study: *how can negative emotions and a view toward English be changed into positive ones with the help of motivational characteristics and the influence of culture to yield a significant learning engine in ESL classes for students aged 13-16 without neurocognitive issues at Juan XXIII School?* data were collected and analyzed through surveys and thematic analysis. According to Braun and Clarke (2006)

The thematic analysis involves searching across a data set – be that a number of interviews or focus groups, or a range of texts – to find repeated patterns of meaning. The exact form and product of thematic analysis vary, as indicated above, and so the questions outlined above must be considered before and during thematic analyses. (p. 15)

In other words, this thematic analysis is important to check the information collected by the researcher and find the results to accomplish the different goals proposed. In this way, data were collected through the students' responses in the initial and final survey, the focus group, the students' reflection journal entries, and the teacher's class observation and reflection. Initially, the data collection instrument was relevant to analyzing the students' perceptions before and after the implementation. Then, concepts and the relations between them (codes) were identified from the systematic analysis and are the ones that were mentioned in the present research. In particular, the codes are aligned with the themes proposed by the researcher. Therefore, they will help compare students' emotions and motivation before and after implementing strategies to engage them in the class. At the same time, this coding found in the analysis of the journals and interviews gave the information to accomplish the objective about how students feel when the teacher involves significant activities in class. Finally, the teacher's observations were the tool to achieve the goal of raising awareness of the significance of her role to engage students in their learning process.

Tools

The tools used on this research helped to understand how to develop the study to get results according to the purposes planned in the objectives. Those ones are explained to get a general knowledge of each one of them.

Observation

As a research process, it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. In this way, the researcher can look directly at what is happening in situ rather than relying on second-hand accounts (Cohen et al., 2013).

This method was used through the activities to analyze and comprehend each of the situations presented in the classes. The result of the observations allowed the researcher to get an impression of what happened in the activities. Students reacted differently depending on what the teacher proposed. Sometimes the material was not enough, or they were not that motivated because of their lack of previous knowledge about the topics. In some other cases, the teacher's emotions and motivations interfered in the process.

Diary

Diary studies are essentially first-person case studies. The data collection procedure defines the research genre: A language learner keeps an intensive journal using introspection, retrospection, and observation, typically over time. The data analysis may be done by the diarist himself or by an independent researcher using the learner's diary (or some 'public' version) as data McKay (2006).

This tool helped the researcher understand how students felt at the end of each one of the activities. They wrote their paragraphs, taking into account their emotions and how they felt during the activities. The language used for that purpose was English, but their mother tongue was allowed to engage them in the activity. ([Appendix A](#))

Survey

As a descriptive method in educational research, surveys vary according to the different purposes the researcher wants. At the same time, these purposes lead to obtaining information about conditions, attitudes, and events at a single point in time (Nunan, 1993)

The survey was used at the beginning and the end of the implementation. It helped the researcher to get a better understanding of how students perceived the activities and their

learning in the process. The type of questions was rating scales because this gives the researcher a better emotional range of responses. In this survey, 20 questions were used with a 5 to 1 scale in which five strongly agreed and one strongly disagreed with the statements. ([Appendix B](#)) Here, students could think about different situations related to their perceptions of English and how they felt about specific and general activities.

Interviews

As Roulston (2012) pointed out:

Interviews are social interactions in which researchers ask people questions to collect data for social research. Studies using qualitative interviews examine people's experiences, perspectives, and meaning-making. Qualitative interviewers take an open approach to asking questions of interviewees—using prepared questions as a guide to generate stories. As a result, the talk is typically conversational, with the interviewer following the participant's lead. Researchers aim to elicit individual participants' meaning-making and follow up on participants' discussions by asking further questions that generate varying descriptions among individual participants.

With this tool, the teacher could get a more profound and individual knowledge about students' perceptions of the implementation of the activities. Those interviews generated confidence in students because they could express themselves without the pressure of their peers. At the same time, they had the chance to be aware of their understanding of English learning during the implementation of the activities. Furthermore, they expressed how they felt concerning their partners' attitudes. ([Appendix C](#))

Activities

To start the implementation process, the first activity was the survey. In this session, students were provided with a copy in which they had to answer according to the statement related to impressions about English and the activities proposed. This activity started in the second semester of 2021. The activity was guided to help students understand each of the statements. At the end of the session, some students gave their impressions about their perceptions of English.

Activity 1. Celebrations. In this first activity, a PowerPoint presentation (Summary) was shown to the students to understand better and organize the activities. Inside this presentation, students could see each proposed topic and the activities inside them. It allowed me to reinforce

topics and remember each session. The production had six main parts (culture, music, videos, stories, recipes, and games). After this introduction, the teacher explained that every section would have three components (analysis, practice, and “how do I feel”). After this explanation, the first activity was introduced. The part of culture had two topics (How people celebrate birthdays and Christmas). For the first part, students saw three videos about how people celebrate birthdays worldwide, the traditions around them, and how they sing the song for the celebration. Then, the teacher asked them how they felt about this celebration. L1 was used to allow students to express their ideas freely. After this conversation, they completed two online pages to engage them in the vocabulary in English about the celebration. The teacher gave them a post-it (note) to finish this part. It was used to write the most precious gift they ever received or the one they never received and they wished to have on their birthday.

The second part of this main activity was about how people celebrate Christmas around the world. They watched two videos about countries that have this celebration and one about countries that do not. In a short talk, they compared our country with the rest of the world and the countries they watched on the videos. Then, they watched three videos with some famous songs about Christmas. The songs had lyrics to get a better understanding of the meaning of each one of them. Then they had the language reinforcement with two online pages in which they had to complete the lyrics. To finish the activity related to culture, students wrote in their diaries how they felt about the whole activity and the celebrations we worked with. The teacher provided them with a copy ([Appendix D](#)) to help them write about their feelings. Finally, they wrote a paragraph in L1 about how they felt about the activity and other emotions.

Activity 2. Music. The purpose of this activity was to better understand how music could make us more optimistic and, at the same time, give us the possibility to learn English in different ways. In the first step, students listened to 10 types of songs with different rhythms and in English. It allowed them to appreciate music that sometimes they had never heard before. After this step, they talked about the songs and the ones they loved the most. Then, they watched a video related to a specific song. This song has in its lyrics some positivity too. They, in here, tried to recognize the topic of the piece. Then, they read the lyrics in L1 to get more familiar with its content. Finally, and to review what they had done before, they reinforced new vocabulary

about the song through an online page related to the music. They expressed their emotions about the whole activity and wrote their paragraph about it.

Activity 3. Videos. Students could watch some videos concerning emotions in different situations in this activity. The objective was that they could appreciate English through them but be in touch with some situations that are not that familiar to them. After each video, they identified their emotions and wrote them in the notebook. In the end, they wrote the corresponding paragraph reflecting on the activity.

Activity 4. Stories. In the first part of the activity, students identified some tales familiar to most of them and analyzed how significant they were when they heard them. Suppose those stories touch them in some way. The information of this part was presented in English, and they related them orally in L1. Then, they watched a video with stories about real people doing extraordinary things. The objective of this specific one was that they could appreciate reality in the stories. The video was presented in English. To emphasize how important they are, the next activity was about them. The researcher gave them two copies. The first one was called “Fishing for Compliments” ([Appendix E](#)). As the instructions said: “We all need compliments once in a while. Write your name in the space provided, and then pass this paper around to someone in your group. When you receive a paper, write a compliment to the person whose name is at the top in the spaces provided. Continue to pass the paper around until it is filled with compliments, then return it to the owner.”. For this activity, a list of positive words was given to them to do it using English. ([Appendix F](#)) The second paper was called “Teen Spotlight” ([Appendix G](#)) and as the instructions said: “Self-actualization is the ability to set goals and feel that you are accomplishing those goals. Using the newspaper layout below, design a newspaper highlighting yourself. Include your most significant accomplishment, a self-portrait of you doing something you enjoy, headlines, etc. In the box at the top, give your newspaper a unique name”. The answers were written in L1 to allow them to express themselves freely. The next activity in this part was a video about Hellen Keller. This specific one was to show them a unique story about a particular person in English. The objective was to appreciate an important character that could overcome difficulties to make the world different. To finish the activity, they wrote their emotions in the notebook and the corresponding paragraph about their perceptions about it.

Activity 5. Food. This activity was related to food and its influence on the students' emotions. They watched a video of some grandmothers cooking with their grandsons in the first part. This was the excuse to talk about the relationship the students have with their grandmothers, and with this person, they can relate to food or a particular dish they love the most. This part was written in the notebook to explore that type of emotion. The importance of cooking and food is how to guide the activity, and L1 was allowed. Then, the teacher talked about a particular dish (burrito) they would prepare in class. The options for the preparation of this recipe were shown in a video. At the same time, the teacher gave them a copy of the ingredients and how they could prepare the dish ([Appendix H](#)). They got everything they needed from home and prepared the dish in class. Every element was presented in English to reinforce vocabulary about food. The teacher insisted on the instructions in English to prepare the dish before the activity started. Each group prepared one plate for the teachers, and they had to choose the best presented and the best flavor. At the end of the activity, students wrote their emotions about the entire exercise in English and then wrote about their reflections. In this last one, L1 allowed them to express themselves freely.

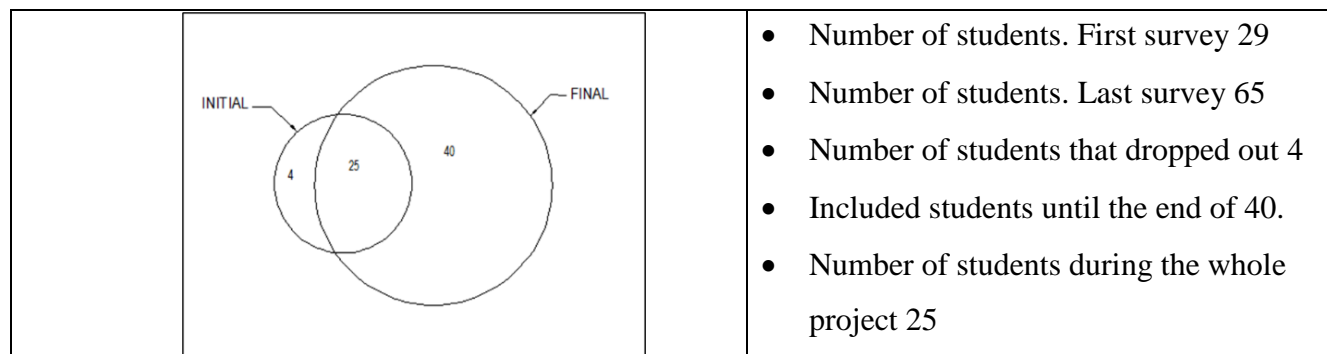
Activity 6. Games. In this activity, students could appreciate how people use different games worldwide. The teacher presented a PowerPoint presentation about "Toys and Games Around the World" in the first part. They gave their opinions about what they saw. Then, they explored a web page called "Games that school children play around the world." They could read and watch videos about how people in different countries play some games worldwide. They could explore another web page about "Traditional and Board Games From Around the World" to complement the topic. After this part, the teacher asked them to talk about those traditional games they loved most. They gave their opinion about it. So, to reinforce what they said, the teacher showed them a web page, "20 Juegos Tradicionales de Colombia Muy Divertidos". Here, they remembered some of the games they had talked about before. But not only they recognized the games but the teacher asked them to choose one of these games and change it according to their own rules. Students had to play it in the P.E. class to prove if the new instructions worked. Finally, the teacher used platforms like Quizizz, Kahoot, and Word Wall to play with technological tools and practice English vocabulary. That way, they not only play but learn at the same time. At the end of the activity, students wrote their emotions about the whole exercise

in English and then did it about their impressions. In this last one, L1 allowed them to express themselves freely.

CHAPTER FOUR

Results

The initial survey yielded the following results. The survey was designed to establish the students' perception of English. It has two different moments. It was applied at the beginning and at the end of the activities proposed in the research. On the other hand, the survey started on September 17th, 2021, and it was completed by 29 students who decided to participate in the project. It is necessary to remark that some of them started the project but did not finish it. And in other cases, students were included in the project because they officially returned to school. This allowed the researcher to consider them because they participated in 4 of the six proposed activities. This constitutes 67% of participation in the project. Therefore, it is a high percentage to give them a significant value to their involvement in the activities. The final survey was applied to 65 students on March 10th, 2022. The previous situation was represented in the following Venn diagram.



Taking into account the characteristics above, it is necessary to establish the students' perception through the analysis of the applied survey related to the following groups:

- The 29 students who initially responded to the survey to see the student perception generally before the project started.
- The 65 students who responded to the survey at the end of the project to see the student perception generally after the project finished. The researcher decided to include 40 students that completed 4 of the six proposed activities due to the high percentage of participation.

- The 25 students that responded to both surveys (The initial and the final one) because they completed the proposed activities in the project. It allowed the researcher to evaluate their influence on the project to accomplish the specific goal.

Note. The survey consisted of 20 questions. But it should be noted that the answers to question 5,7,8,9,10 were formulated to evaluate the difficulties or problems that the student has in learning English. So, if the answer is 1, it means that the student has no significant challenges and five means that they agree and have problems. However, the answers may be wrong because the respondent has different meanings to these questions.

Glossary for Analysis

- N: Number of respondents.
- X: Rating that the respondent gives to each question (from 1 to 5).
- Mode: Rating that is most repeated in each survey question. It should be noted that this is the value that helps the most in this type of survey to observe a trend.
- Average: The arithmetic average of the ratings given by the respondents.

$$= \frac{\sum_{i=1}^N X_i}{N}$$

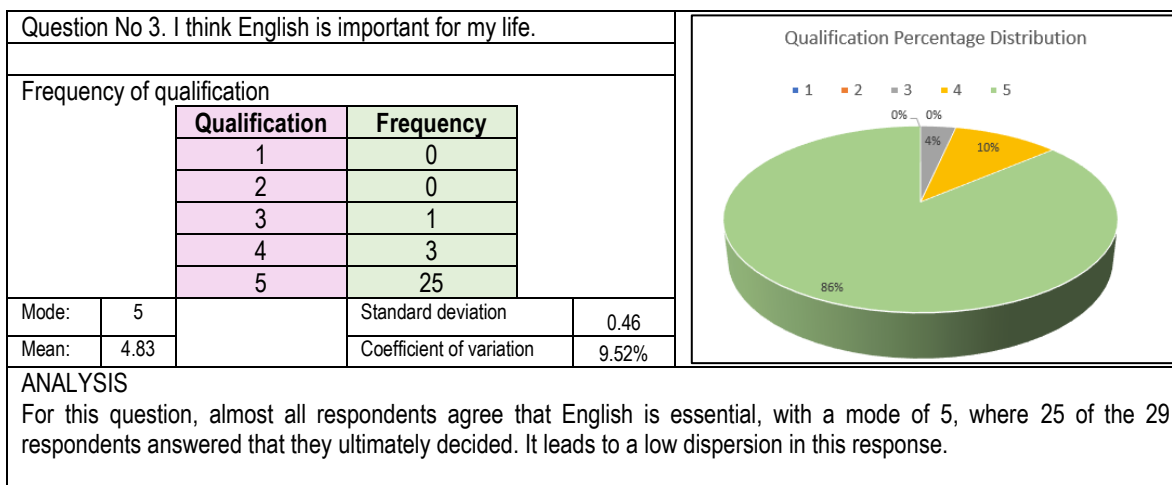
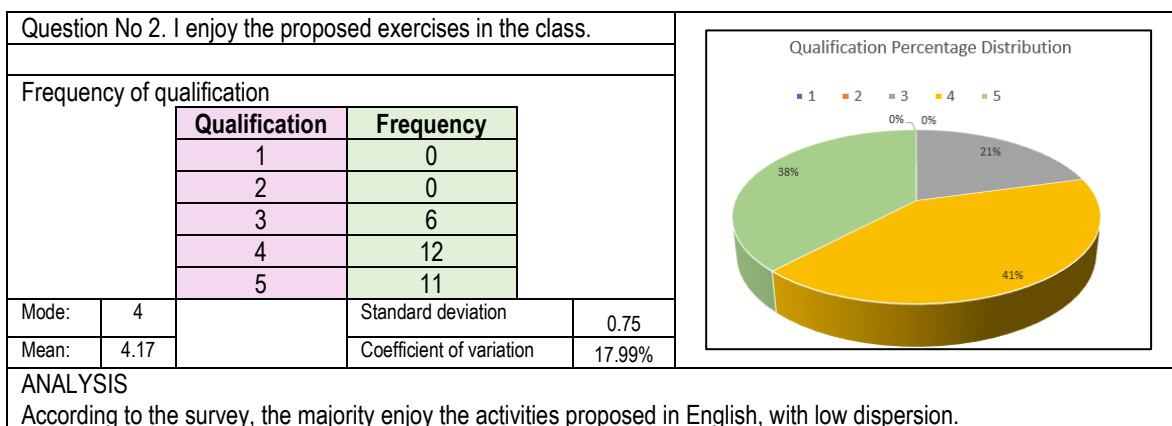
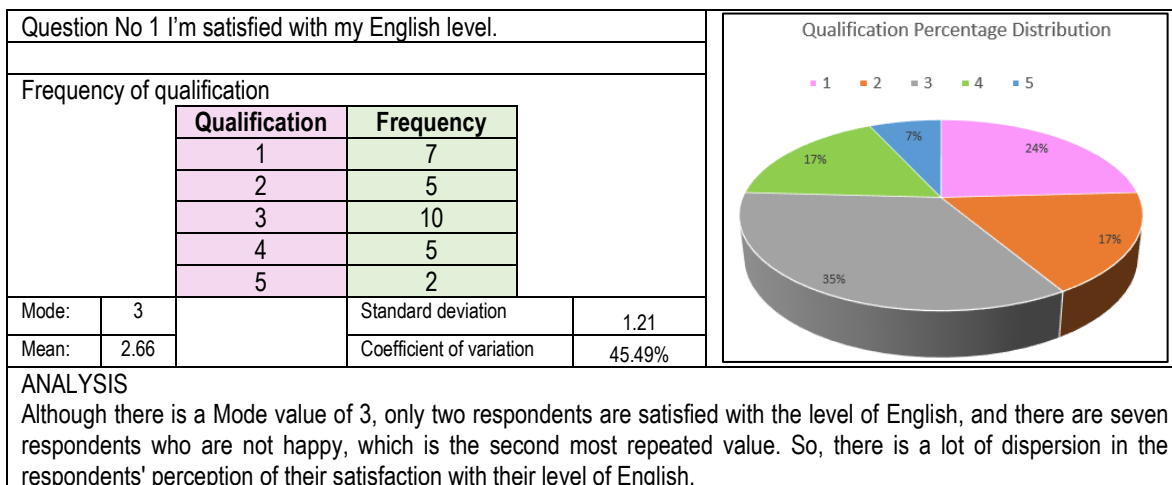
- Standard Deviation: A measure that provides information on the average dispersion of the variable score.

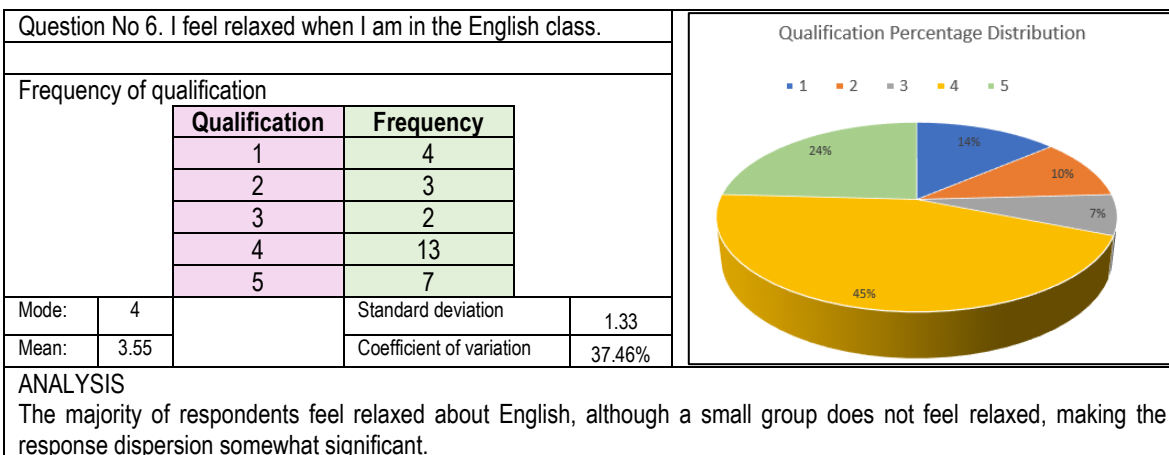
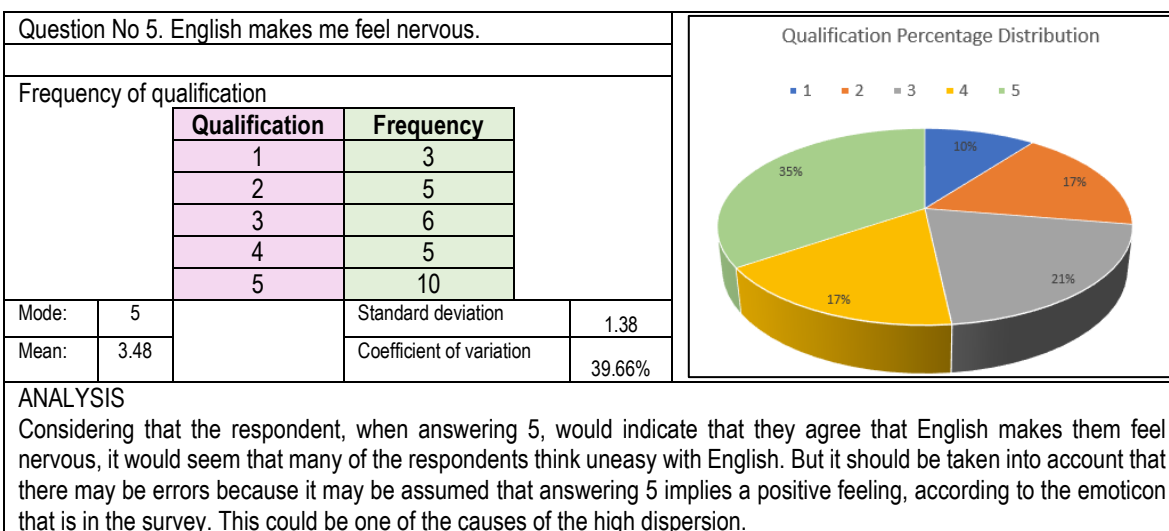
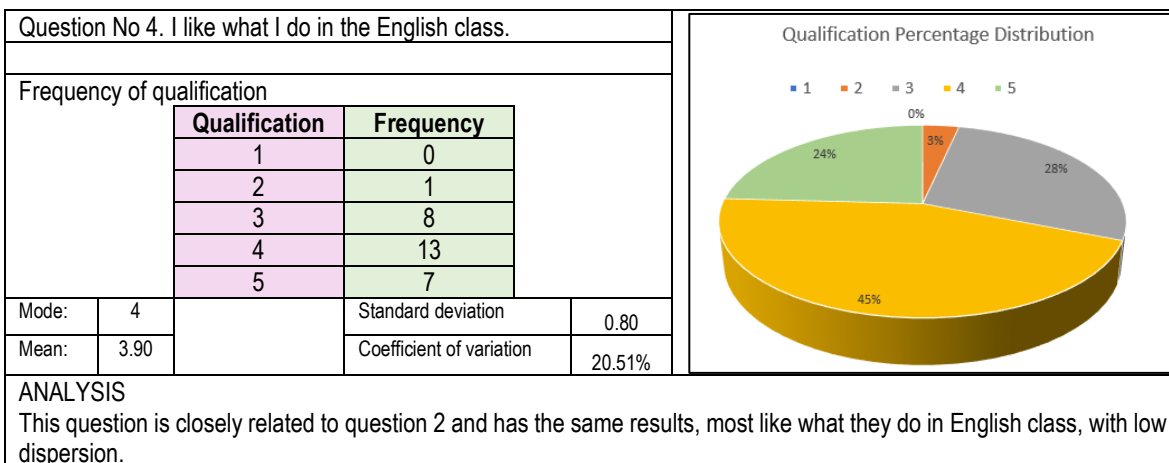
$$\sqrt{\frac{\sum_{i=1}^n (X_i - \bar{X})^2}{N}}$$

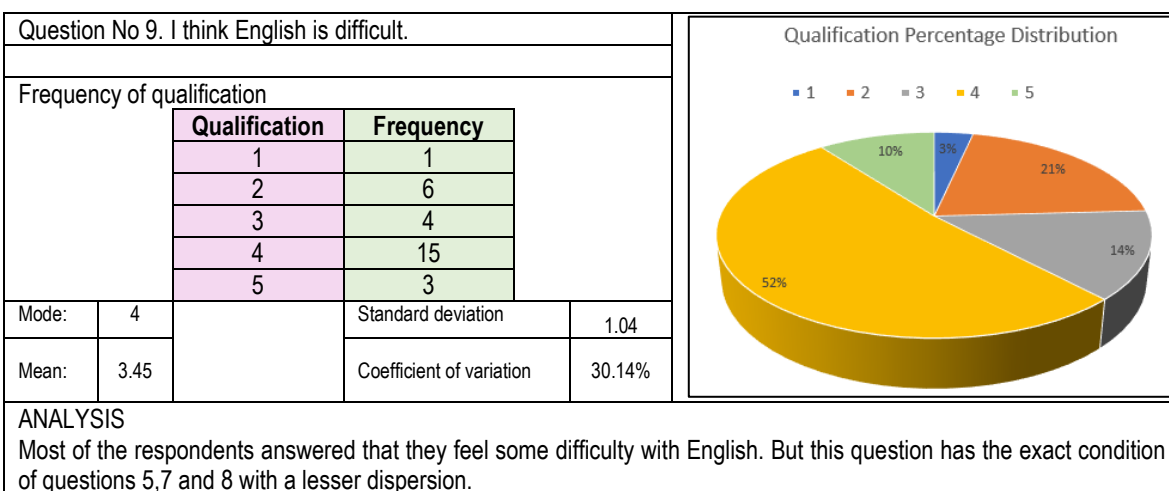
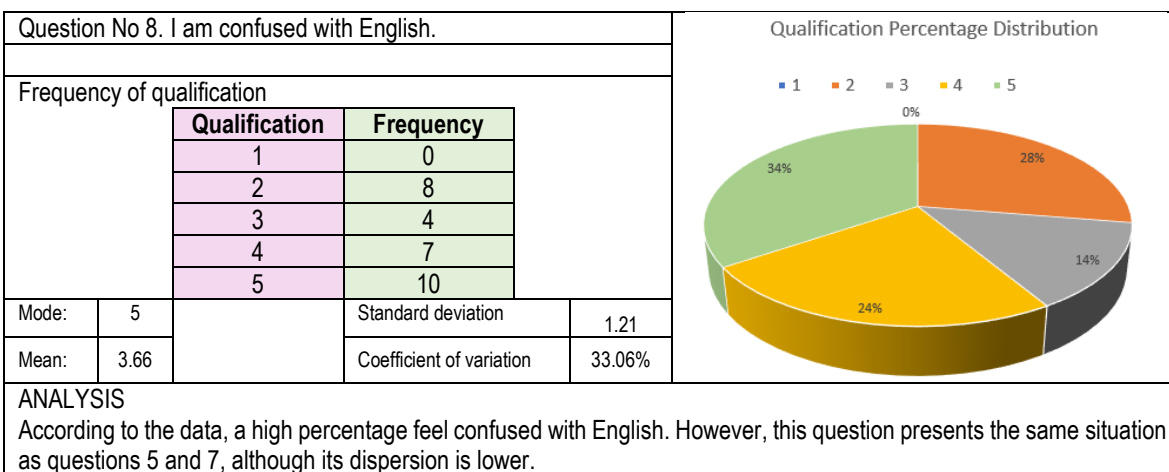
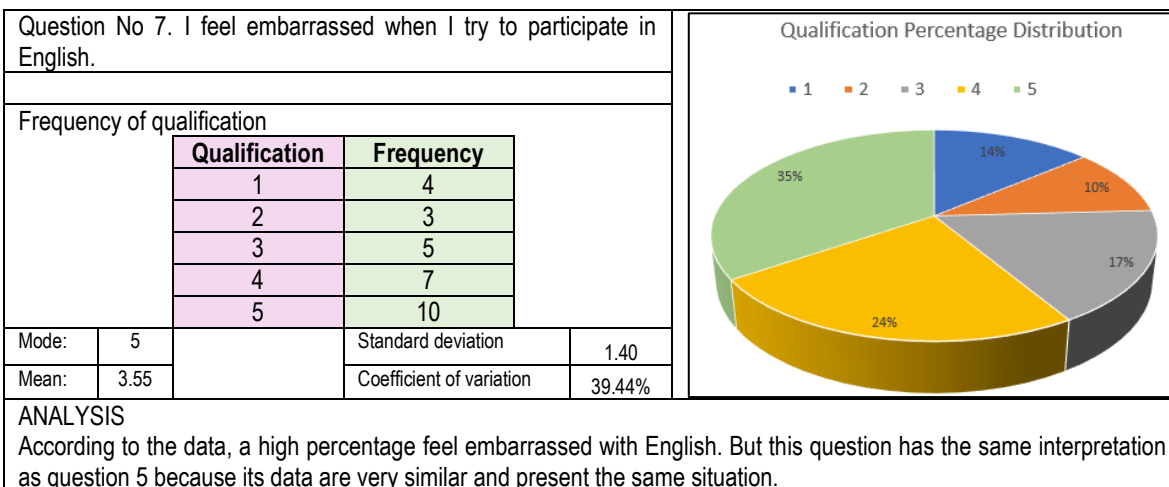
- Coefficient of Variation: Ratio between the standard deviation and the average, which measures the dispersion in percentage, to compare several samples.

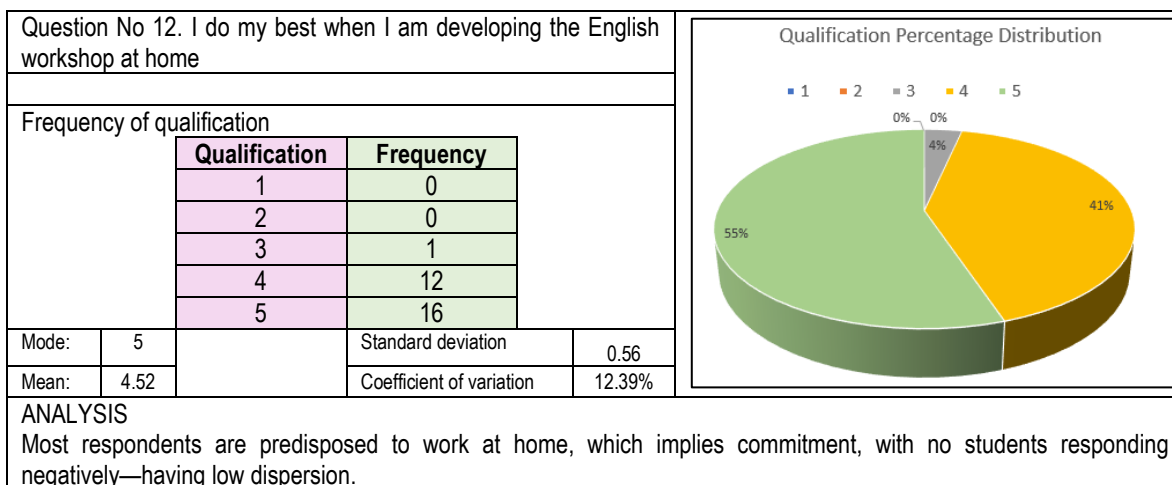
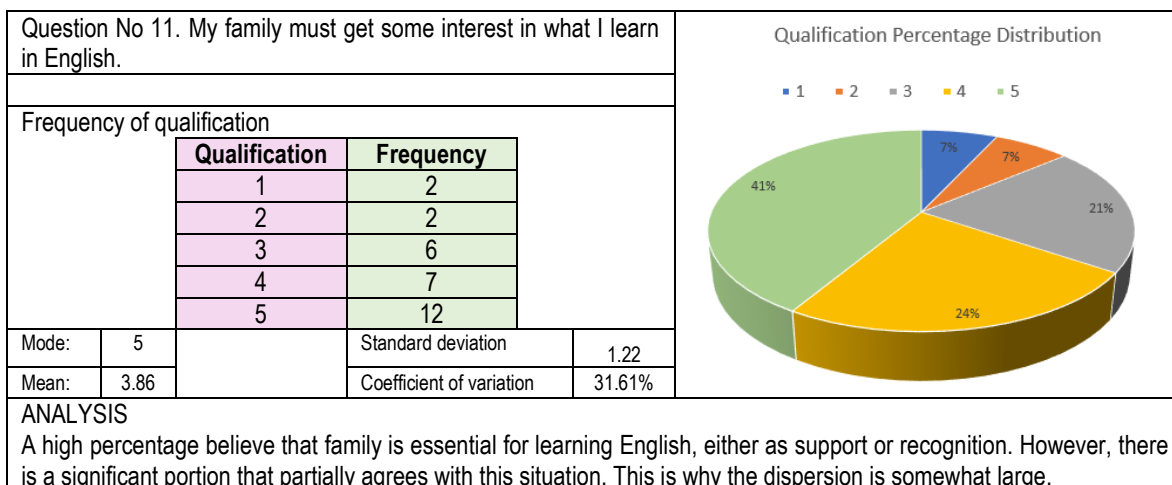
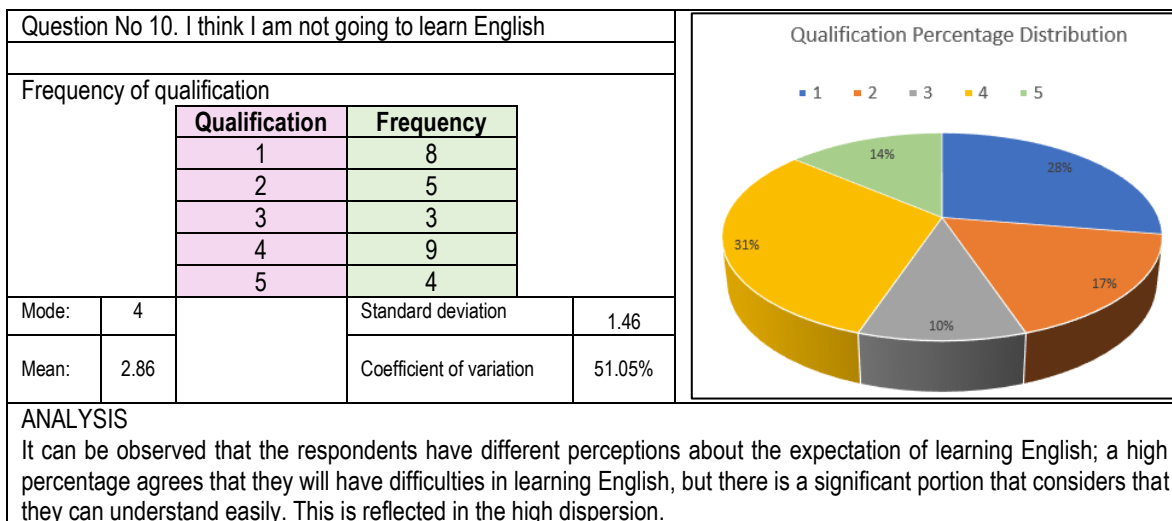
$$CV = \frac{\sigma}{\bar{X}}$$

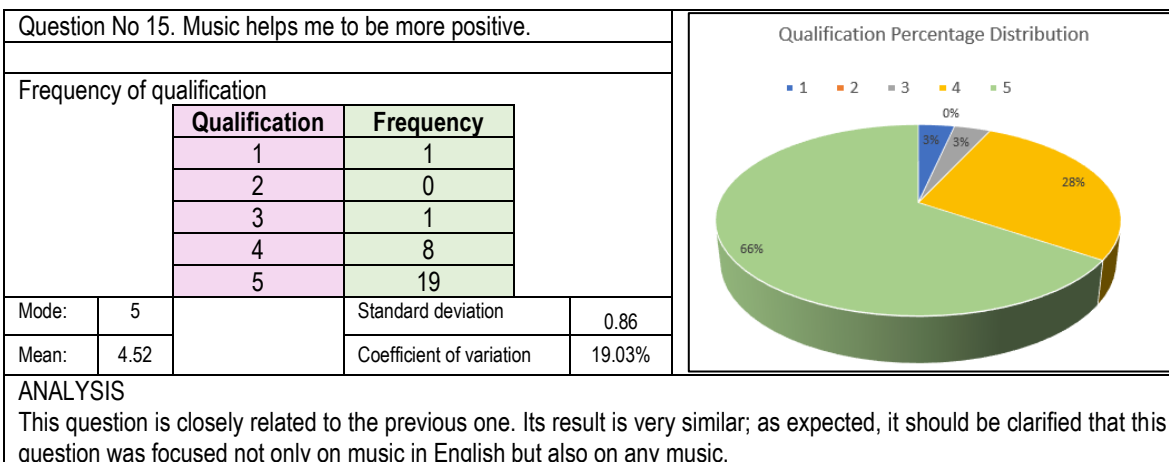
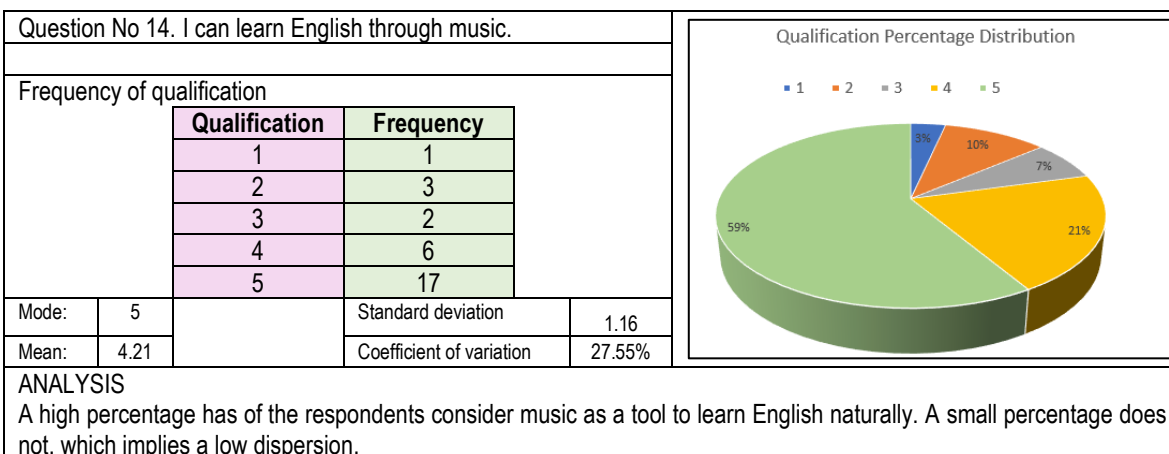
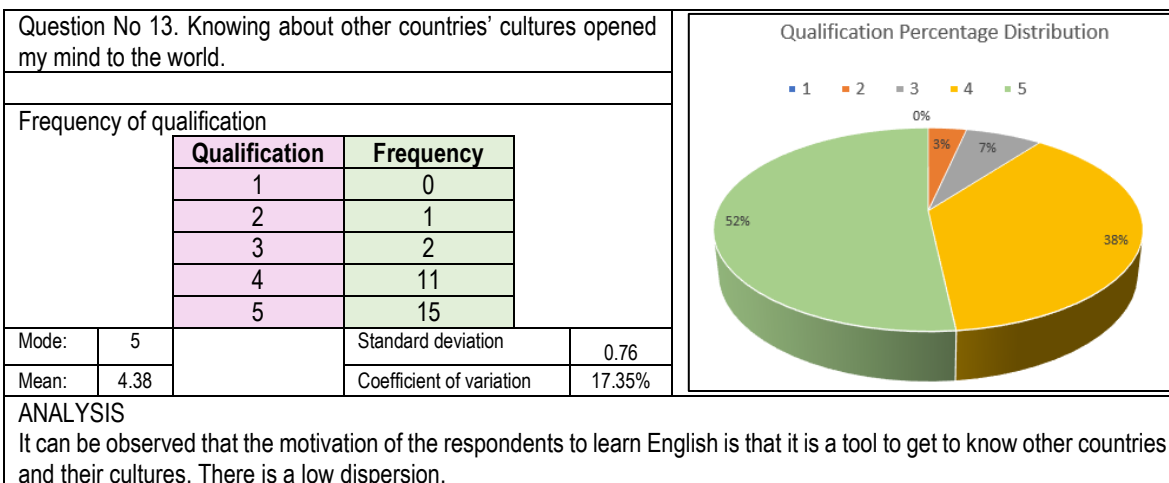
Analysis of survey applied to 29 students on September 17th.

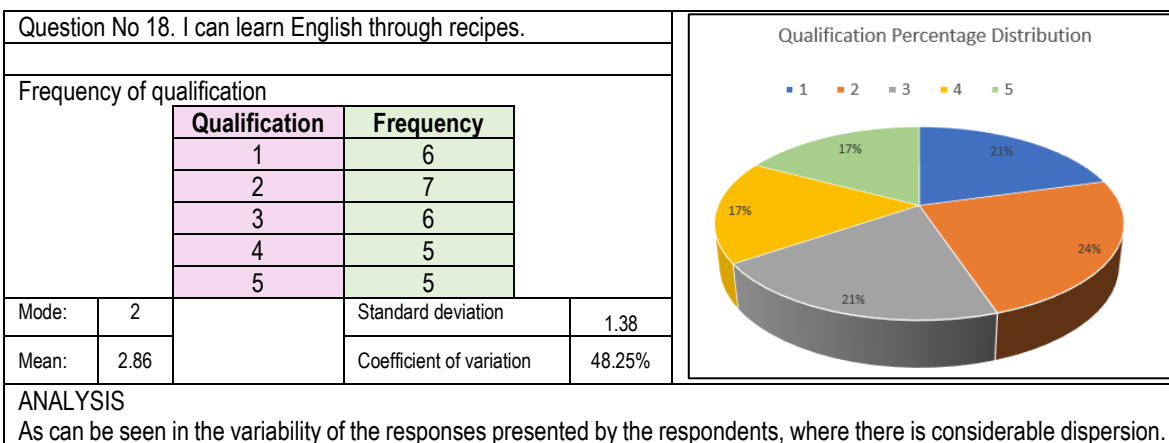
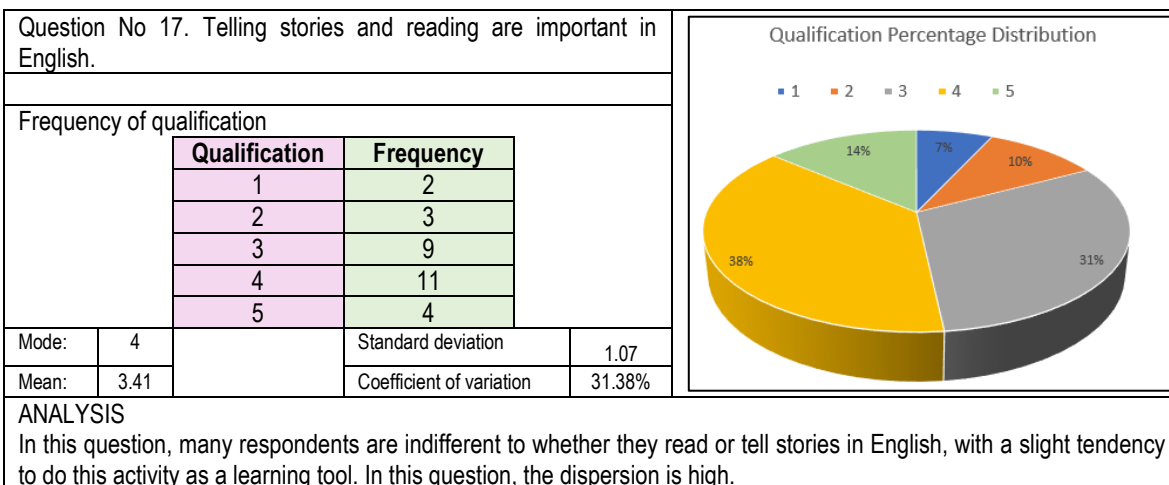
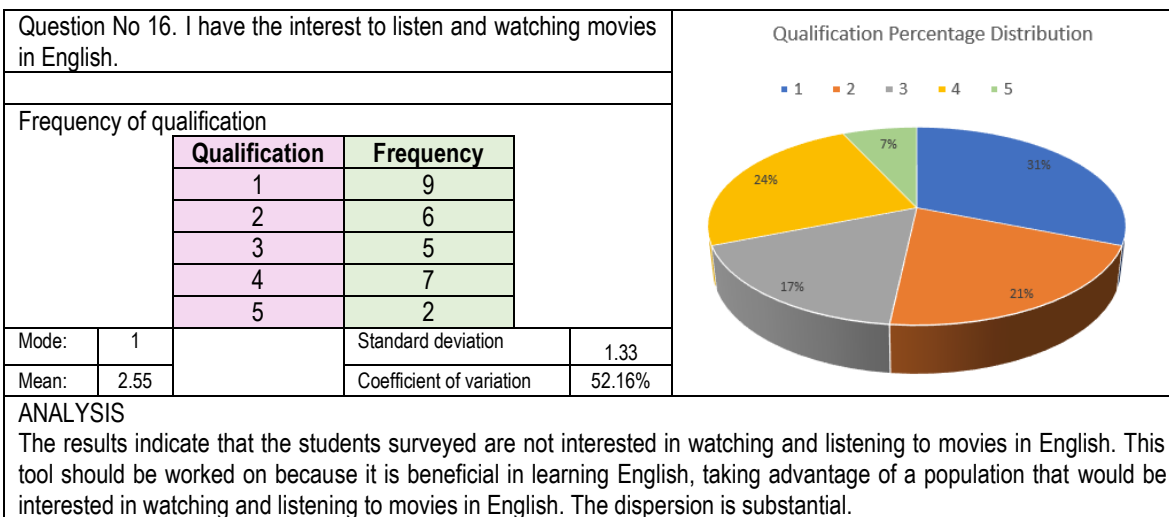




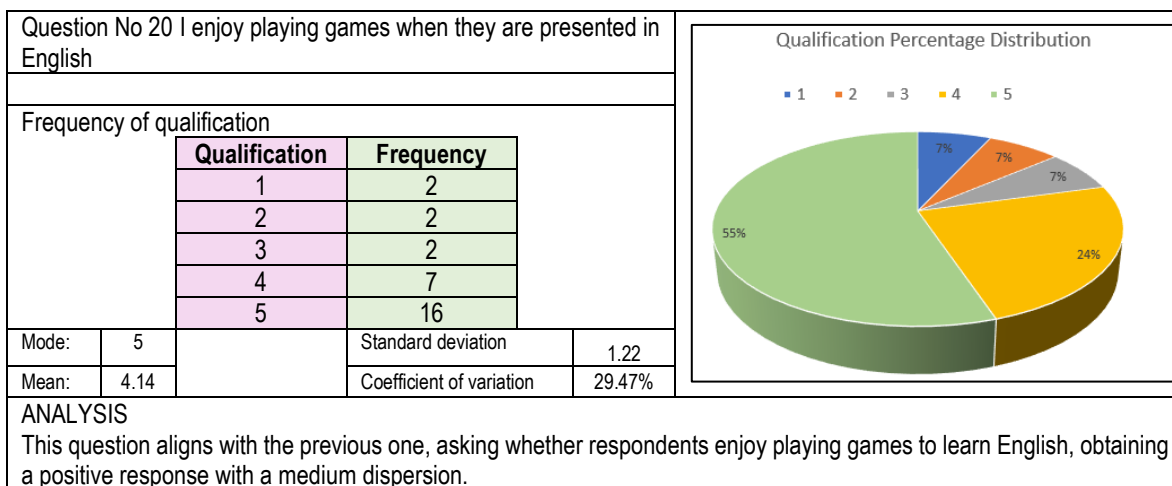
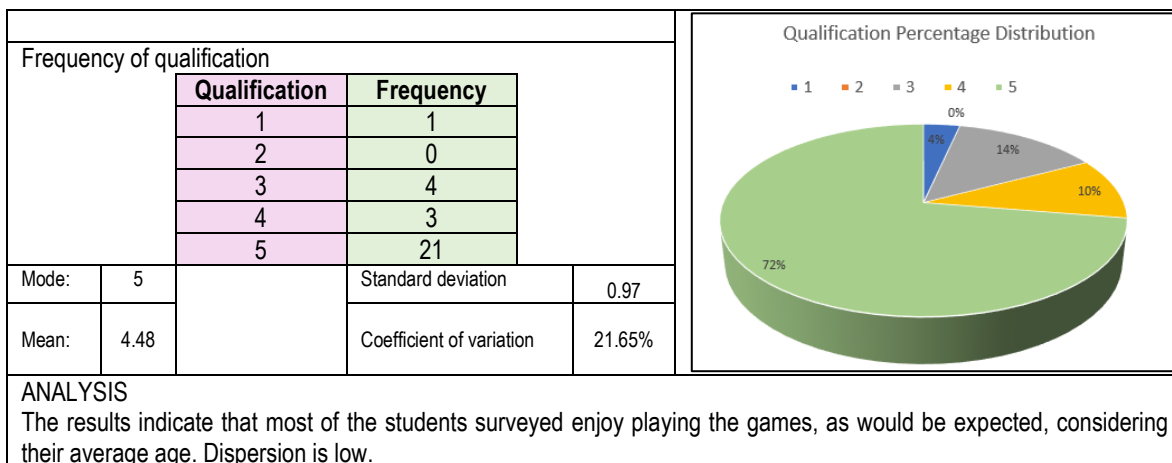








Question No 19 I enjoy playing games	
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In conclusion, most of the respondents recognize the importance of English nowadays, and as preferred tools are listening to music and enjoying games in English. Respondents should be encouraged to watch and listen to movies in English and to readings which are handy tools to acquire skills in the four skills of the language (reading, speaking, listening, writing).

Interviews and the students` journals

Those tools gave the following results and they will be analyzed by considering coding related to emotions, motivation, English learning, and their relation to the students` cultural aspects and context. Each activity will be analyzed to get a better understanding of the research.

Students` interviews.

Activity 1. Celebrations

In this part, 12 students answered the questions made by the teacher related to how they felt about the activity. According to their answers, they all said that they liked the activity. They

learned about other countries, cultures and holidays. One of them affirmed that he did not understand the activity, but he liked it. And another one was surprised because of the traditions he did not know about other cultures. He sees English as an opportunity for his future. This way, emotions were present in the answers as well. Some of them felt sad because they remembered moments from their families, and others felt some joy which helped them explore those feelings. They think they can learn through this activity because it can remain in their memories and is different from other topics. One of them quickly saw English. One of the girls felt some peace about Christmas and some joy about birthdays because she remembered some moments from her childhood, but she did not learn because of the pronunciation. They said that these activities must be regular in the English class. They considered the more entertaining, the better. At the same time, they named the word interaction. They remarked that interacting with their partners is one of the best ways to learn. Another aspect they talked about was the interaction not only with their partners but with the teacher. Some of them considered this aspect necessary. One of the girls said that the holidays presented were not that important for her, but she learned about other countries through the activity itself. One of them said that it could not be just theory. It is a crucial aspect for her if she can reflect on herself. Finally, one of the students said that she has tried to learn English in other institutions, and he saw English as complex because of the grammar they provide all the time. But here, she tried to learn when the teacher spoke in English, and she did her best to understand her. She felt that the teacher reinforced what she knew. Therefore, now she perceives English not as difficult as it seemed before.

Activity 2. Music

Most of the 12 students who responded to this part liked the activity because they could learn through it. They said music is one of the best ways to learn and practice English. One of them said that it was an exciting activity because she did not know about English music and now, she is interested in it. She affirmed that the class was very entertained. So, she likes the English class very much. One of them considered that the type of music the teacher presented was suitable, but after the exercise, she felt pretty anxious when she tried to understand the lyrics of one of them. She thinks she can learn English without considering this specific moment because she is aware of the importance of English for her future. She remarks that the teacher helps her to be less anxious about English. She feels the difference compared to other English teachers she

has had. Another student affirmed that she was lost with some of the songs because she did not understand the lyrics. In other pieces, she explored some emotions. Therefore, she thinks she can learn English if she is motivated. She wants to have more music in the English class because she can learn words and know how to pronounce them. Another student felt much better than in the first activity because she loves English music and has learned through it. Another student felt relaxed, and she tried to feel every song. She felt motivated by the activity, and she thought she could learn a lot by listening to them. Another one likes music and English. He said that he practices English through different online readings and that his mom encourages him to continue doing it because she particularly loves English. Finally, one of the boys said he was lost with the activity and disliked music.

Activity 3. Videos

Most of the 12 students explored their emotions with the activity. They felt sad sometimes, and they felt happy with others. They reflected on the situations presented in the videos. One of the students thinks she cannot learn through the videos because she cannot understand them as she did with music. Maybe with some help, she could do it. Another said that some of the videos taught her about values and controlling emotions. Content helps her control what she can do, and she thinks she can learn English and how to pronounce some words through the subtitles on them. One of the students affirmed that watching the videos and images and listening to them can help him learn English. One of the ninth-grade students felt motivated, and she thought the activities were different. She observed that her partners were more attentive. She likes what the teacher proposed. Another girl liked the activity because she could practice English while listening to other people talk. One eighth-grade student felt inspired to do things she thought she could achieve. One student of the same group felt a little bit sad because of one of the videos, and he could reflect on some attitudes. But he did not learn that much. He said he doesn't like English because he wants to be a soccer player, but he knows he must learn the language. One of the curious interviews in this part was one of the students from another school and the year before from another country. She spoke about the number of hours over there, and that making the comparisons with the other schools in the city, she likes English here, in our school. She said that the teacher uses a different dynamic, and she speaks in English. This situation makes her think more in the second language. She felt that virtual activities in the other

institution were not explained that much. She thinks classes like this year help her to understand better. Talking about the specific activity, she felt terrible because of some videos. They make her reflect on some situations, and she thinks she can learn English through them. Finally, one of the students felt motivated by the videos and the activities. She perceives English as a way to gain economic stability, and she thinks she can travel if she knows the language.

Activity 4. Stories

According to the observations made by the researcher, this is the activity with more positive comments from the students. All of the 15 interviewed students liked it. One of them affirmed that she could meet herself a little more and felt motivated. She did not see some of the positive aspects some of their partners wrote about her. She said she learned some vocabulary, considering that her partners need more positive words in their lives. One of the ninth-grade students feels relaxed toward English, and he thought that some of the presented stories bring him some memories from his childhood. He felt positive when his partners wrote positive things about him. And this is good because he tends to see himself with negative aspects. He has learned English through the activities, and he perceives the teacher calmed and relaxed. He said that when she needs to be respected, his partners know how things work in the class. Another one said that he recognizes in himself just negative things and to develop the activity related to the strengths was tough. He argued that his learning of English is little. It is easier for him to learn English with images. One of the eighth-grade girls felt strange because she did not think her partners had this perception about her. She feels that she did not understand English before but now, and with these activities, she understands and learns about emotions most of all. Another one said the exercise was fun. She argued that in other classes, teachers do not interact with them. They explain or ask, and they have to answer. Here, they can have interactions with each other. In another aspect, she feels she can overpass her difficulties. She thinks she is not a happy girl, and writing about her strengths was very difficult for her to accomplish. She learned just a few things, and she is aware she needs to put them into practice. On the other side, she observed some of her partners anxious about the activity because they did not know some of their positive aspects. One of the students said that he linked emotions with English and felt good writing about his strengths. He argues that now he loves English because of the activities and with them he wants to know much more about it. The girl from other school mentioned above

added that qualities depend on the person. She said she likes to write about positive aspects, but she did not learn much because she used Google Translator. She thinks activities can help her reinforce English because of the teacher's dynamics in her classes. Those are different from the ones she saw in other schools. These aspects motivated her to continue learning. Another girl felt good compared with other subjects because some teachers do dictations and they have to write a lot. Everything seems to be boring like this. In the English classes, they can talk and give their opinions. She thinks that in this class, positive aspects were done. She believes that learning English is like opening another world when she is learning English. It could open doors to the world. She thinks she can help other people through the language. Finally, some students said that the activity was exciting and they think nothing is impossible thanks to the video they saw about Hellen Keller. They could reflect on their own life. They enjoyed the activities as well.

Activity 5. Food

All of the interviewed students liked the activity. One of the girls said that she enjoyed cooking because of the memories she had from her mother. She saw her partners motivated by the activity. Another said he cooked just as an obligation, but he loved the activity. Another one said that she loves cooking, but her grandmother does not allow her to do it at home. He felt she could learn through these types of activities. On the other hand, she has changed her view of English. Last year she thought it was challenging to learn it. Now it is different because of the activities. She wants to leave the country someday, so she wants to learn it. One of the ninth-grade students felt nice, and he considered it interesting. He thought he knew some words, and he sees them differently now. Another felt a little scared because he had to prepare the dish for the contest. He felt he was a friendly person with the rest of the activities. To know the positive side of his partners is a kind aspect to explore. He added that he tried to write in English and liked it. Another boy said that working with food reminded him of his mom and his grandmother. He just learned a few words because he did not pay attention. He feels the difference with other classes and other teachers because they came to the class like “robots” to write and dictate. Contrary to these classes, they can interact with the teacher and share emotions. He said this class is different. Finally, one of the students felt good because he connected the course with his grandmother. All the sensations were positive. But he felt anxious because they were competing for the best dish. At the same time, he learned some words because the teacher speaks in English.

Another eighth-grade student affirmed that she liked the activity but did not learn much because she prepared the dish. So, she focused her attention on the activity itself. A student added that she could prepare some food and loved English more than before. Another one said that she accomplished the goal because she prepared the dish, and she learned some words and instructions related to the recipe. One of the boys said that the recipe gave him another option for his breakfasts, and he knew some English. He talked about how much he loves the language because he can see it in the literature he reads, the music he listens to, and the video games he plays. Ninth-grade students talked about their emotions in the way they remembered some of the members of their families. They learned some words related to the recipe, and they felt good. One of them affirmed that the recipe without the preparation and a simple photocopy wouldn't be the same. Another one talked about the collaborative part because they interacted, and each one of them did their part.

Activity 6. Games

In this activity, eighth-grade students liked what they did. One said that she learned English mainly when they played with Quizzz and Kahoot. The competition allowed her to focus on the words and sentences. The other one talked about teamwork and that some emotions permitted them to work efficiently. She affirmed that she likes English more than before after the proposed activities, and now she watches movies and listens to music in the language. It is necessary to point out that the teacher perceives her as more concentrated and focused on the class. Another one felt happy with the activity because she is a competitive person. She said that the games allowed her to respond and focus on what she did. She looked for some information about the games in English and said that she liked the whole project because she interacted with her partners. One of the boys remarked that the activity where they needed to show their changes in the game was a disaster because they did not organize themselves appropriately. Besides, their partners were not that collaborative with the activity when presenting it in the P.E. class. He felt he learned with electronic games because he is very competitive. Ninth-grade students liked the activity too. One of the girls said that she wanted to create and change some of the rules of the games and that she learned with the whole project because it was different. She noted that it was not only to look at the board but also to write or listen to the explanation and write again. She remarked that it was didactic. The other one felt good because they won the game, but she felt

anxious because they were competing. She affirmed that she learned some words, and now she realized how to write and pronounce some of them. She thinks that the project was unique and different because it was not just a dictation but interaction and creativity with their partners. She shared some values. They laughed and talked with them. She said that some of the activities helped them remember some values and reflect on some actions. Another one said that with Quizizz and Kahoot, she learned some words and had fun with the project. She said that she was a little bit sad because it had finished. The last student said that he liked electronic games, and through them, he reinforced what he knew about the proposed topics. He liked the recipe the most and the games because he interacted with his partners.

Journals.

This tool will be analyzed according to each activity and taking into account 15 diaries provided by the students.

Activity 1. Celebrations

Emotions are similar to those in the interviews. Students wrote how they felt about the celebrations but did not write anything about the activity. They remembered the traditions around them. Some of them wrote about how the songs produced sadness. They talked about those gifts they never received on their birthdays or Christmas and how this situation made them feel sad.

Activity 2. Music

Their impressions are very similar to the ones they provided in the interviews. Emotions changed according to the songs provided. Students wrote emotions like happiness, joy, sadness, excitement, and others. Some of them wrote their impressions about the videos and the song lyrics. They did not report if they liked the activity or not.

Activity 3. Videos

What they wrote is similar to what students said in the interviews. Their reactions were diverse, and they expressed different motions according to the topics. Some felt happy, sad, and excited with the videos. They reflected on how important values are and treat others respectfully. They consider English an important tool to learn.

Activity 4. Stories

Their comments in the diary are similar to what others said in the interviews. They talked about extraordinary people and how unique they are. They felt motivated because they

could perceive what their partners thought of them. This is the activity that had the best comments.

Activity 5. Food

What they wrote was similar to what they said in the interviews. They especially felt motivated because of the activity. They thought they learned some words and that the activity differed from others.

Activity 6. Games

They had similar impressions in the diaries. What they wrote was identical to the beliefs they had in the interviews. The emotions changed because of the anxiety produced when they organized the games or competed in Quizizz or Kahoot. But this emotion made a better way to respond to the questions presented to them.

Teacher observations

Activity 1. Celebrations

In this first activity, students seemed to be excited about the project. They showed their interest in the activities the teacher was going to present. They participated actively. They expressed their feelings about the two types of celebrations in the world. At the same time, they said how important these dates are to their families. They wrote their impressions about gifts on their birthdays and Christmas. Eighth grade was committed to the activity. Seventh grade followed the instructions and completed the activities, but their interest was not that good. The motivation of the teacher to promote the project influenced the way they developed the activities. It is important to remark that students in seventh grade had some issues related to English. So, the teacher promoted their participation to change their vision towards the subject itself.

Activity 2. Music

This activity helped them listen to music differently from the one they usually have. They listened to 10 types of songs and wrote their impressions in their notebook. Some of them expressed how they felt with the activity proposed. When the teacher showed them the video submitted for the activity, their expressions changed, and they completed the activity without expressing emotions about it. It is vital to remark how important music is to the students of both groups.

Activity 3. Videos

It could be seen that students in eighth grade were more attentive to the videos, but unfortunately, technical issues disrupted what was pretended. In seventh grade, students were focused and did not say any comment on the activity. The teacher did not ask any questions about the activity or during the videos. Reflection and silence were in the ambiance. They respected and stayed calm during the videos. It was the shortest until this moment.

Activity 4. Stories

Students were a little distractive in this activity, but they liked what the teacher proposed. They wanted to continue with the activity. Some fairy tales were unknown to them. In any case, they were attentive to every step in the process. Extraordinary people were something they wanted to explore. Positive emotions were something good for them to experience. One of them said how difficult it was to identify positive aspects in others. They tried to write in English for this exercise. In the other group, the teacher observed them anxious about the positive aspects they had to write. When this part finished, they were surprised by what their partners wrote about them. They wrote these positive aspects and their final impressions in English. Spanish was an option. Both groups completed the activity.

Activity 5. Food

The students accomplished the activity with excitement. They brought the elements to do it, and they talked about how food is present in their lives. They spoke of that particular person they can relate to with cooking and unique dishes for them. The teacher gave them instructions and vocabulary in English to accomplish the class's goal. In the end, both groups expressed their emotions about the activity.

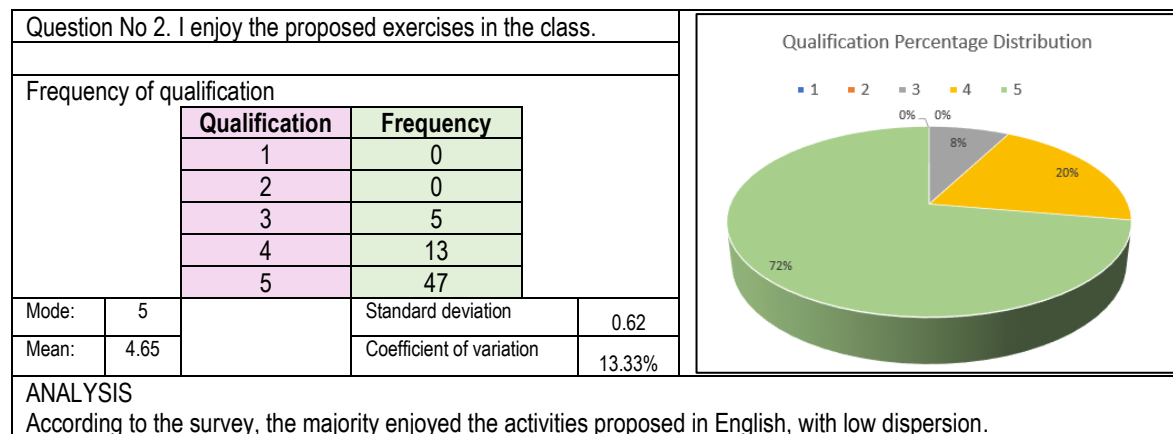
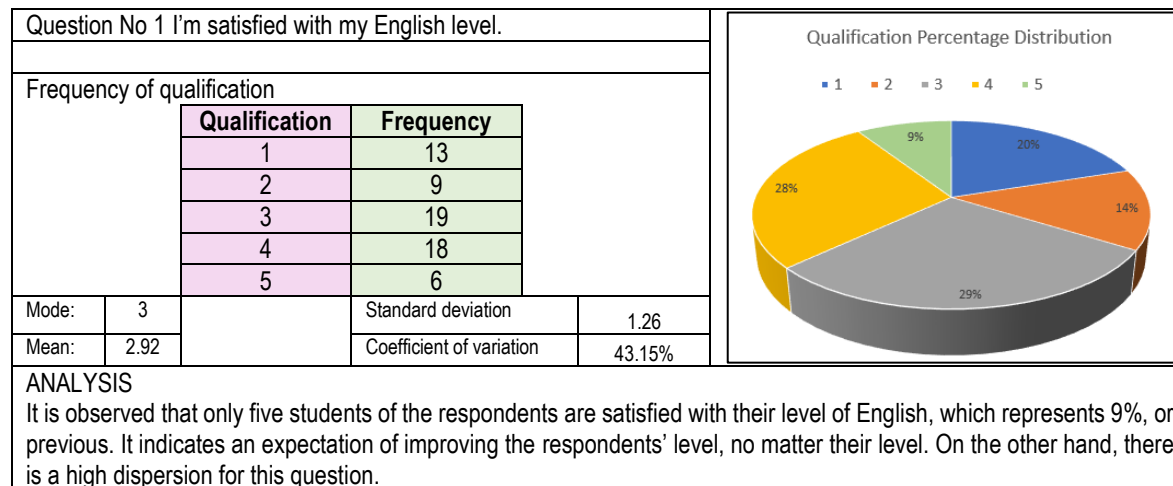
Activity 6. Games

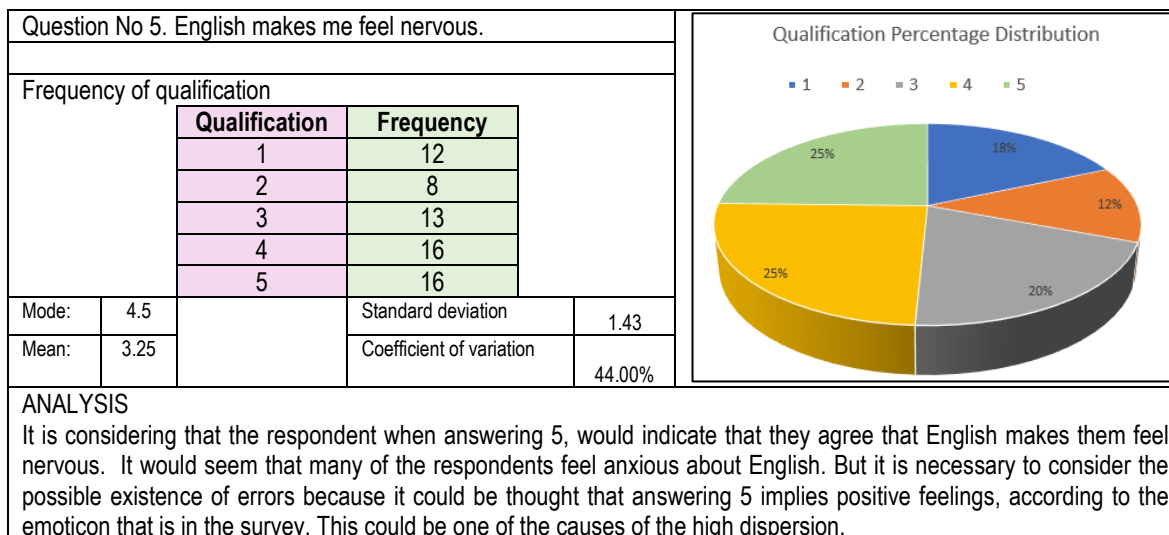
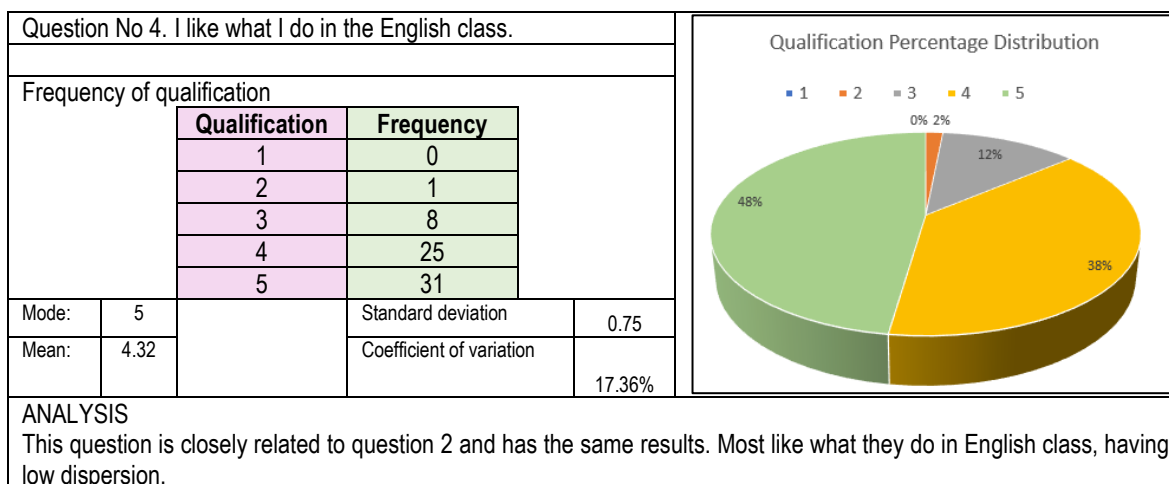
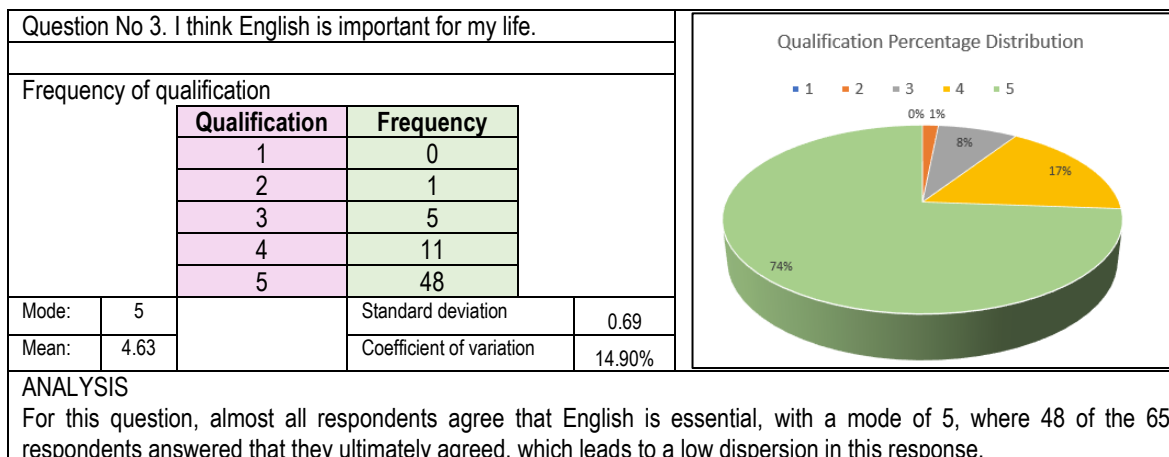
The teacher observed different reactions related to the game. They accomplished the part related to changing the rules of a specific game without any significant excitement. They do not know much about traditional games in Colombia. So, their interest was not that high, and changing the rules was challenging. Their way of reacting to the activity proposed was not that good. In one of the groups, they tried to practice the rules, but they were not that organized to accomplish the goal. Then, when the games were associated with Quizizz and Kahoot, their emotions changed instantly. They showed interest in how to answer every question, and they

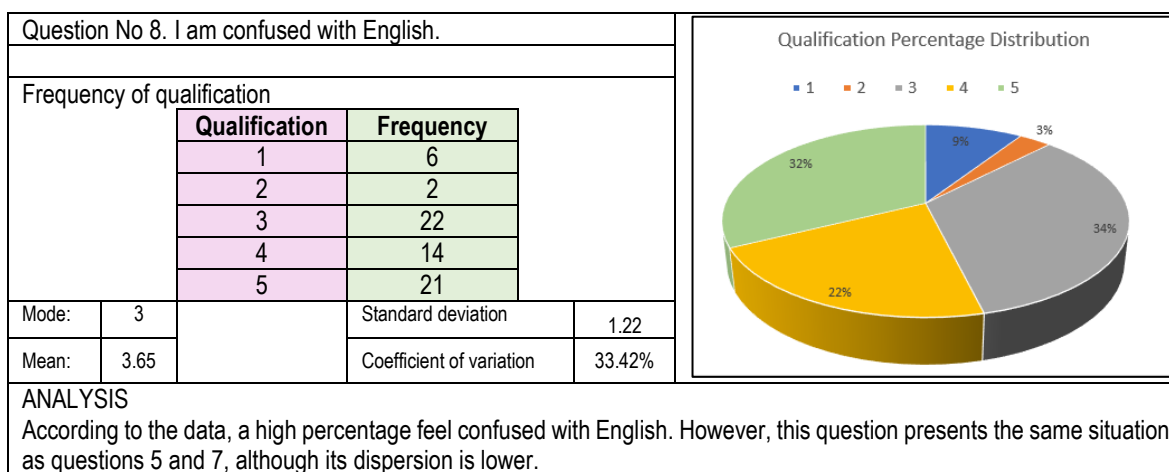
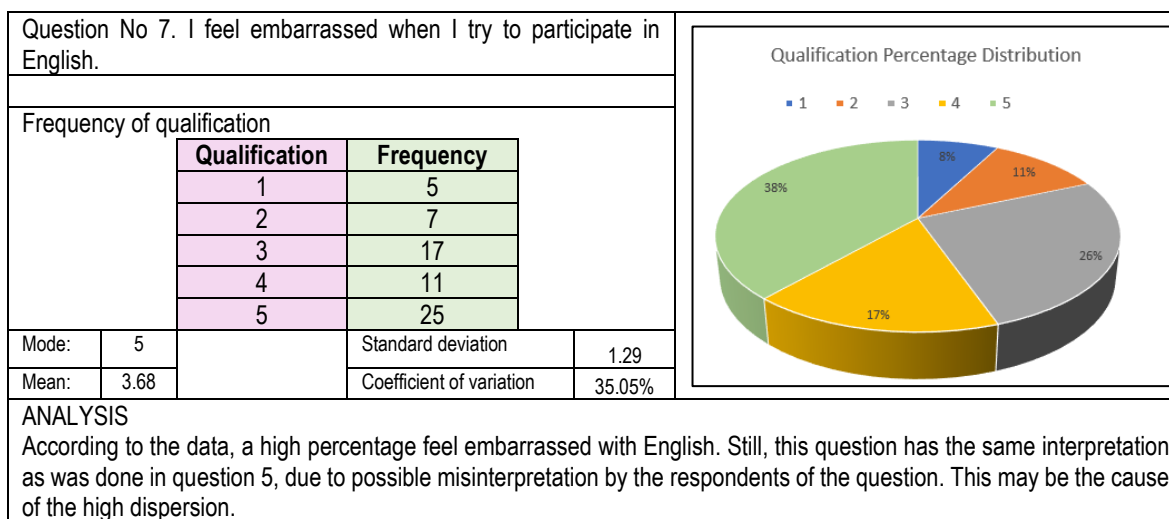
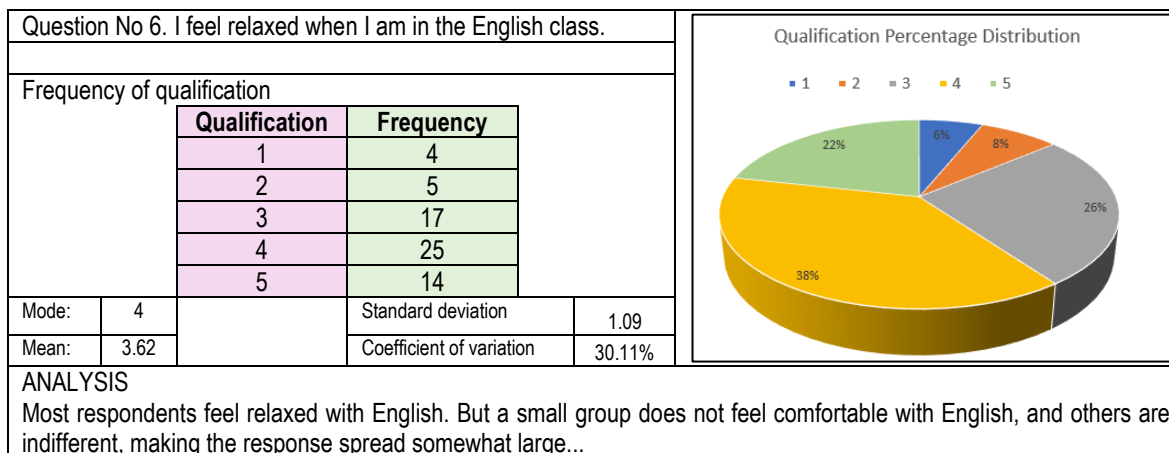
even looked for the answers in their notebooks or on the net to try to answer in the best way possible. Their attention was focused on these types of games.

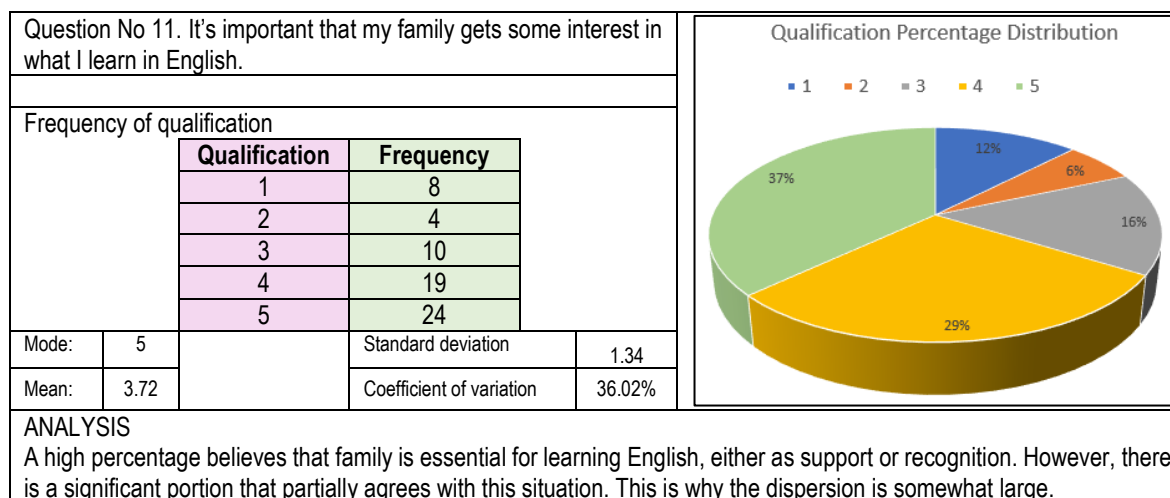
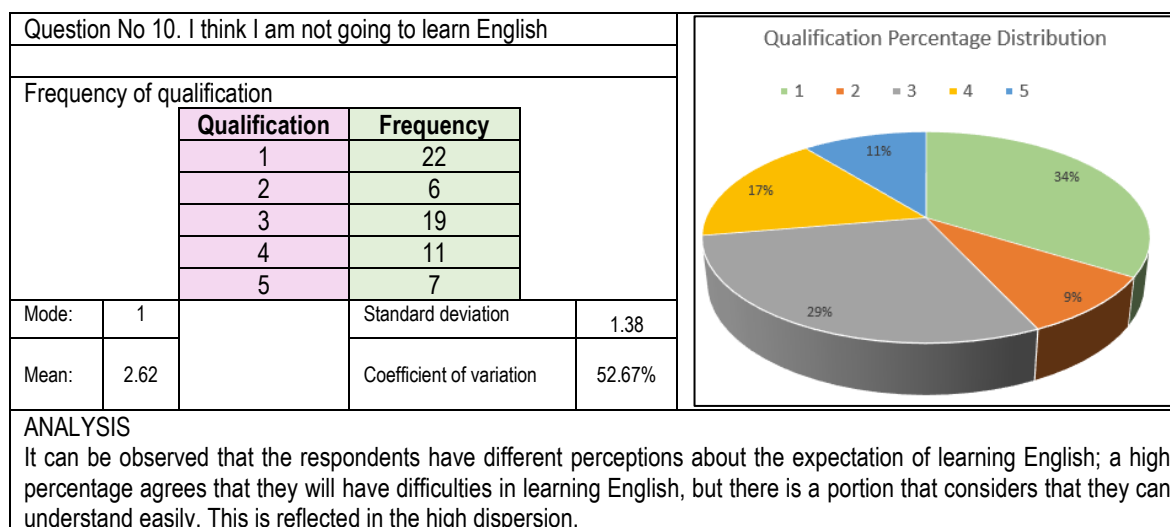
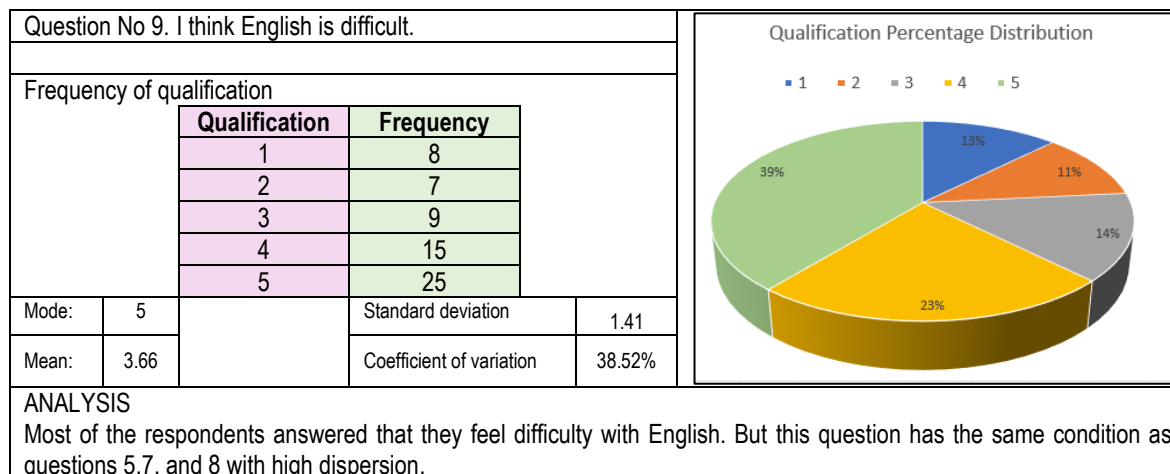
After accomplishing the activities and the teacher's observation, the second survey was developed, and those are the results.

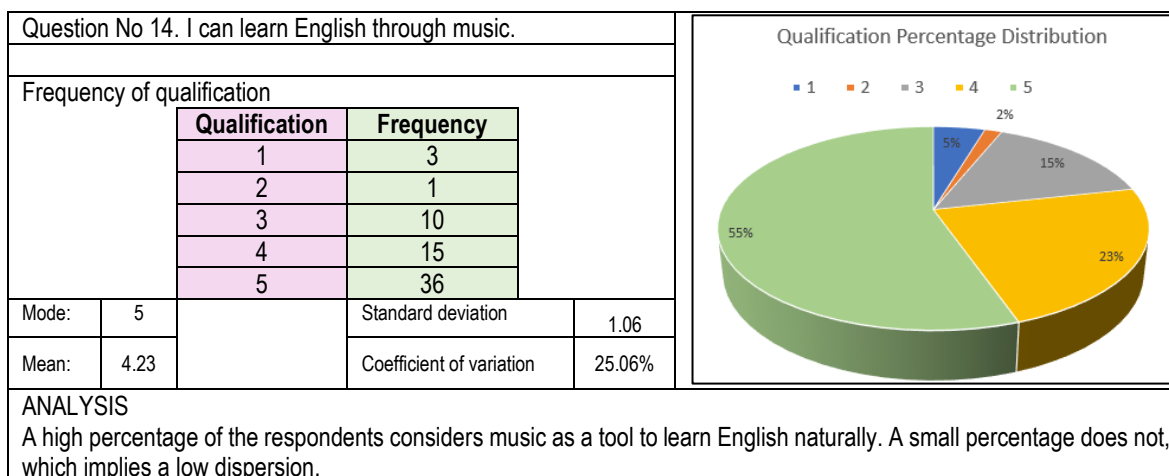
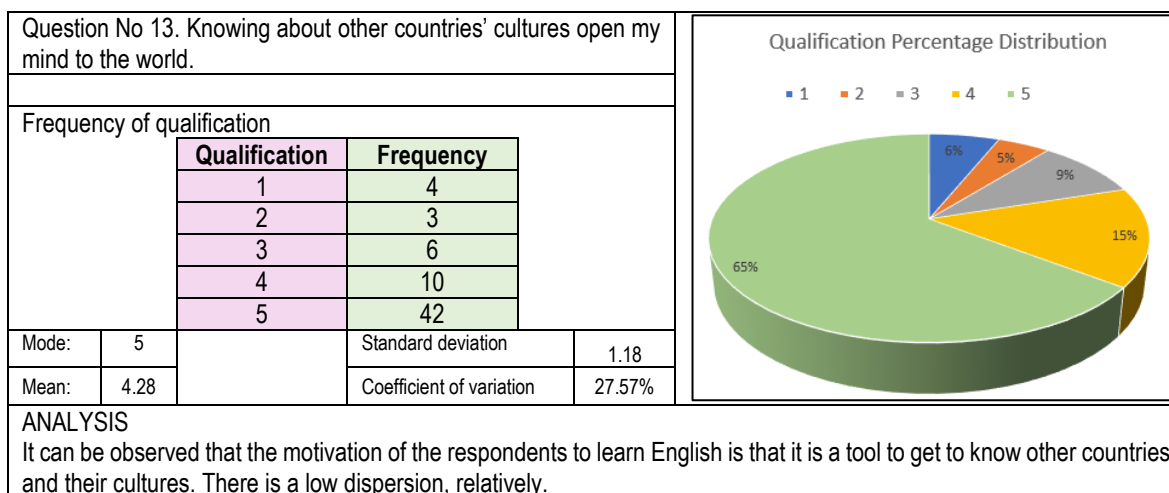
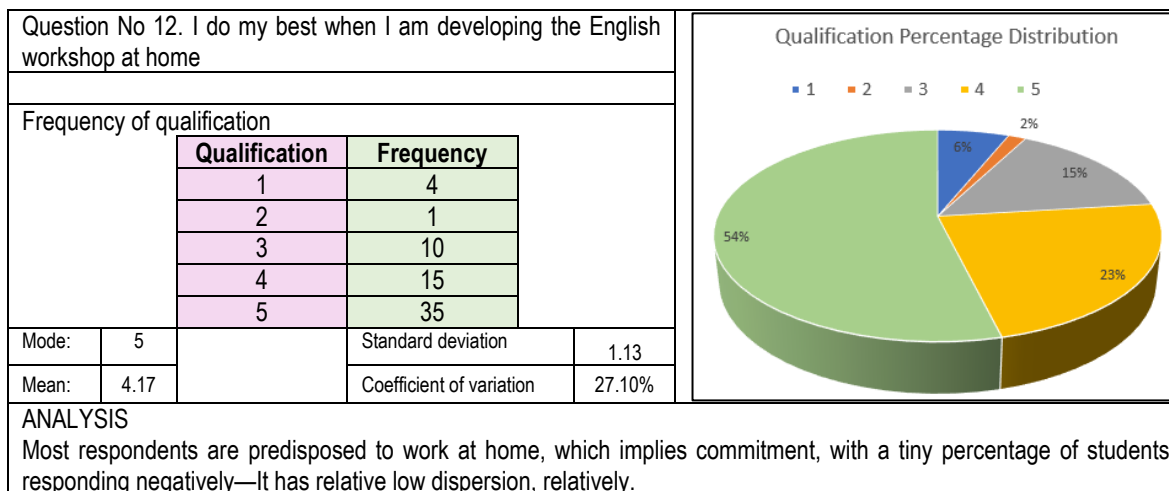
Analysis of survey applied to 65 students on March 10, 2022

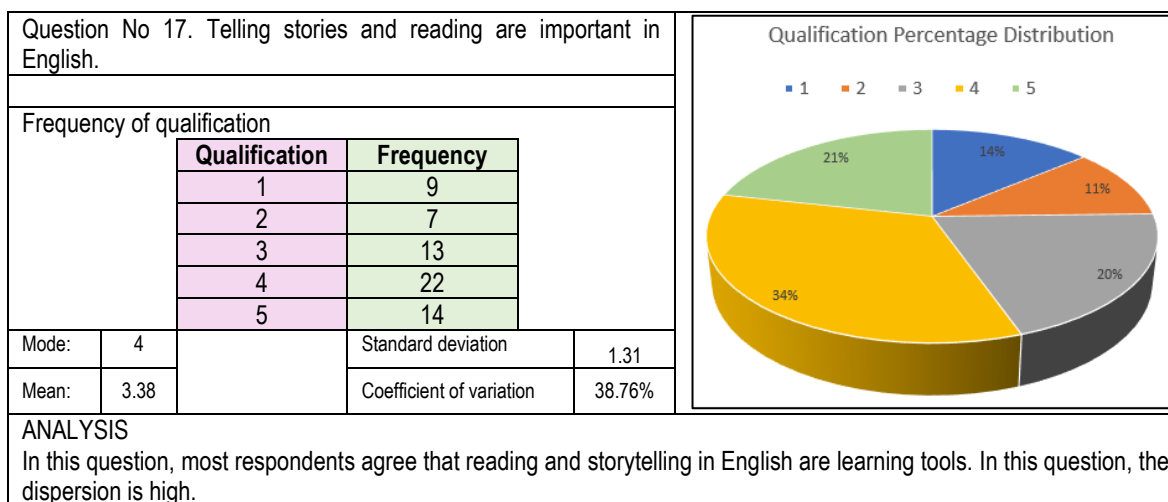
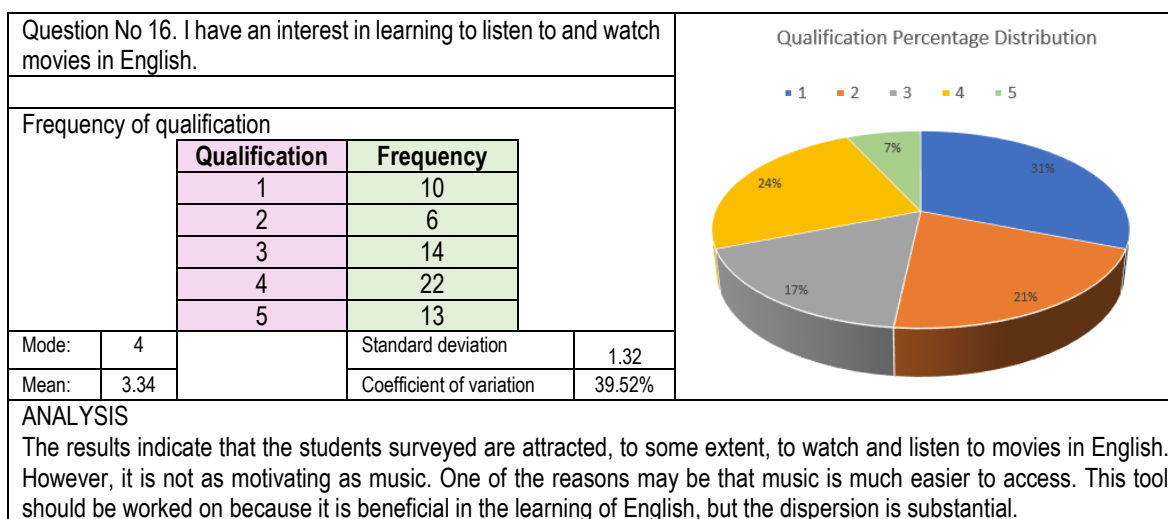
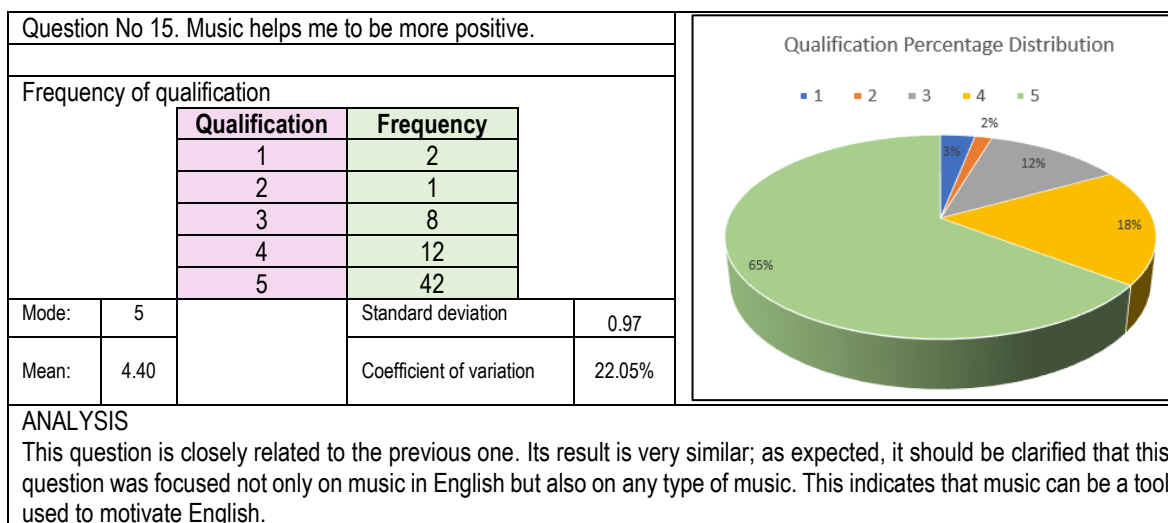


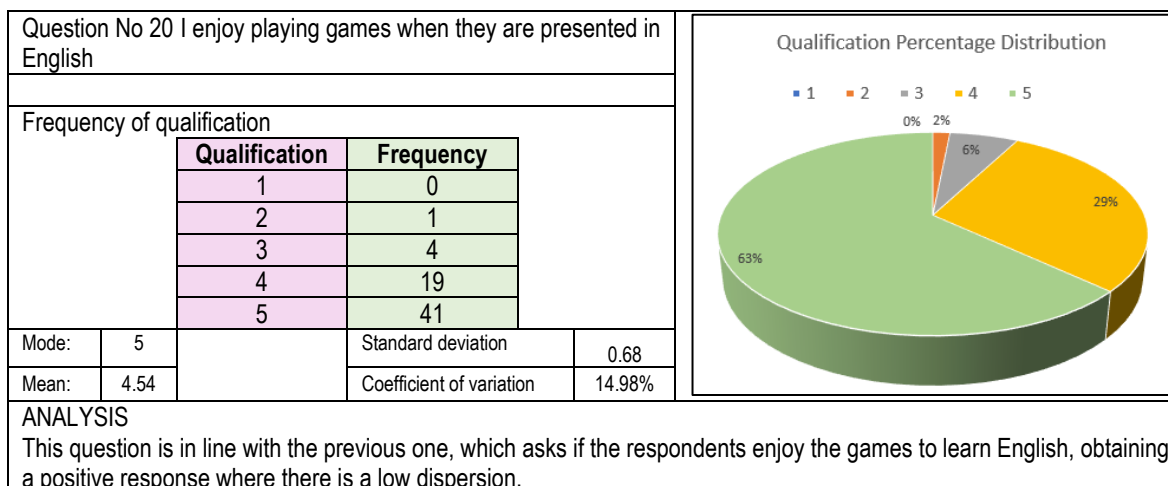
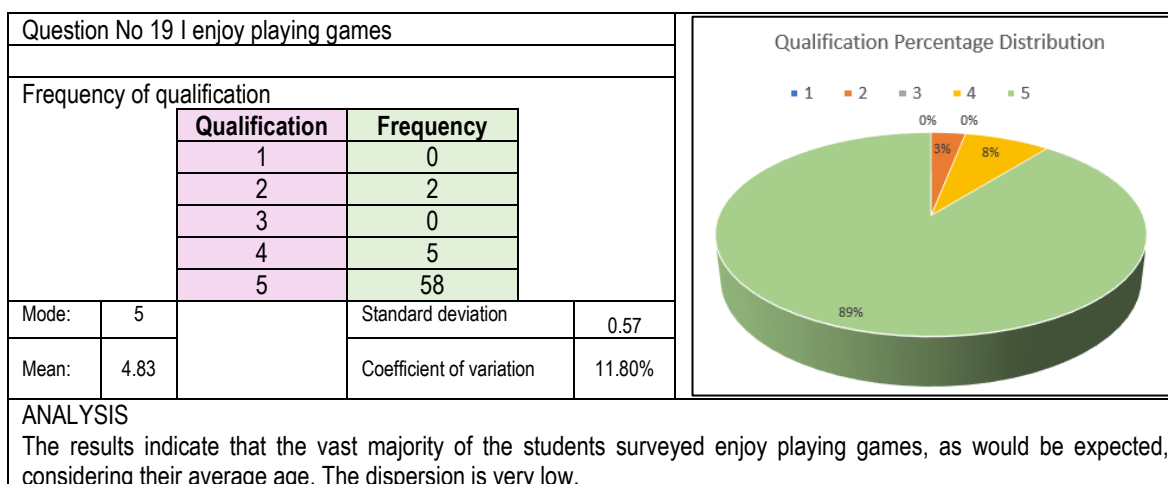
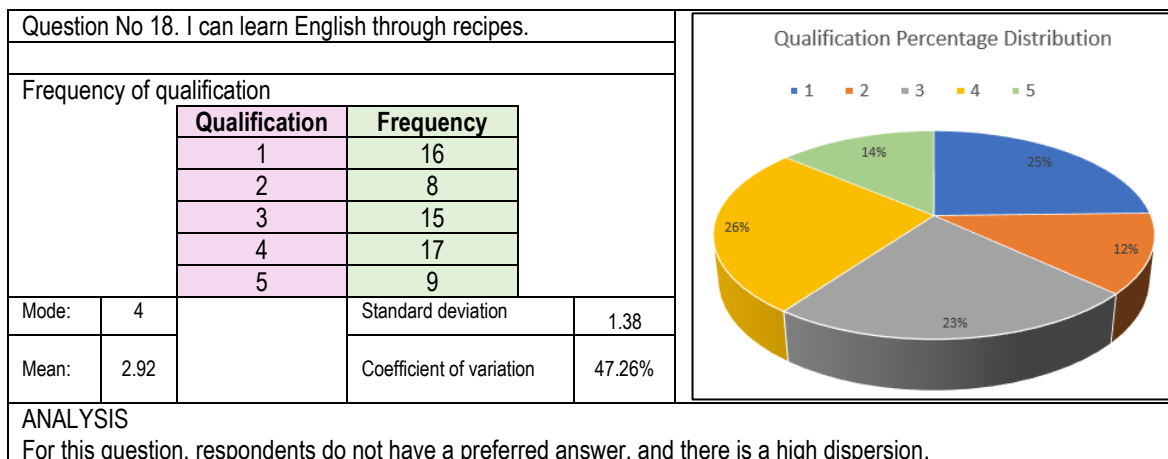








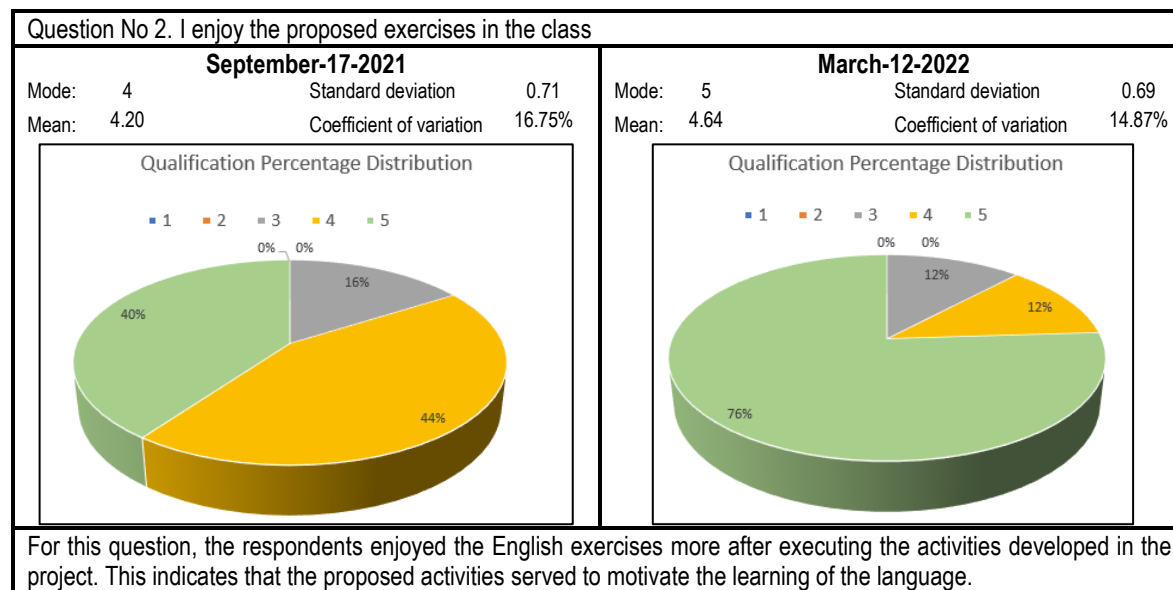
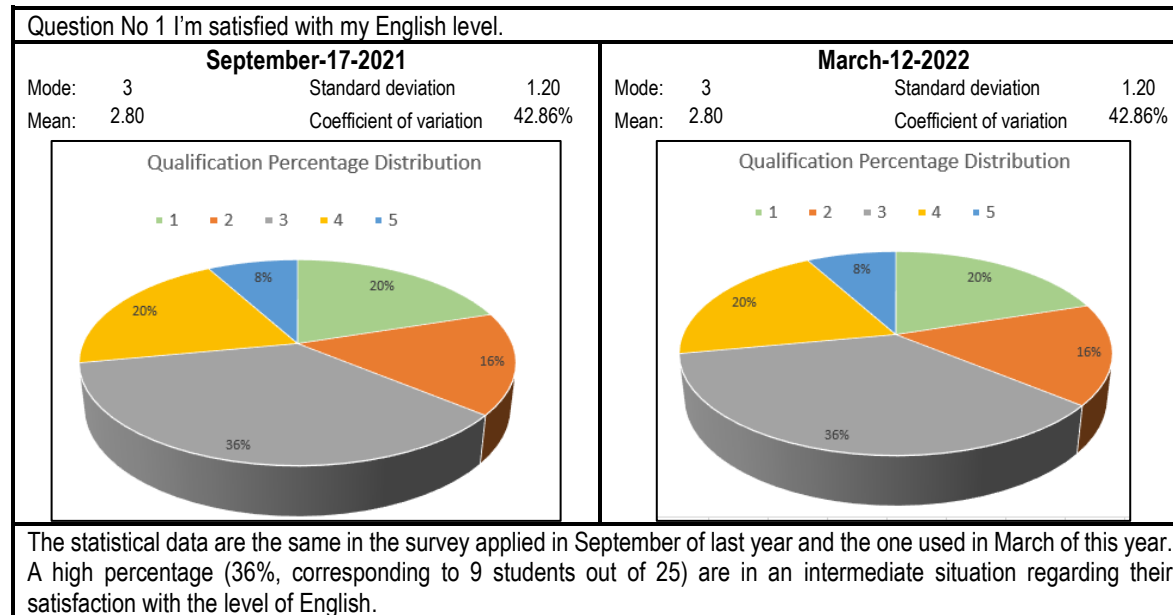


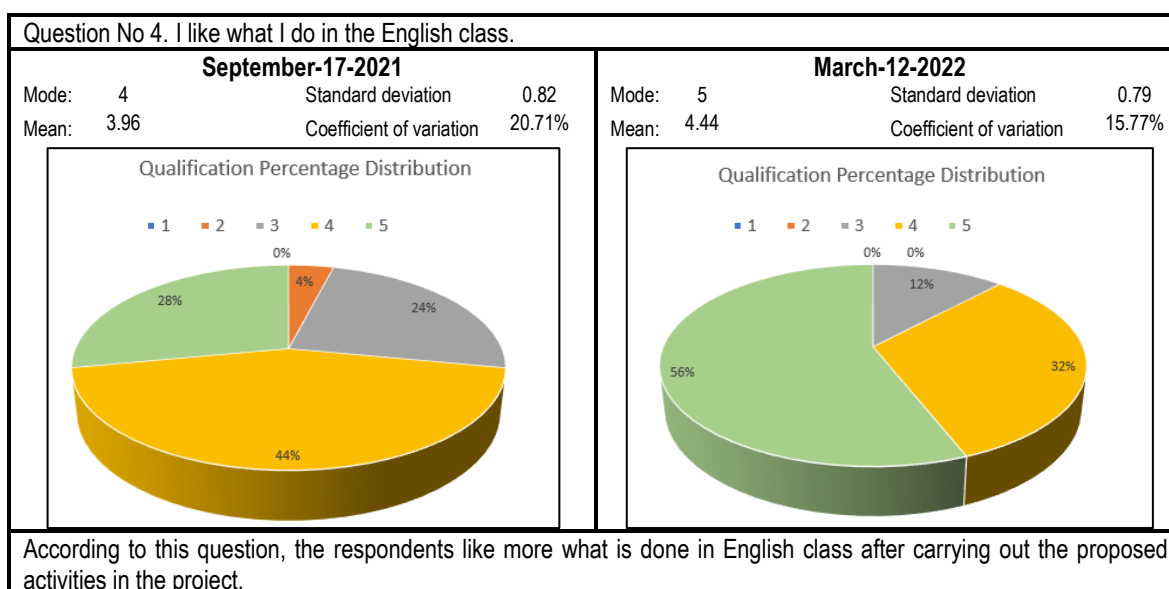
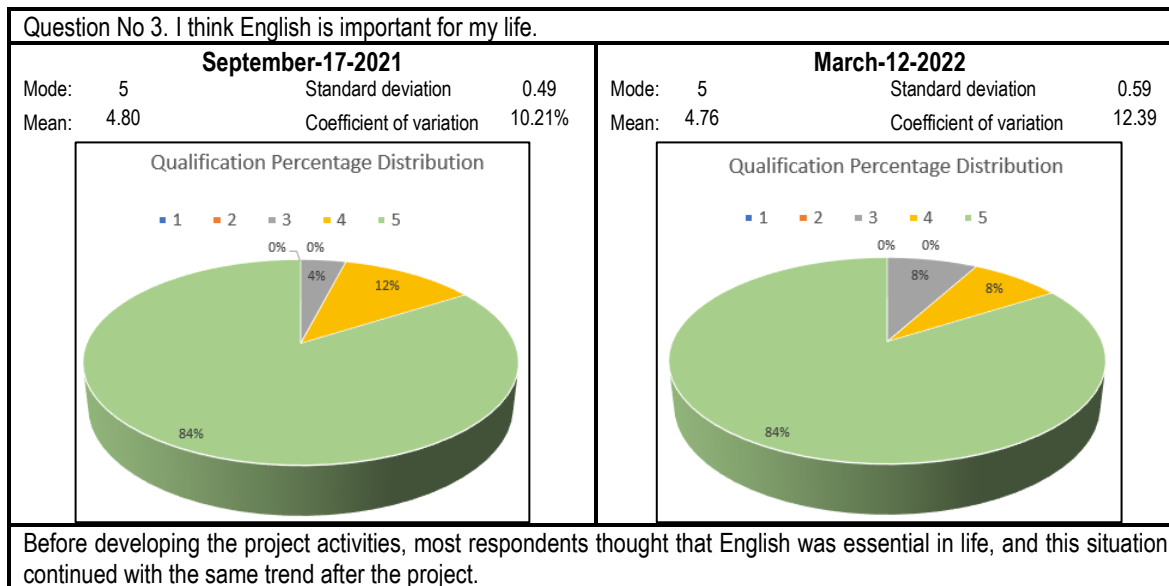


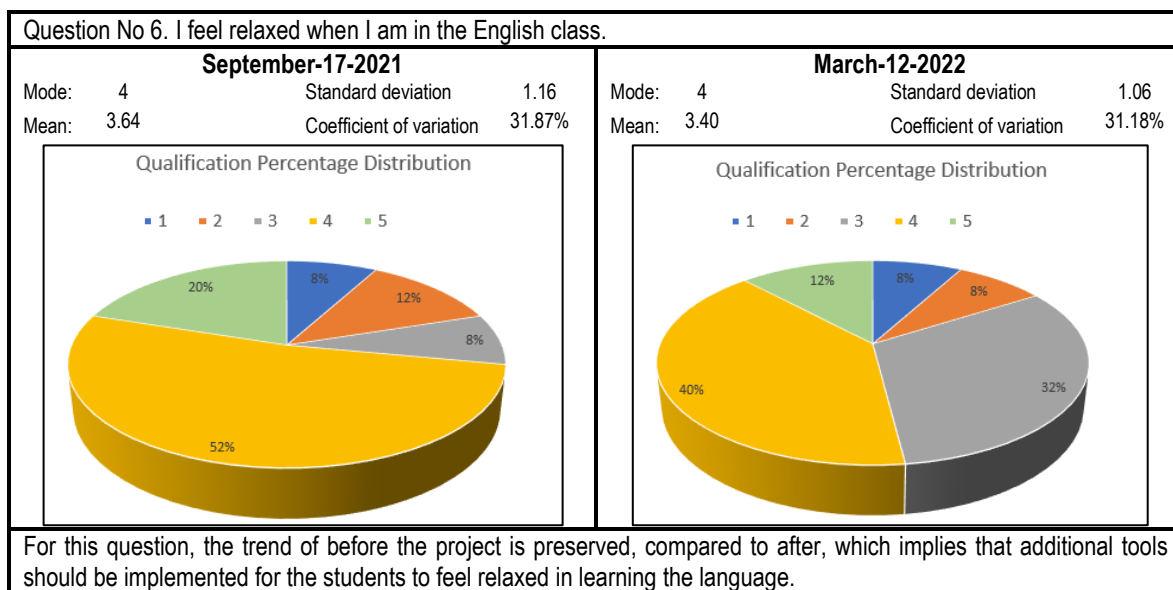
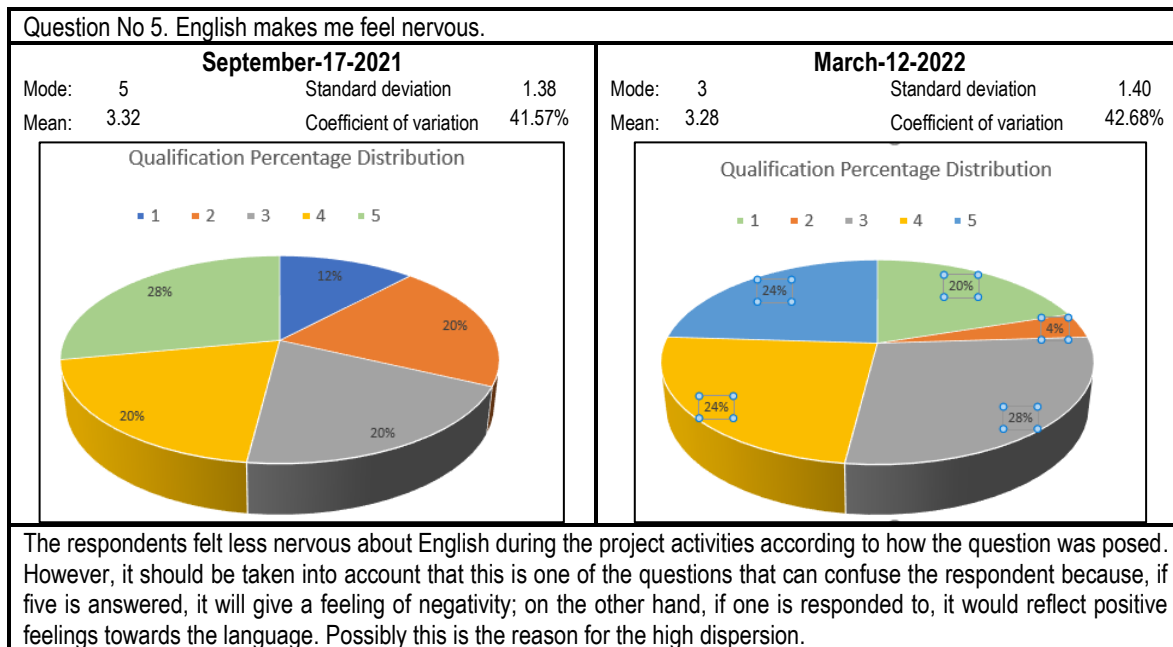
It can be concluded that the trends of the respondents on September 17, 2021, are the same as those of the respondents on March 12, 2022. However, to **perform a more effective**

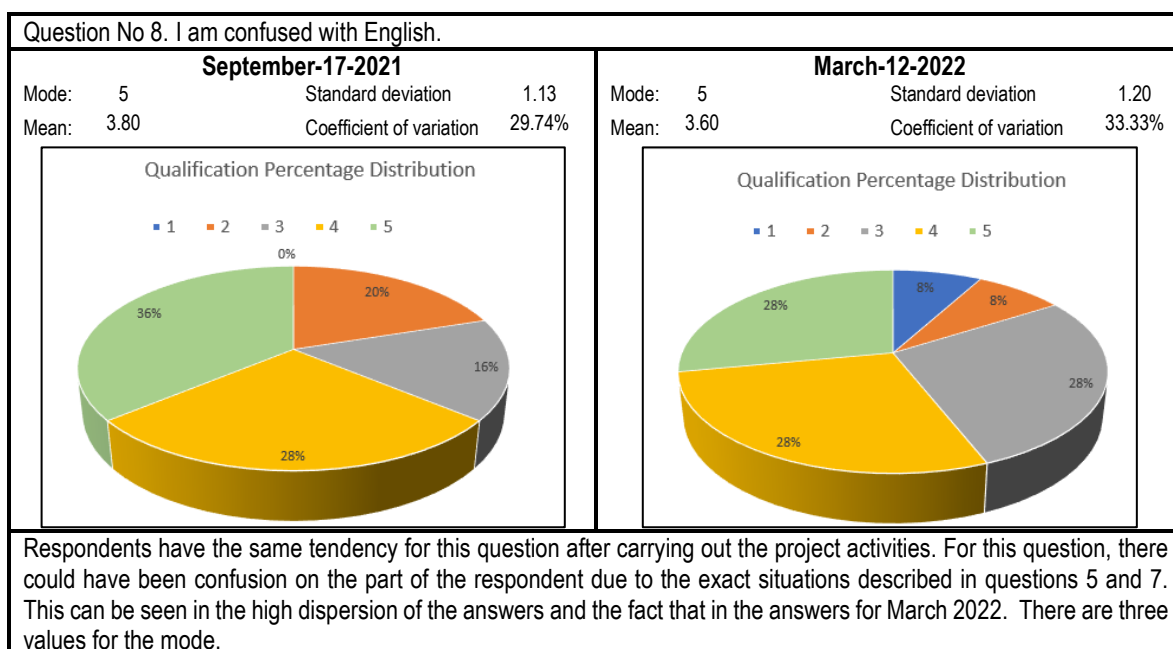
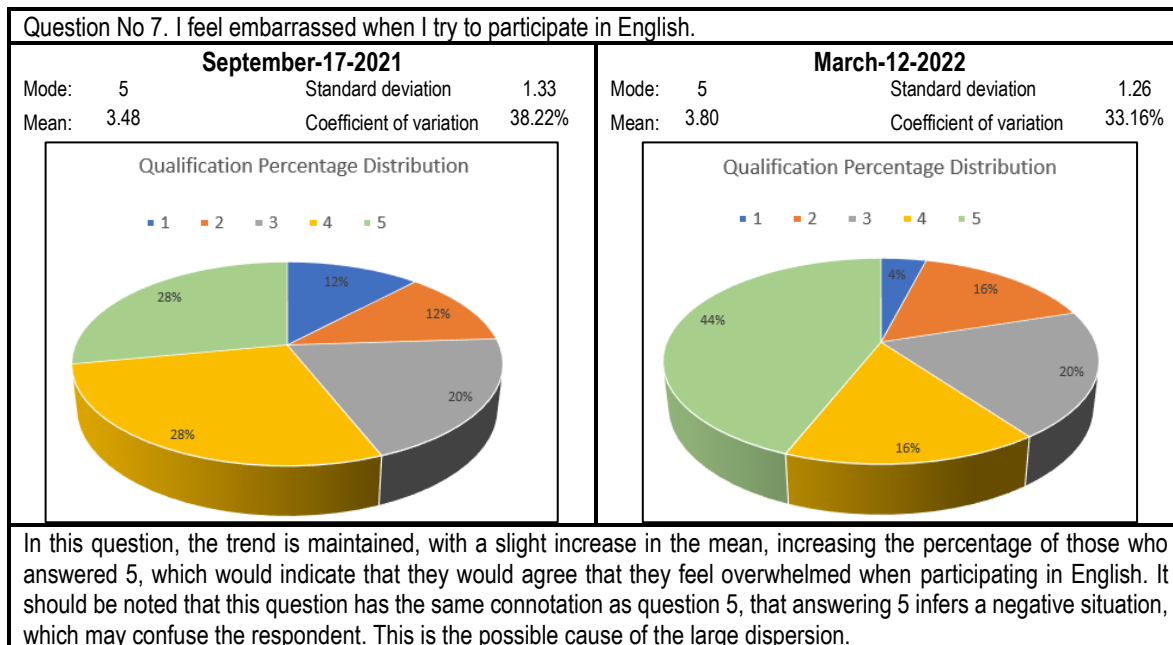
analysis of how the project activities influenced the students, the before and after results of the 25 students during all the activities should be compared, a study that will be performed below.

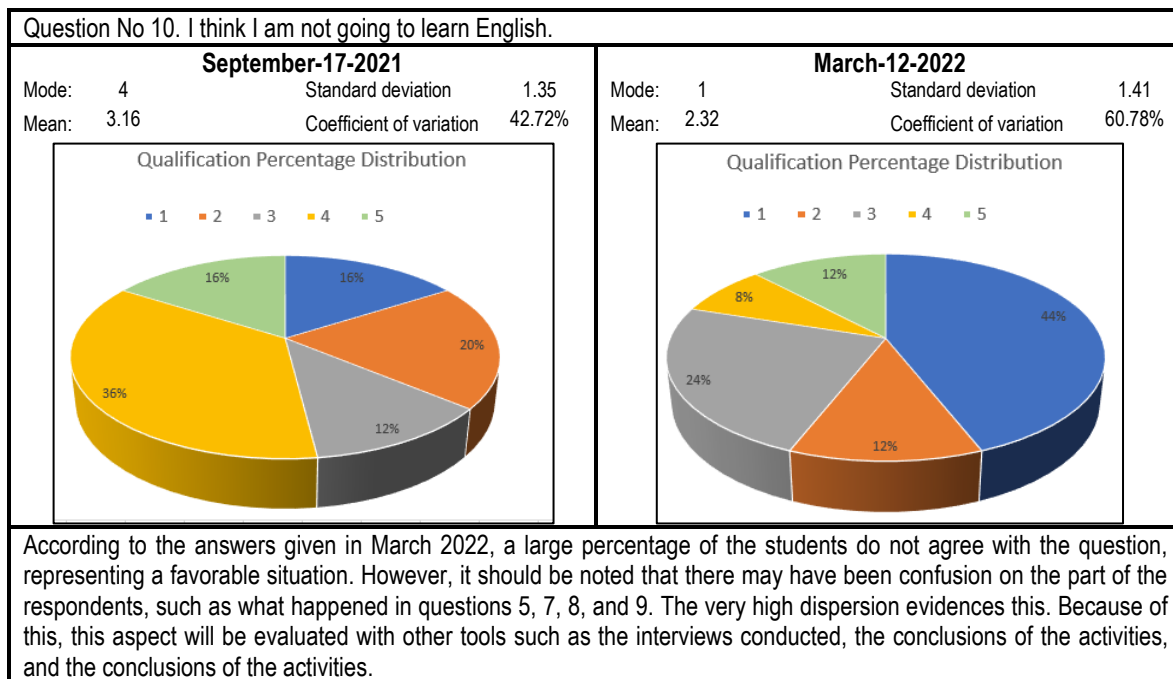
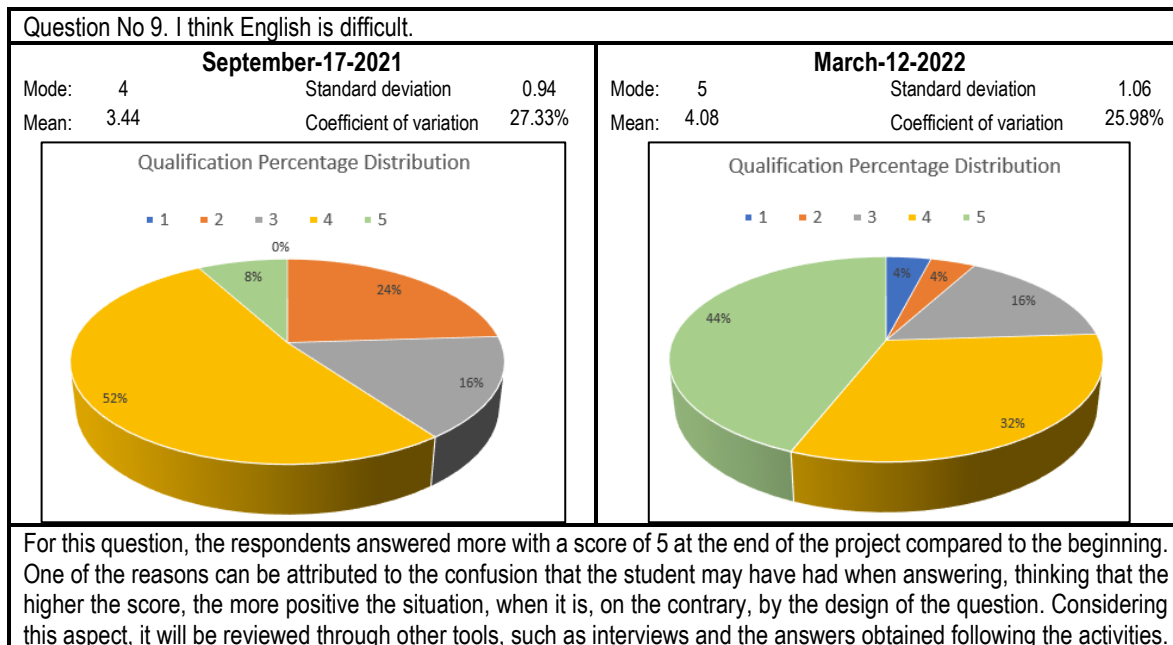
Final Results

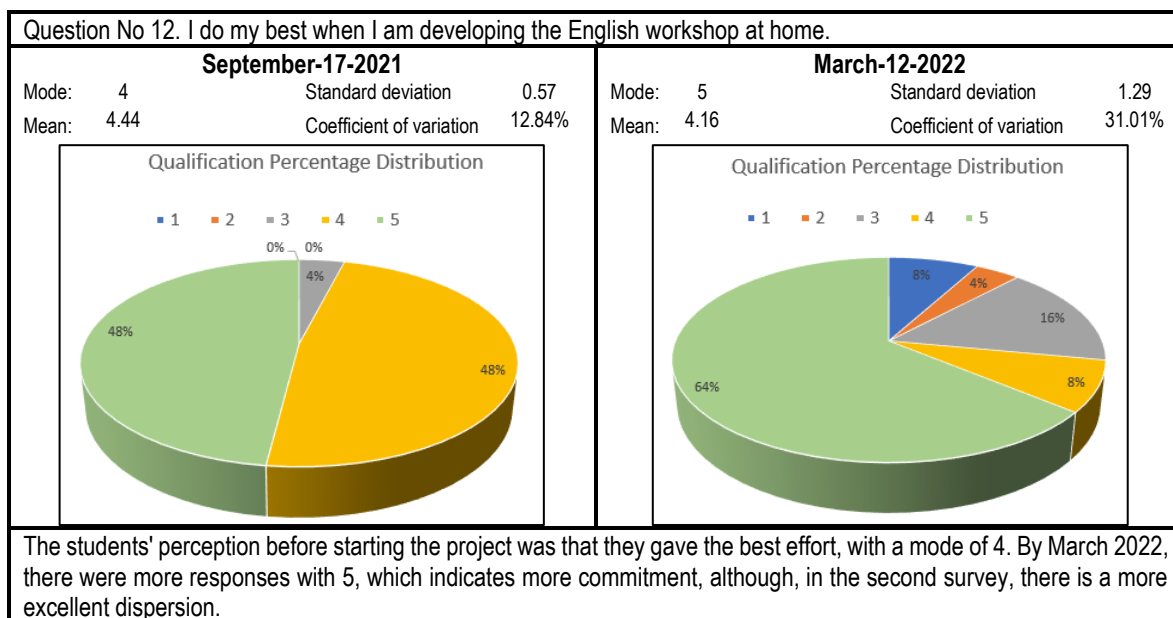
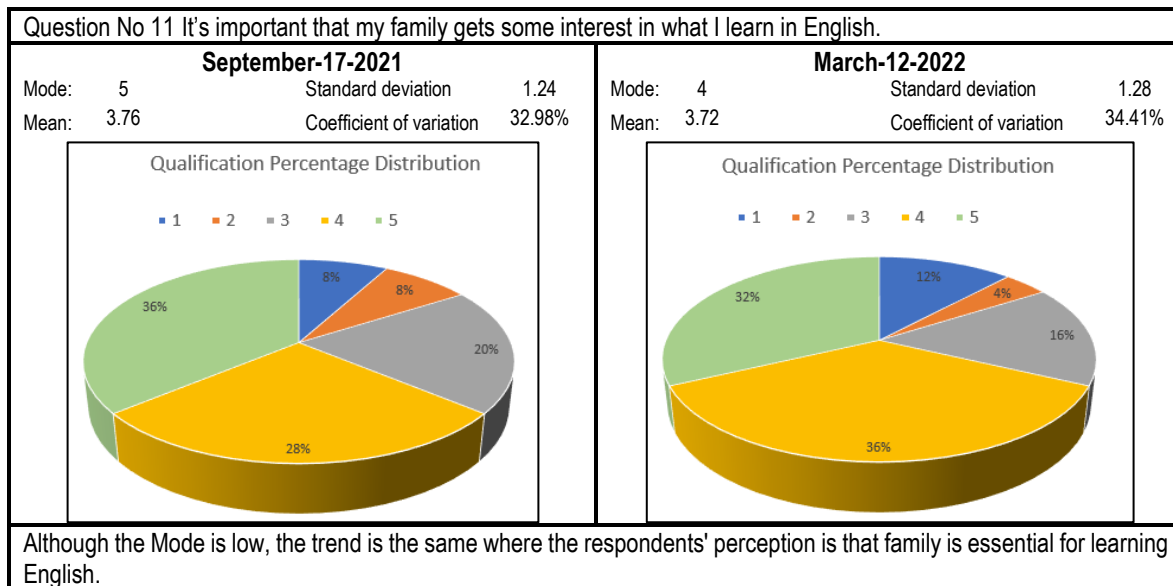


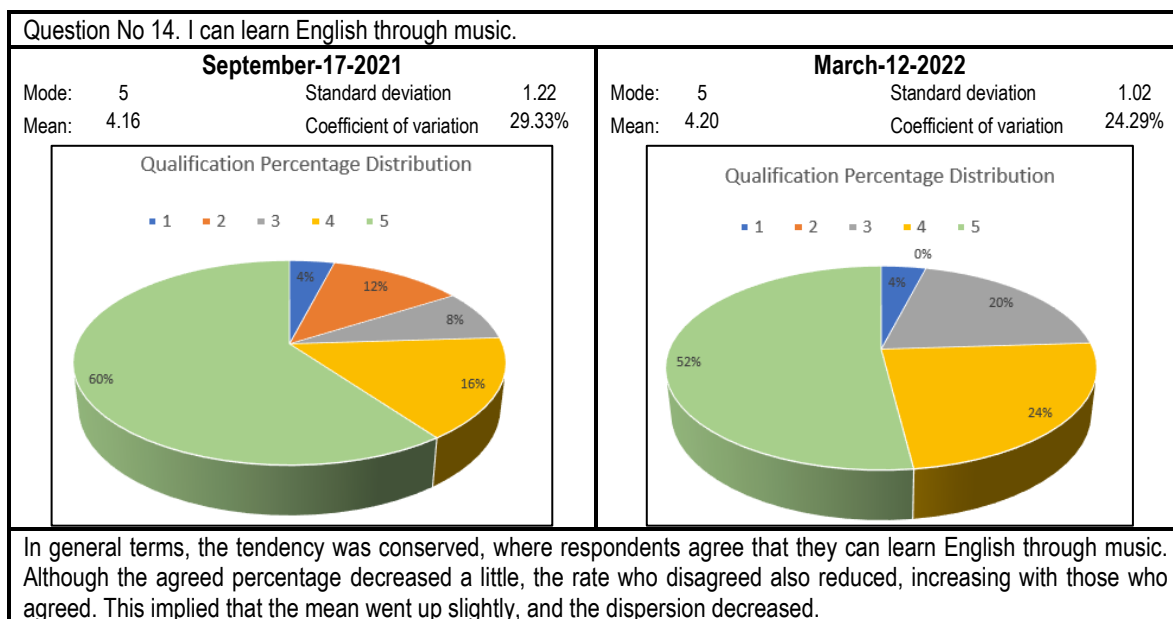
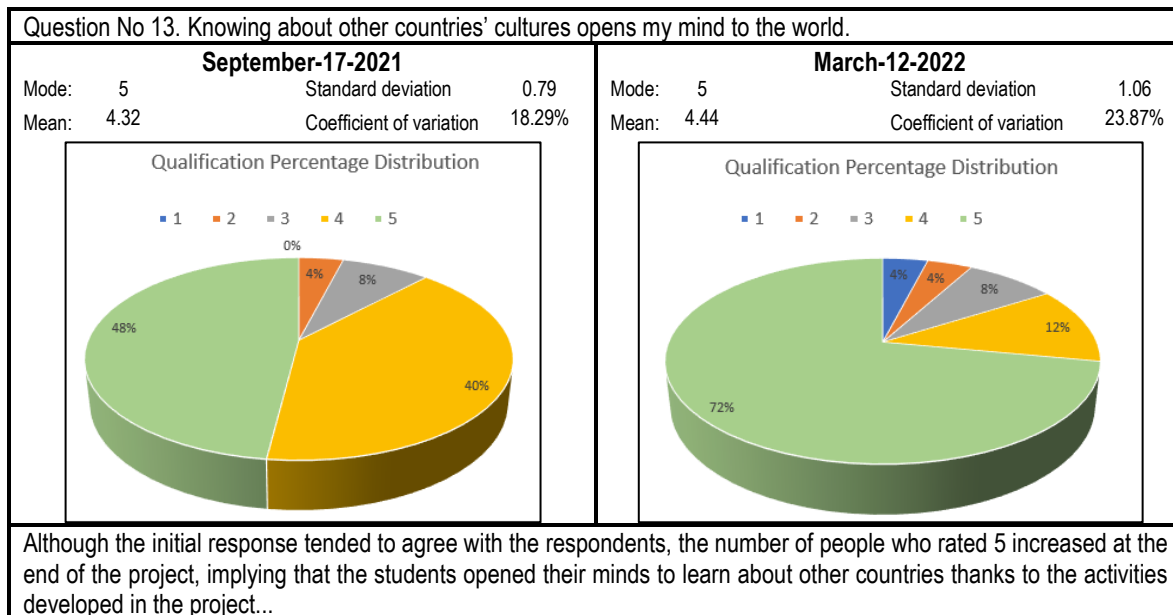


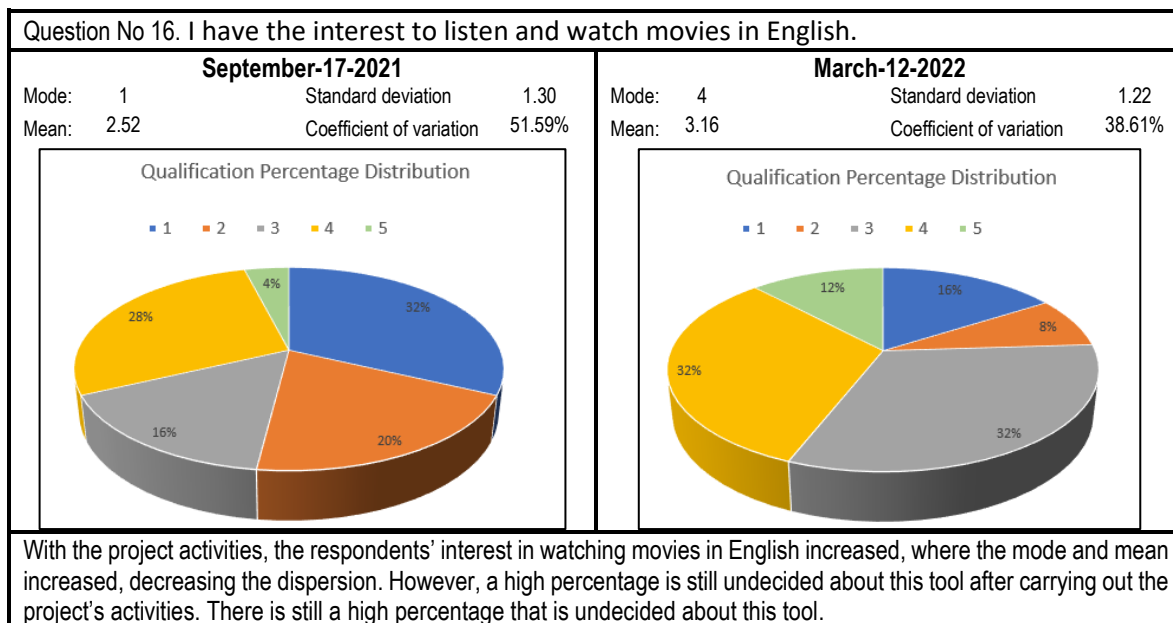
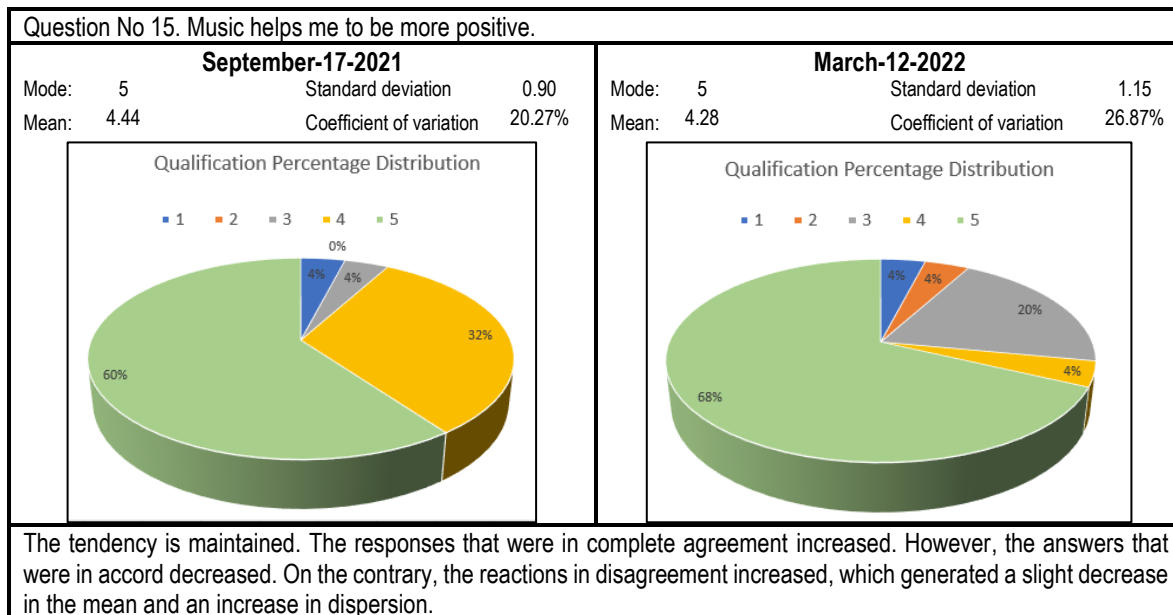




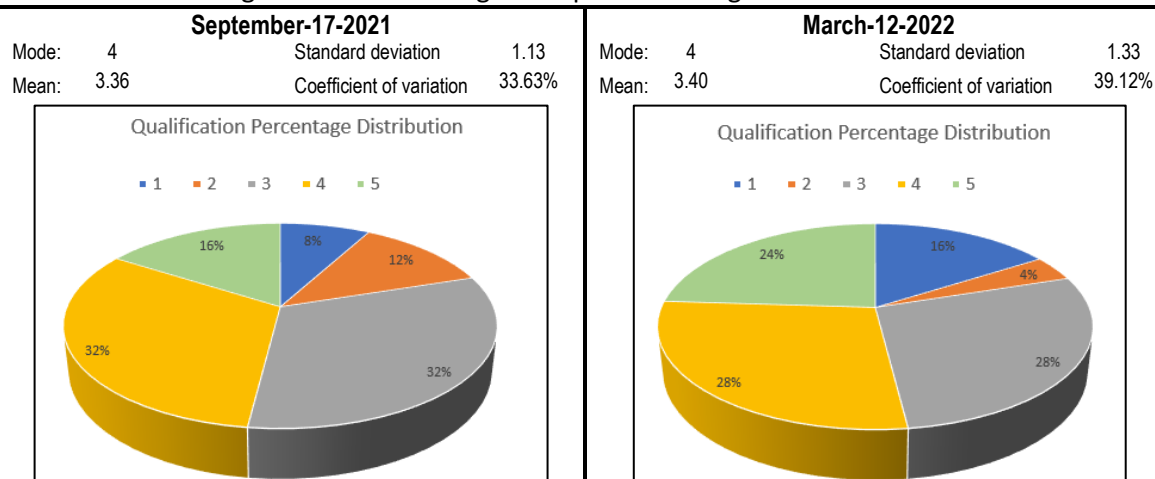






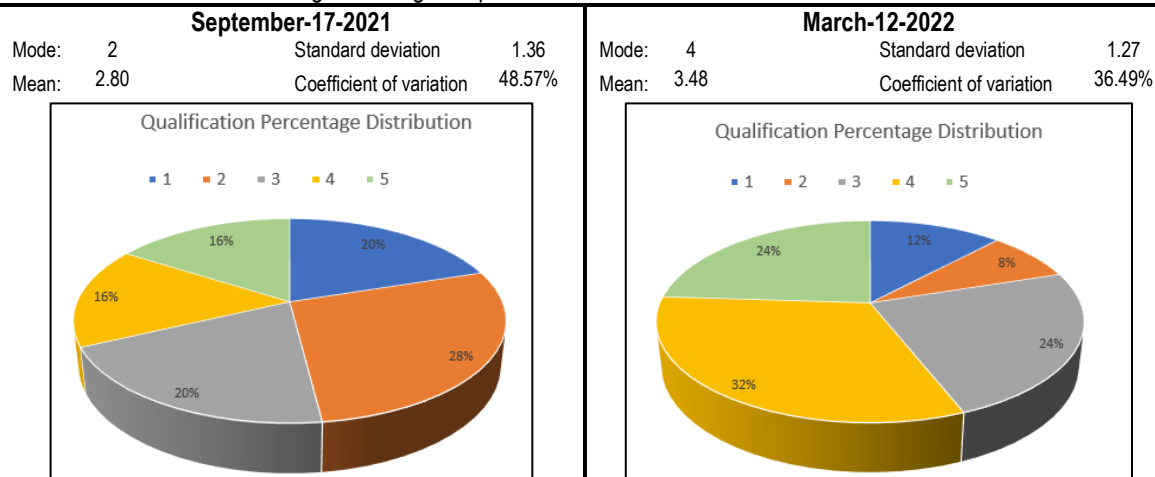


Question No 17. Telling stories and reading are important in English.

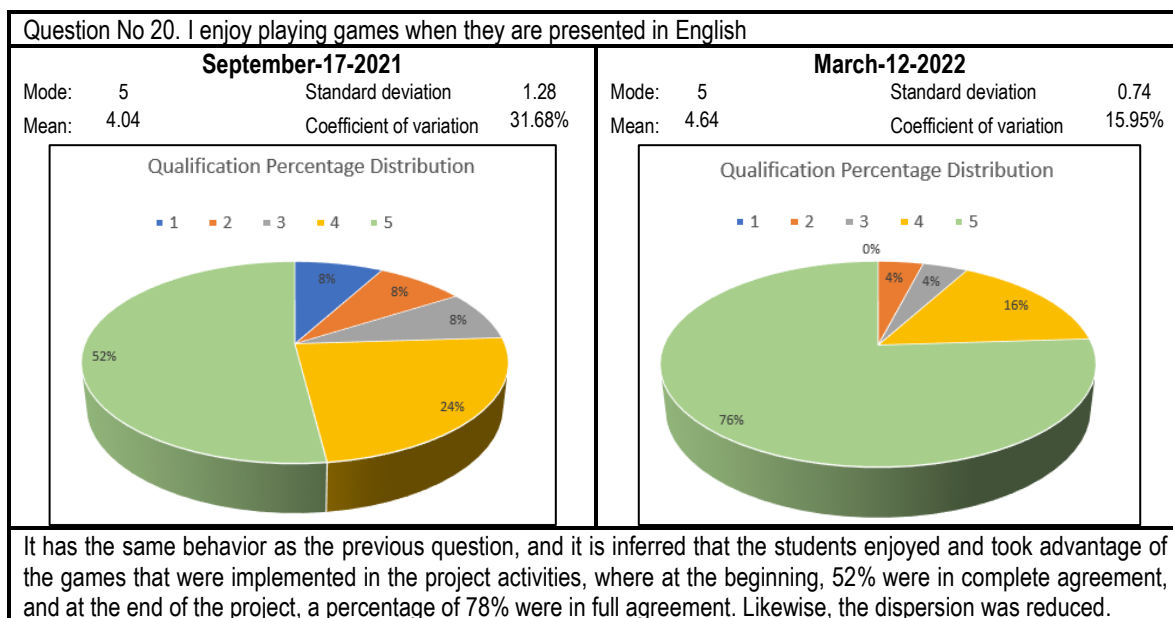
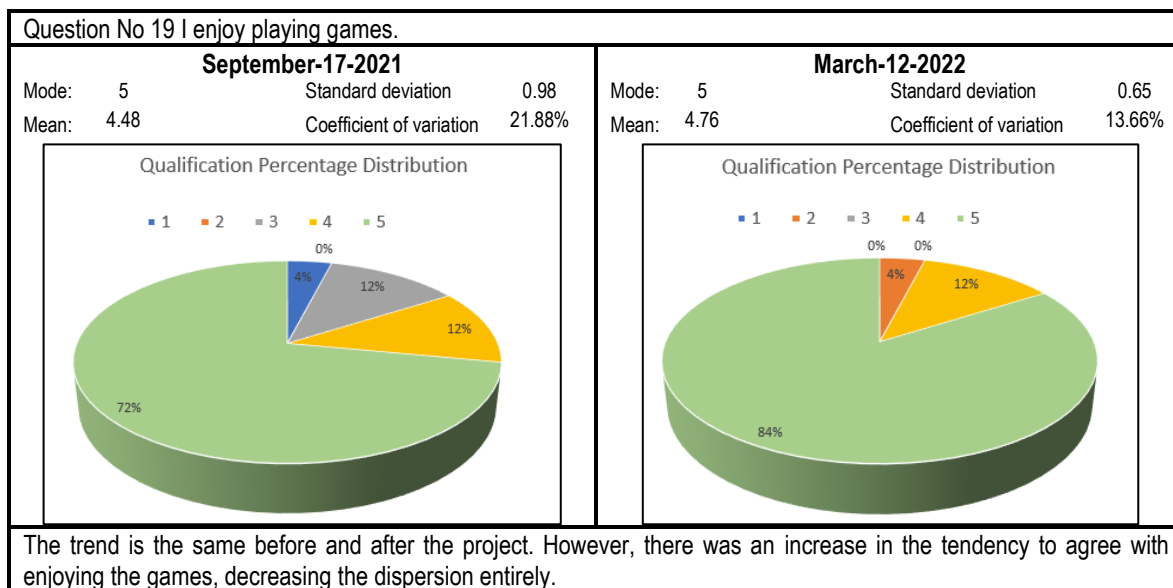


The trend is maintained where the mean increased slightly, but the dispersion decreased. Students, in general, agree with the importance of telling and reading stories in English.

Question No 18. I can learn English through recipes.



The activities developed in the project helped improve the students' perception of using food recipes as a tool for learning English. The mode and mean increased, and the dispersion decreased.



Analysis and discussion

This part will address different aspects: surveys, interviews, journals, and the teacher's observations. At the same time, to check if the proposed objectives were achieved. In the case of surveys, it is complex because of the number of students who were interviewed. In the first part, as the conclusion said, most of the students recognized the importance of English nowadays. Therefore, this first conclusion produces the starting point to gain in the field of motivation to

develop the project. When the activities were developed, students showed how they felt about each of them. In some cases, teacher observations differed from what the interviewee expressed orally and, in their journals.

Activity 1. Celebrations

Students expressed how emotions were present and how their motivation to know more about other cultures helped them understand different sides of people they do not know. In the teacher spectrum, this perception differed in one of the groups because of the distraction observed in the class. In any case, they not only followed instructions, but they expressed freely how they felt during the development of the proposed exercise. As Nizegorodcew (2011) asserts “, they use their knowledge of their own and target cultures, their skills to discover and interpret cultural messages through ELF, as well as attitudes of openness and attentiveness towards other cultures.”. That was the case with these groups. They tried to understand how those celebrations were present in other cultures and compared them with their perception of their reality. English importance in the world helped them see another fact and even compare it with closer cultures by viewing some of their partners from countries like Venezuela.

Activity 2. Music

Students showed high interest even if the teacher’s observations were not the same in this case. The interviews expressed how music influenced their lives and how emotions were present. Maybe the video shown at the end of the activity was not attractive to them, but it permitted them to explore how they felt with and without lyrics. Expectations were an aspect to take into account as well. The first and last survey showed how important music is in their life. This aspect has to be explored in the classes to increase motivation and better ways to learn English.

Activity 3. Videos

That was the shortest activity taking into account the time it was developed. Students in the interviews and journals showed how significant it was for them to watch those videos and their points of view related to if they could learn through them. Maybe their impressions were not present in all the students who participated in the surveys but showed how significant this material could be for their English learning. Another aspect to remark is the content presented in the videos. Their emotions were touched with topics that were relevant to the students. This

aspect made them think about values, feelings, and motivational aspects that helped them see unknown emotions in them.

Activity 4. Stories

Some of the components Dörnyei & Ushioda (2009, p.33-38) named were present in the activity proposed. Students explored the L2 in this part. The interviews, journals, and teacher's observations agreed on how they perceived what they did. It was interesting to appreciate the motivational aspects in the development of every step. They were interested in identifying those positive aspects surrounding them and how they can affect their image. But at the same time, how to identify with me, as a teacher, with those characteristics that make me feel and act differently from my partners. Their uniqueness creates a different perception of who they are. This was the longest part, but it helped them reinforce who they are and move in advance in their English learning. It is necessary to add that the complement of this part was traditional stories and stories about extraordinary people. Here, they could appreciate and remember their connection with reading but tried to write in English. This last aspect has to be developed in better ways due to other relevant parts of the research. In any case, this activity leads them to think and write in the target language but, at the same time, remain how important they are as a person.

Activity 5. Food

This activity connected them with not only motivational aspects but familiar ones. They expressed their emotions related to cooking, and they could remember their relationship with a specific relative who made them feel special through a specific dish. Interviews, journals, and teacher's observations coincided on how they were connected to the activity. They felt anxious about the contest but not about the activity itself. They participated actively and tried to follow instructions as possible. The results were positive impressions from teachers who tasted what they prepared. Therefore, this part allowed them to be motivated in other ways. Unfortunately, they were concentrated on how to prepare it, that vocabulary was important to them but not the key or the central issue to consider. However, the surveys showed that they think they can learn English through recipes. So, it can be the chance to explore motivation, emotions, culture, and L2 learning.

Activity 6. Games

This activity had two significant parts. The first one is related to how students perceive games in general, and the second one is when technological tools are introduced. The interviews, journals, and teachers' observations have the same impressions. Students reflected that they accomplished the activity's goals based on traditional games without significant changes. But when technological tools are used, they change their attitude and motivation toward the activity and the language itself. They showed that they could explore other types of emotions in competence and learn from a different side.

Similarly, it is important to remark how the rest of the questions presented on the survey changed during the implementation. They enjoyed the activities, changed their perception of English, and liked what they did in the English class. Therefore, the survey helped them understand how they felt about the language and the proposed activities. But these aspects were possible because of the intervention and the role of the teacher. It is key to identify if the proposed activities could be changed in a moment. How essential motivation, expectations, and the way the teacher ruled the class are. The teacher identified different situations that students showed to provide another type of material without any significant change in the research. The teacher's emotions were present as well. These emotions allowed her to explore positive emotions in the students and ask them properly about how they felt in certain activities. At the same time, her attitude towards the class, the topic, and the students increased their motivation to learn. Maybe, this aspect was not explored in the survey, but it could serve for future research. In this part, the objective was to raise awareness of her role in the activities and relate it to the students.

CHAPTER FIVE

Conclusion

This new world leads us to think and act differently. We need to see the learning-teaching process from other points of view, and students need to perceive a teacher in another manner. New ways to see life bring about new experiences. Consequently, emotions, motivation, language, and culture have to work simultaneously to bring new possibilities to engage in a second language process. That way, the research question arrived. *how can negative emotions and a view toward English be changed into positive ones with the help of motivational characteristics and the influence of culture to yield a significant learning engine in ESL classes for students aged 13-16 without neurocognitive issues at Juan XXIII School?* That was the engine process pretending with this research. The type of students from this context is surrounded by emotional issues that lead them to think with immediacy but not in the multiple horizons English can provide them. They need not only the support for new possibilities of life but a new way to interact with the world. They need to engage with their learning in a significant way.

Thus, the general objective was proposed. Here, the key was to analyze the impact of emotions and motivation in the learning process in ESL students with some issues related to their social context in Juan XXIII school. For this reason, it was necessary to analyze their emotions in the proposed activities. It permitted them to move in advance in how important they are to learn. But emotions are not alone. They are as important as motivation. And it is necessary to clarify that positive emotions were the ones to work with. So, the researcher compared students' emotions and motivation before and after implementing some strategies to engage students in the class. It was important to gather information about how students feel when the teacher involves in significant activities in class and to raise awareness of the teacher's role to engage students in their learning process.

As a result, those positive emotions, the motivation under the scope of Dörnyei's theory, and the development of language in the learning-teaching process jointly with culture gave the tools to provide the analysis and the results of the present research.

In particular., the activities covered aspects such as the perception of different cultures through celebrations like birthdays and Christmas, the influence of music and lyrics on me, how

videos helped me to understand not only the language but emotions, stories from my childhood, and stories of extraordinary people to build my positive characteristics and strengths, recipes and their influence in my life and how they can connect me with English to finish in how important games are to enhance the process of learning a language with the help of some technological tools.

However, those activities were developed and analyzed through the teacher`s observation, interviews of some students, a diary provided for each, and a survey at the beginning and the end of the research. Those tools helped to understand emotions in students, enhance and analyze if they were motivated to do it, and get better results in the research. The results gave elements to prove that students were influenced by emotions and most of them changed their perception about English. These tools were key instruments to analyze how those students now feel different about English. Most of them have changed their view, and now they can see English as a new horizon of life.

On the other hand, we cannot forget the teacher`s role and influence during the whole process. Her perception, motivation, and emotions gave her elements to help students during the process. This is a crucial element to provoke a change in students` points of view. When necessary, she made changes, identified their emotions at specific points, and organized her classes to show them other pictures to open doors for students. Teachers can be subjects of changes in students` minds.

But just the tools were not an enough source for the results provided. Theory provided the support to give references to confirm what was pretending. Authors like Pekrun, Lopez, Dörnyei, Goswami, Nizegorodcew, and others made the support provided information and a line to follow during the research. However, to get to know every aspect more profoundly, the researcher used some analytical tools to get to the final findings. The thematic analysis was the tool to guide the results in an understanding way.

In contrast, it is important to clarify that, in the survey, questions 5, 7, 8, 9, and 10 could have confused the response of students who answered the survey in September 2021 and March 2022 because a response with a rating of 5 would imply completely agreeing with the statement. But these statements contain negative aspects of learning, and completely agreeing would lead to

the respondent identifying with the negative part. However, the emoticons included in the survey imply that rating 5 would imply feeling optimistic about the question.

For most of the questions, the tendency of the respondents was maintained, or there was an improvement in the positive aspects, where the tools of movies, games, practical exercises, recipes, knowing about the countries to motivate oneself and being predisposed to learn English stand out.

These results were counterbalanced with the interviews, conclusions of the activities to have a critical evaluation of how the activities proposed in the project motivated the students who participated in it, emphasizing the aspects inquired in questions 5, 7, 8, 9, and 10, due to what was previously exposed.

That way, the results and the findings were the way to understand how those students managed their emotions, motivation, and language with elements like culture and the development of their brains. Maybe this last aspect has to be analyzed in future better ways. But difficulties have to be seen too—the pandemic situation provoke separation of groups that made the development of activities longer than expected. In the same way, this situation affected their perception and motivation in the activities. Some of them did not regularly attend the school, so it was a negative aspect to deal with at that moment. When the new academic year started, they had another attitude, and the number of students changed their view of how to deal with the proposed activities. However, the research was developed with positive and negative aspects necessary to consider in the surrounding context.

Recommendations for further studies

The present research addressed the effects of positive emotions, motivation, and culture, taking into account the learning-teaching process on students in a public school in Cali.

This study served to provide a different point of view and the importance of those aspects in a learning-teaching process for teachers that need additional support to engage students. Developing the communicative skills thoroughly was not the purpose of the research, but they were part of the process. Likewise, teachers will have the possibility to change aspects to promote what was pretended and go deeper into those aspects. So, contents can be adjusted according to the teacher's context.

Another aspect to be developed in the future is understanding deeper how the brain works in students' minds. This element helped provide information on how to be affected when positive or negative emotions are present in the process, but their role in the research was limited. Future studies can analyze their long-term effects.

Finally, technological elements are essential tools to use in the classes. The results are under the influence of those elements, but their specific role has to be analyzed. In any case, the research provided enough information to continue exploring the field of emotions, motivation, culture, and language altogether in a learning-teaching process. Students need another point of view and another way to see English in their lives.

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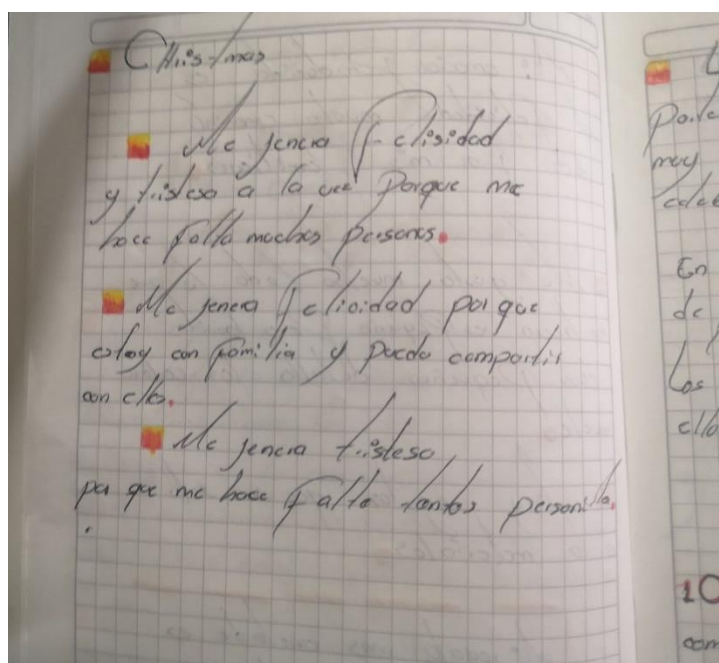
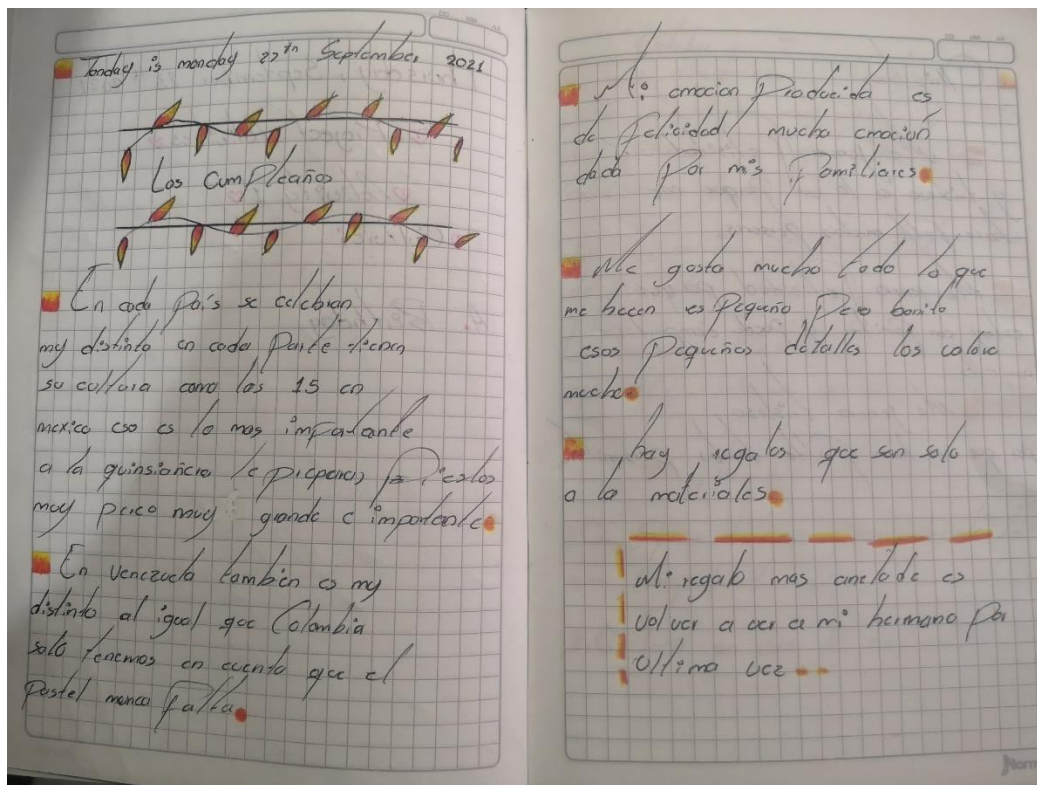
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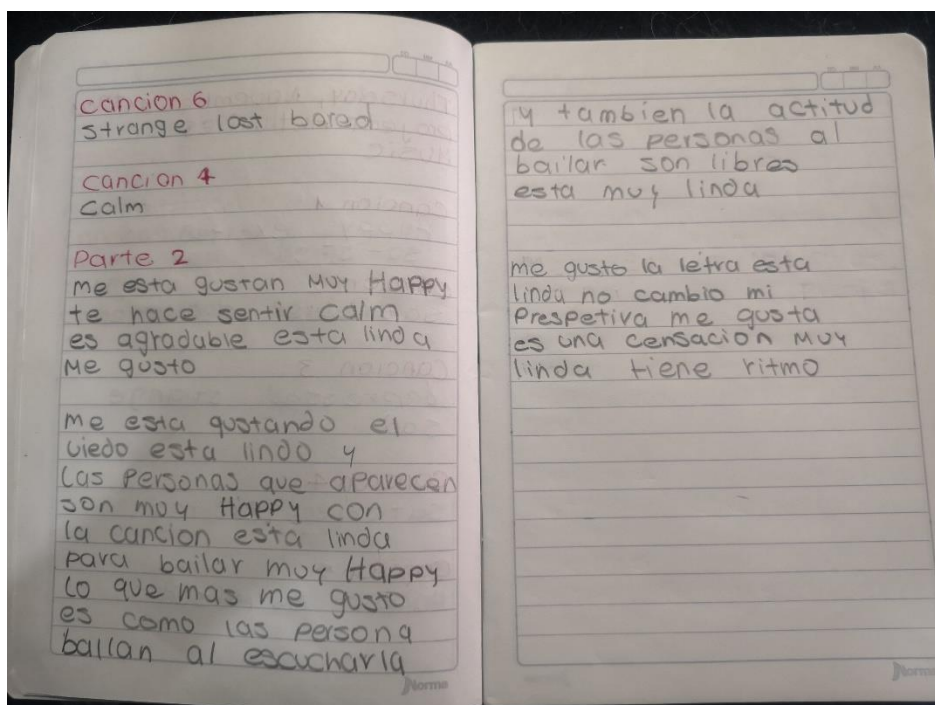
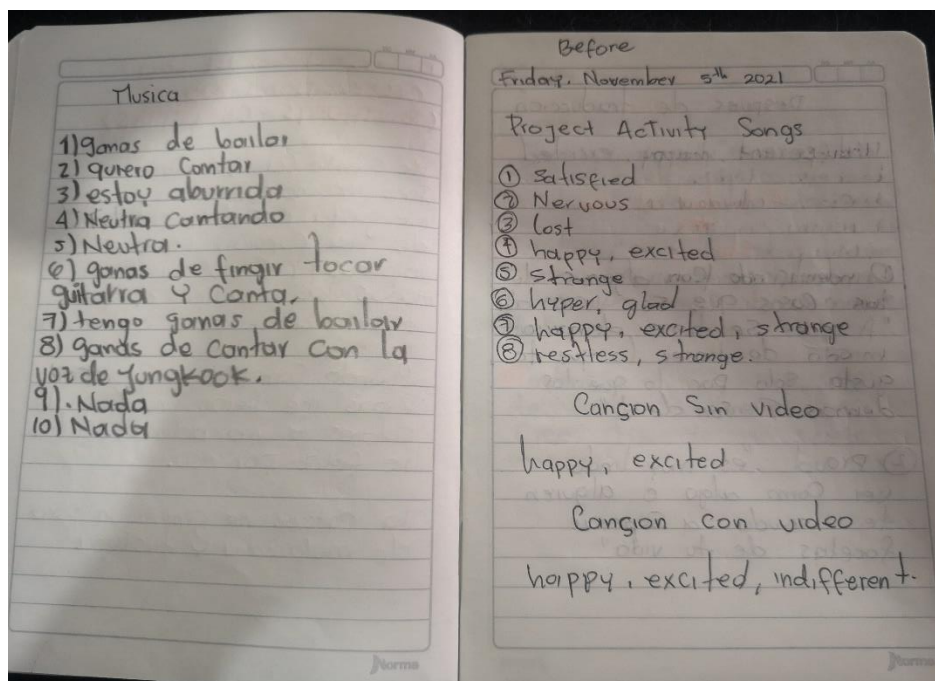
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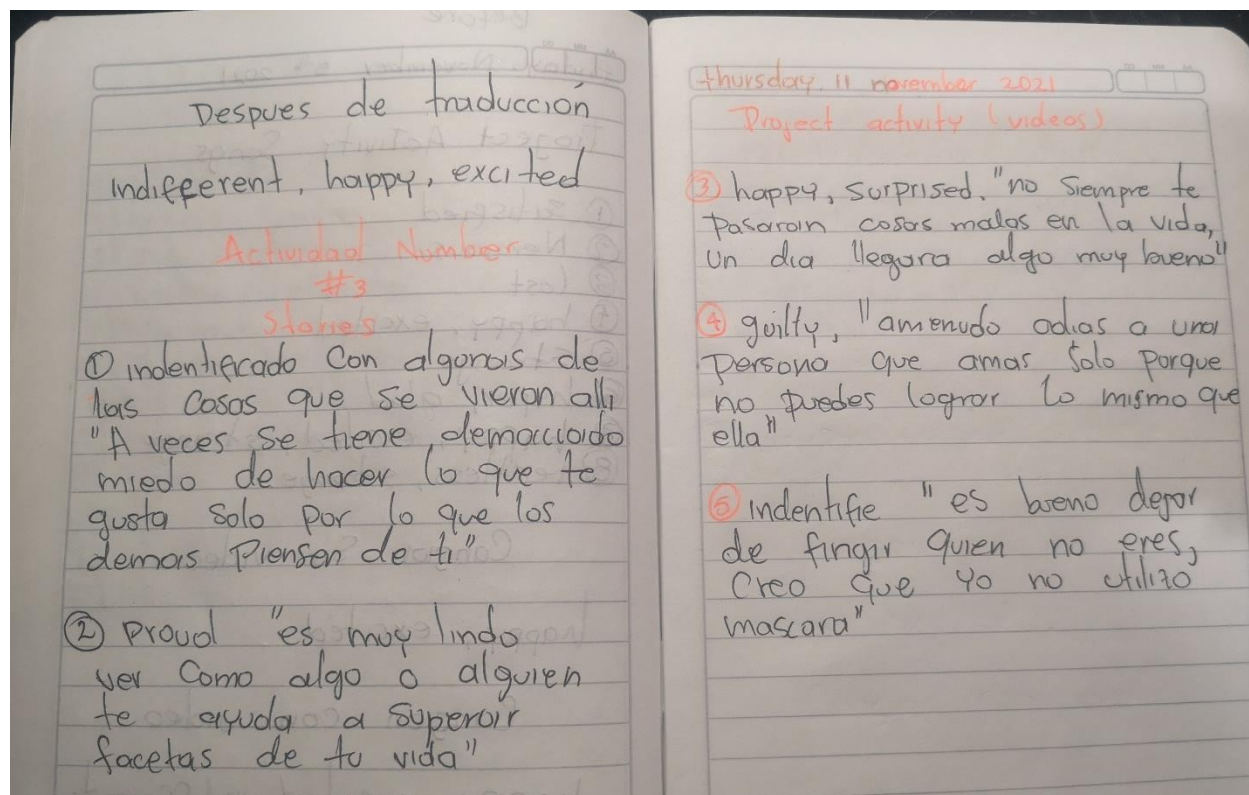
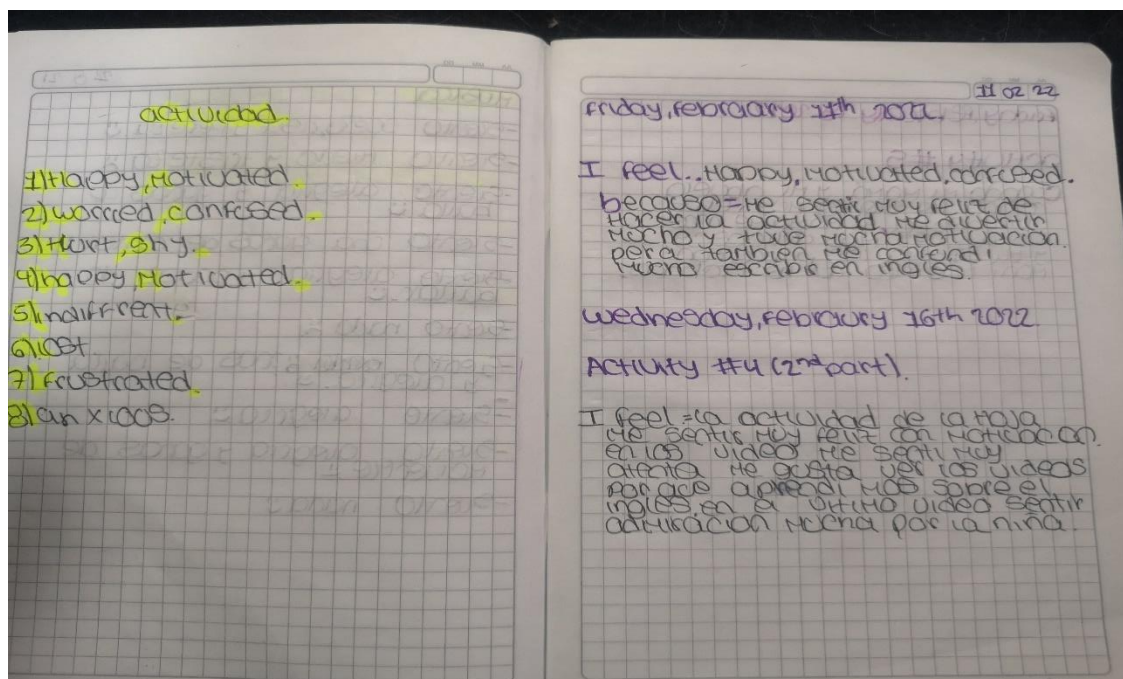
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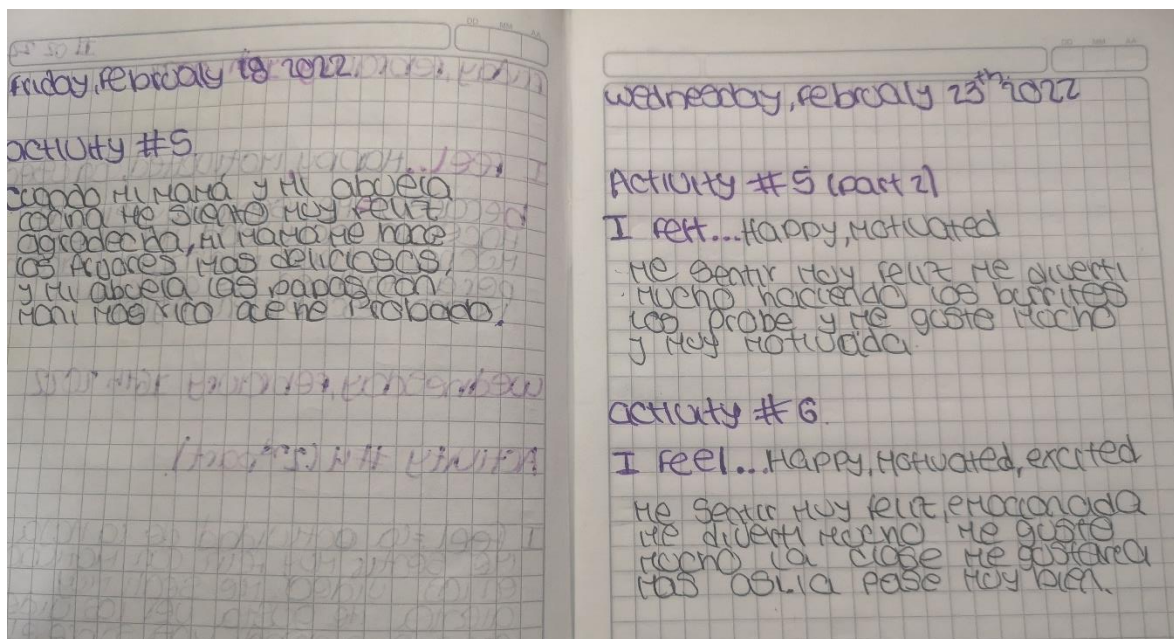
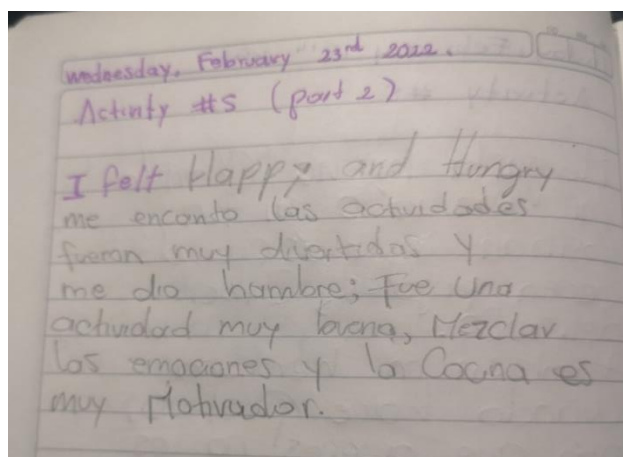
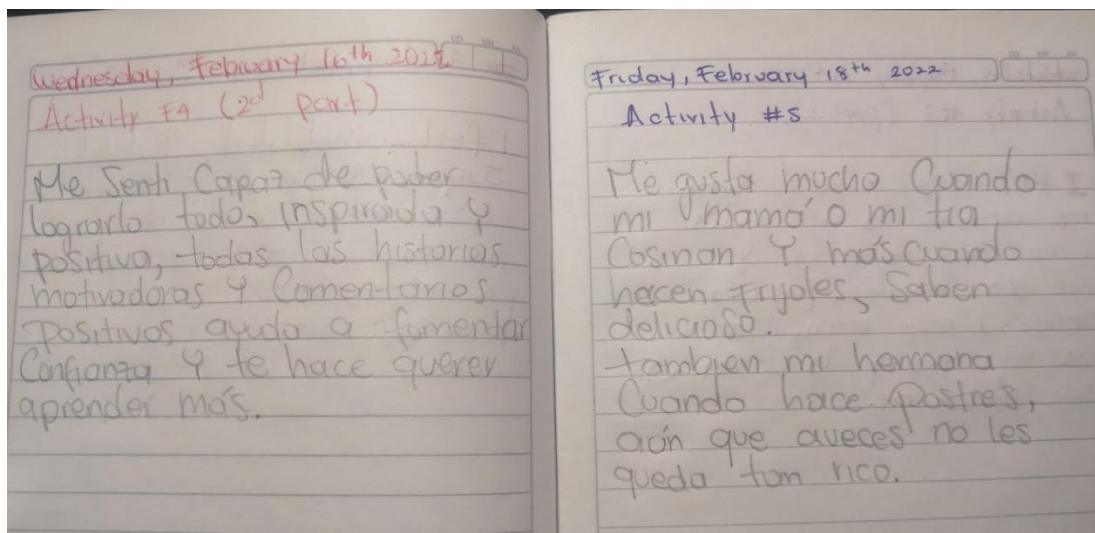
Appendices

Appendix A. Diaries









Thursday, February 17, 2022

Activity #5

I feel Happy, hungry

Pues lo que senti en la cocina preparando los burritos fue una alegria y nerviosismo al hacer la actividad, pero la pase muy bien

Activity #6

educacion fisica Juegos

I felt bored, accused, disappointed

me senti asi porque mi juego no fue como queria, ademas no podia correr bien

Preguntas y respuestas en ingles

I felt thrilled and happy

me senti asi porque me emocionaba ver como los puntos sobraban, ademas me alegre porque mi equipo quedo en tercer lugar

Actividad de juegos I felt...

Motivated
Happy
Tired
confuse

En la actividad de los juegos me senti muy motivado y los mejores juegos para mi fueron los que hizo el grupo de verdad y el de mi grupo ya eran como los mas organizados y divertidos ya el resto de los juegos estuvieron muy desorganizados y algunos no lo habian planeado bien y no sabian casi que hacer.






Appendix B Survey

SURVEY

Name: _____

Choose the answer that most closely describes your response to each statement as follows:

SA (5) = strongly agree **A (4)** = agree **U (3)** = undecided **D (2)** = disagree **SD (1)** = strongly disagree

	5 	4 	3 	2 	1 
1. I'm satisfied with my English level.					
2. I enjoy the proposed exercises in the class.					
3. I think English is important in my life.					
4. I like what I do in the English class.					
5. English makes me feel nervous.					
6. I feel relaxed when I am in the English class.					
7. I feel embarrassed when I try to participate in English.					
8. I am confused with English.					
9. I think English is difficult					
10. I think I am not going to learn English.					
11. It's important to me that my family gets some interest in what I learn in English.					
12. I do my best when I am developing the English workshop at home.					
13. Knowing about other countries' cultures open my mind to the world.					
14. I can learn English through music.					
15. Music helps me to be more positive.					
16. I have interest to listen and watching movies in English.					
17. Telling stories and reading are important in English.					
18. I can learn English through recipes.					
19. I enjoy playing games.					
20. I enjoy playing games when they are presented in English					

Appendix C. Interviews

Speaker_label

en lo que ocurrió en las tres actividades verdad que hemos desarrollado el proyecto la primera actividad que tiene que ver con lo que tenía que ver con los cumpleaños y la navidad.

Speaker_label

La segunda con la música y la tercera con los vídeos e cómo te han parecido esas actividades hasta el momento. Quiero divertidas por lo menos uno siempre tienen algo y no la conocí tanta presa, porque si los pies no le llaman algunos

Speaker_label

brasil, siempre los van pasando y entonces uno no las termina siendo fija que las actividades por lo menos son algo que no puede ir están interactuando y las va realizando y los tres entretiene

Speaker_label

claro con gusto. Te gustaría tener más este tipo de actividades en clase. Sí definitivamente total. Bueno, qué crees que esas actividades llegaron como a tú

Speaker_label

a tu emoción a tu mente a tu corazoncito si crees que de esa forma se puede aprender inglés. Es fan. Sí sí bueno ubícate en la primera cuando nosotros estábamos viendo lo de los cumpleaños y la navidad que sentiste en desarrollando esa actividad,

Speaker_label

pues no en es entretenida feliz, porque, por lo menos uno iba a ser actuando y hablando con ustedes, ya le iba respondiendo a uno,

Speaker_label

entonces uno iba también sabiendo más cosas de otros países y, pues, en el mismo sentido, pues uno también como quien está aprendiendo demás culturas. En aprende inglés aprende una sola actividad a qué bueno. Me alegra mucho esa respuesta bueno ahora

Speaker_label

ubiquémonos en la parte de la música, cómo te sentiste con amor. Relajarse esto es tu primera emoción si, por lo menos no conocía la música nuevo

Speaker_label

y, pues no si era chévere, porque, pues, uno tratar de sentir a canción lo que le hace, pues qué sentimientos y emociones no tiene por cada canción y, pues también las canciones decírselas por lo práctico y a mí también podría enseñarte inglés.

Speaker_label

Puede aprender inglés. Con las canciones con las canciones te gustaría más entonces el tipo de actividades que siente más motivada con esas así es bueno perfecto y como ahora vamos a ubicarnos en la parte de los vídeos, cómo te sentiste con su vídeo

Speaker_label

bien acabar con los gusanos a veces como que tan triste pobrecito se exasperó bonito sea, por lo menos destacó que no le van saliendo valores, también y aprender a valorar lo que uno tiene

Speaker_label

algunos días que no tenía y también aprender a controlar sus emociones. Por qué crees que está controlada demostrado por quién en el vídeo, donde era el muchacho que tenía que tenía miedo a salir o y que solamente

Speaker_label

una cosa. Entonces, aprenderá también divertirse, pero tampoco ha sido tan demasiado para que no vaya a subir al ah, qué bueno, eh crees que con esos vídeos tú puedes aprender inglés. Esta semana

Speaker_label

sí de qué forma, por ejemplo, con los vídeos, tú podrías, aprender inglés con los subtítulos y uno y escuchando cómo han funcionado las palabras y leyendo qué es lo que va a conseguir. Ah, qué bueno

Speaker_label

eh esas esos vídeos, la música lo de los cumpleaños, te anima de alguna forma a escribir en inglés, a leer en inglés. Ah, sí a desarrollar esas habilidades sí

Speaker_label

liso stefan te lo agradezco mucho llámame a otra a las personas que están participando en el cuerpo. Gracias preciosa

Appendix D. Copy about emotions



Los Sentimientos (Feelings, Emotions)			
abrumado	overwhelmed	enfadado	angry, annoyed
aburrido	bored	enfermo	sick, ill
acelerado	hyper, accelerated	enfurecido	furious, enraged
agradecido	grateful, thankful	enojado	angry
alegre	happy, glad, cheerful	feliz	happy
ansioso	anxious, eager	frustrado	frustrated
arrepentido	remorseful, sorry	indiferente	indifferent
asustado	afraid, scared	inquietao	restless, anxious
avergonzado	ashamed, embarrassed	malhumorado	grouchy, cranky
cansado	tired, weary	nervioso	nervous, fidgety
celoso	jealous	orgullosa	proud
contento	happy, pleased	perdido	lost
culpable	guilty, accused	preocupado	worried, anxious
decepcionado	disappointed	raro	strange, odd
deprimido	depressed	satisfecho	satisfied
descontento	dissatisfied, unhappy	sorprendido	surprised
disgustado	disgusted, displeased	tenso	tense, stressed
emocionado	excited, thrilled	triste	sad, gloomy



FEELINGS AND EMOTIONS



Angry



Happy



Sad



Depressed



Motivated



Scared



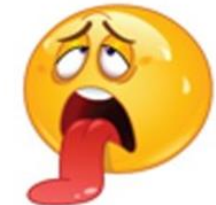
Bored



Anxious



Shocked



Tired



Surprised



Excited



Worried



Hungry



Frightened



Upset



Embarrassed



In love



Nervous



Sick



Hurt



Frustrated

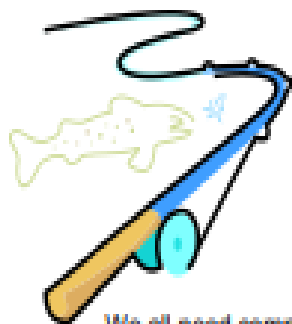


Confused



Shy


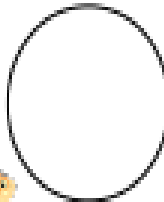



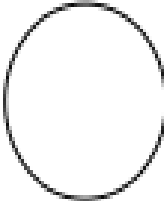



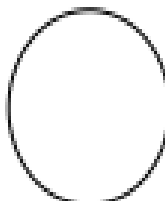

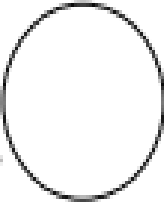

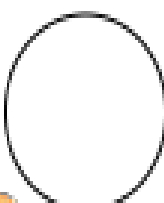

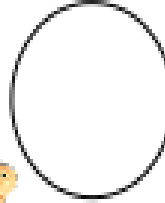

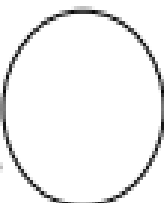

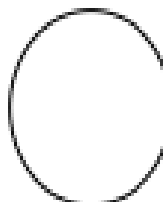




Appendix E. Fishing for compliments



Name _____

Fishing for Compliments

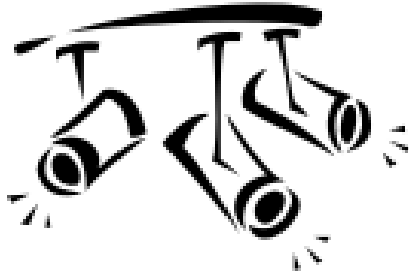
We all need compliments once in a while. Write your name in the space provided, and then pass this paper around to someone in your group. When you receive a paper, in the spaces provided, write a compliment to the person whose name is at the top. Continue to pass the paper around until it is filled with compliments then return it to the owner.

Appendix F. List of positive words

Positive Adjectives					
Adaptable	Courteous	Friendly	Just	Punctual	
Adventurous	Curious	Fun	Kind	Purposeful	
Affectionate	Decisive	Fun-loving	Lively	Quick-witted	
Alert	Dependable	Generous	Loving	Radiant	
Ambitious	Determined	Gentle	Loyal	Realistic	
Amiable	Dexterous	Genuine	Merry	Reflective	
Astute	Diligent	Giving	Motivated	Reliable	
Attentive	Diplomatic	Graceful	Motivational	Resourceful	
Authentic	Dynamic	Gracious	Nurturing	Sincere	
Aware	Earnest	Happy	Observant	Sociable	
Awesome	Encouraging	Hardworking	Open	Social	
Bold	Energetic	Honest	Open-hearted	Strong	
Brave	Engaging	Hopeful	Open-minded	Sympathetic	
Calm	Enthusiastic	Humble	Optimistic	Trusting	
Capable	Fair	Humorous	Organized	Trustworthy	
Caring	Fearless	Idealistic	Outgoing	Upbeat	
Compassionate	Flexible	Imaginative	Patient	Vivacious	
Confident	Focused	Innovative	Persistent	Warm	
Considerate	Forgiving	Insightful	Playful	Welcoming	
Consistent	Forthright	Intuitive	Positive	Wise	
Courageous	Free-spirited	Inventive	Precise	Zany	
		Joyful			

Appendix G. “Teen Spotlight”



Teen Spotlight

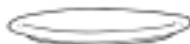
Self-actualization is the ability to set goals and feel that you are accomplishing those goals. Using the newspaper layout below, design a newspaper highlighting **YOURSELF**. Include your greatest accomplishment, a self-portrait of you doing something that you enjoy, headlines, etc. In the box at the top, give your newspaper a unique name.

Headline			
Feature story about Your greatest accomplishment	Self-portrait		Favorite foods
	Favorite songs or groups	Story about your friends	Funniest thing that happened to you
	Personal ad telling your strengths		Your future plans

Appendix H. Recipe

Black Bean and Cheese Burrito- Serving Size**What I need:**1 Large
Tortilla1 C Grated
Cheddar
Cheese1 C Black
Beans2 spoonfuls of
Sour Cream1 Tomato
Chopped

Microwave



Plate



Spoon

- 1** Get a plate from the kitchen. Put 1 flour tortilla on the plate.
- 2** Put 1/4 cup of grated cheddar cheese and black beans in the tortilla.
- 3** Roll the burrito.
- 4** Put in microwave for 1 minute on LOW.
- 5** Place two scoops of sour cream and tomato on top.
- 6** Enjoy!



Appendix I. Parents' Consent Letter

DOCUMENTO DE CONSENTIMIENTO INFORMADO

INFORMACIÓN

Un menor de edad a su cargo ha sido invitado(a) a participar en la investigación **Emotions, Motivation, Language and Culture in an ESL process.** (*Emociones, motivación, lenguaje y cultura en un proceso de enseñanza de segunda lengua*) Su objetivo es analizar el impacto de las emociones y la motivación en el proceso de enseñanza -aprendizaje en inglés como lengua extranjera en estudiantes con algunos procesos relacionados con su contexto social en la Institución educativa Juan XXIII (Sede Niño Jesús de Praga) Grado 7-2 El menor de edad a su cargo ha sido seleccionado(a) porque ha demostrado interés y participación en el proceso.

La investigadora responsable de este estudio es **Luz Angela Robayo Duquino**, de la I.E. Juan XXIII. Sede Niño Jesús de Praga, jornada mañana y estudiante de la universidad ICESI.

Para decidir participar en esta investigación, es importante que considere la siguiente información. Siéntase libre de preguntar cualquier asunto que no le quede claro:

Participación: La participación del menor de edad a su cargo consistirá en desarrollar algunas actividades concernientes a la asignatura y llevar un cuaderno para que pueda escribir lo que vaya a solicitar la docente. Las actividades se harán en el tiempo de la clase y abarcarán ejercicios sobre emociones, motivación, cultura y aspectos generales del idioma. Por otro lado, se harán algunas entrevistas que serán registradas en un diario de campo así como algunas fotografías para evidenciar el trabajo hecho por los estudiantes.

Para facilitar el análisis, este grupo focal será grabado en algunas ocasiones para tener la observación y el análisis completo del proceso.

Riesgos: Esta investigación no supone ningún riesgo para sus hijos.

Beneficios: El menor de edad a su cargo no recibirá ninguna recompensa por participar en este estudio. No obstante, su participación permitirá generar información para analizar la incidencia que tienen las emociones, la motivación, la cultura y el contexto en la enseñanza y el aprendizaje del inglés.

Voluntariedad: La autorización para que participe un menor de edad a su cargo es absolutamente voluntaria. El menor de edad a su cargo tendrá la libertad de contestar las preguntas que desee, como también de detener su participación en cualquier momento que lo desee. Esto no implicará ningún perjuicio. Tratándose de investigaciones en menores de edad, Ud. podrá estar presente al momento de su realización.

Confidencialidad: Los datos y opiniones del menor de edad a su cargo serán confidenciales, y mantenidas en estricta reserva. En las presentaciones y publicaciones de esta investigación, el del menor de edad a su cargo no aparecerá asociado a ninguna opinión particular.

Conocimiento de los resultados: Usted tiene derecho a conocer los resultados de esta investigación. Para ello, se les estará informando a los estudiantes lo que arroja la observación y el análisis en este proceso.

Datos de contacto: Si requiere mayor información, o comunicarse por cualquier motivo relacionado con esta investigación, puede contactarme por WhatsApp al número que está en el grupo de 7-2.

Nombre investigador/a responsable: Luz Ángela Robayo Duquino

Teléfonos: 311 6399525

Correo Electrónico: luzangelaingles@gmail.com

FORMULARIO DE CONSENTIMIENTO INFORMADO

Yo, _____, acepto que el menor de edad a mi cargo participe voluntariamente en el estudio **Emotions, Motivation, Language and Culture in an ESL process.** (*Emociones, motivación, lenguaje y cultura en un proceso de enseñanza de segunda lengua*)

Declaro que he leído y he comprendido las condiciones de mi participación en este estudio.

En caso de cualquier notificación relacionada a la investigación, pueden contactarme a través de:

Correo electrónico: _____

Teléfono: _____

Firma Representante del menor o
apoderado legal

Firma Investigador/a

Lugar y Fecha: **Santiago De Cali, septiembre 9 2021**

Este documento se firma en dos ejemplares, quedando una copia en poder de cada parte.

Appendix J. Juan XXIII school Consent Letter

Santiago de Cali, 8 de septiembre de 2021

Señores

Maestría en Enseñanza de Inglés como Lengua Extranjera

Universidad ICESI

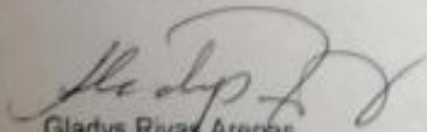
Cali

Estimados Señores:

En mi calidad de Rectora de la Institución Educativa Juan XXIII, tengo el gusto de anunciarles que el/la docente LUZ ANGELA ROBAYO DUQUINO, identificada con cédula de ciudadanía colombiana 52313950, tiene autorización para llevar a cabo la investigación titulada "Emotions, Motivation, Language and Culture in an ESL process".

Si necesitan información adicional, con gusto la suministraré.

Cordialmente,

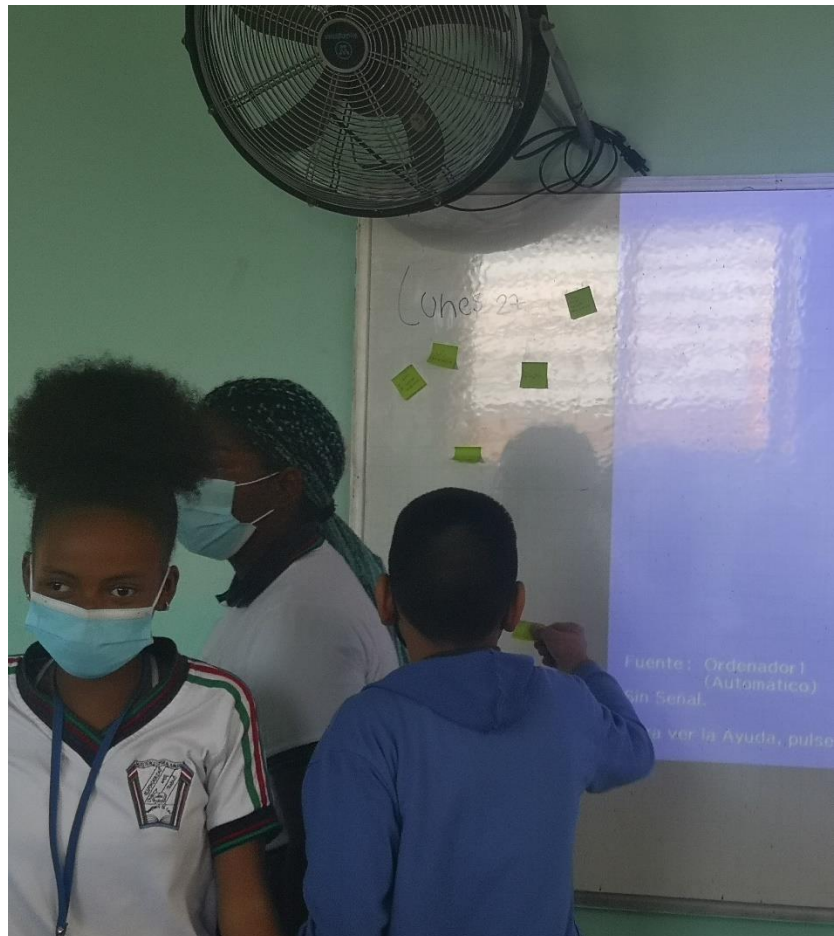
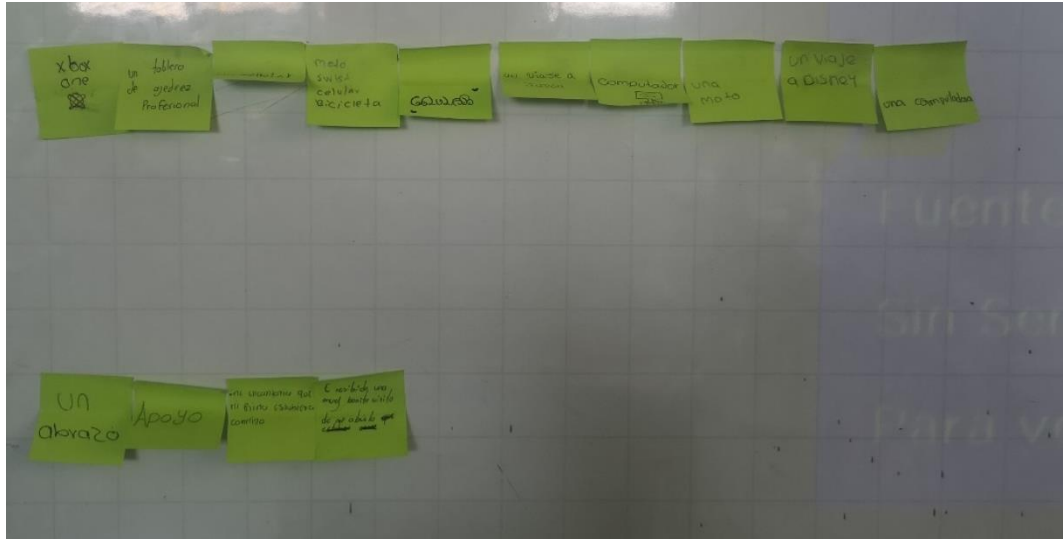


Gladys Rivas Arenas

CC 31495314

Rectora IEO Técnico Comercial Juan XXIII


Appendix K. Activity 1



Happy birthday!

Rosy

Hello, I am Rosy. I am nine years old. It's my birthday soon! I don't like sweets or ice cream. I like candles and big cakes!




Tim

Hello, I am Tim. I am ten years old. I don't care about food on my birthday. I don't like pizza. I don't like birthday hats. I like friends and presents.

Billy

Hello, I am Billy. It's my birthday today! I am three years old. I like chocolate and toy cars. I don't like cards. I am scared of balloons.



LIVWORKSHEETS

Finish!

PARTY

1. balloons
2. candles
3. cake
4. clown
5. cookies
6. party hat
7. invitation card
8. candies
9. popcorn
10. ice-cream
11. coke
12. camera
13. lollipop
14. a box of chocolate
15. gifts
16. kids
17. music
18. dancing
19. cupcake




LIVWORKSHEETS

Appendix L. Activity 2

CAN'T STOP THE FEELING

LISTEN AND COMPLETE THE SONG



I got this feeling inside my _____
 It goes electric, wavy when I turn it on
 All through my _____, all through my home **phenomenally**
 We're flying up, no zelling, when we're in our zone

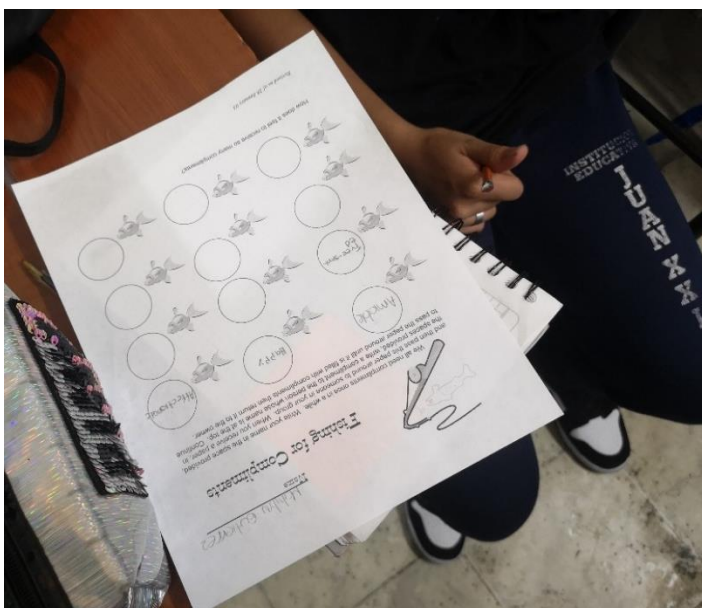
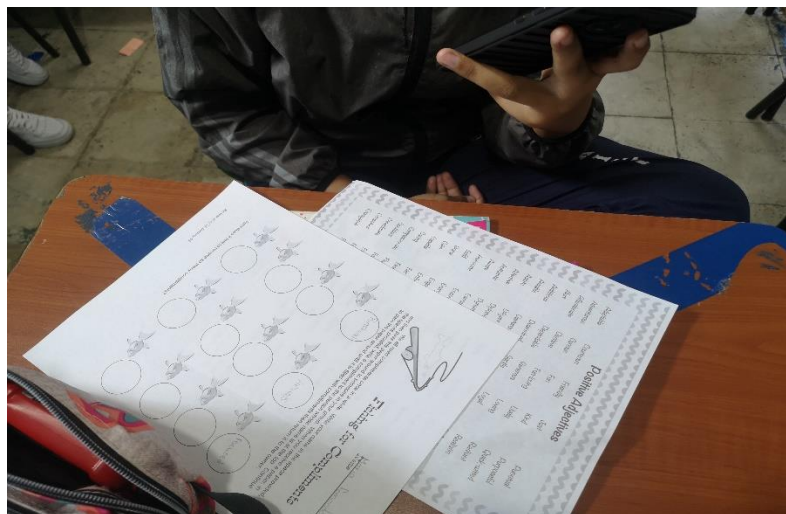
I got that _____ in my pocket **sunshine**
 Got that good soul in my feet
 I feel that hot blood in my body when it drops **city**
 I can't take my eyes up off it
 Moving so _____ **brones**
 Room on lock the way we rock it
 So don't stop

And under the _____ when everything goes
 _____ to hide when I'm getting you close
 When we move, well, you already know
 So just imagine, just imagine, just imagine **feeling**

Nothing I can see but you **lights**
 When you dance, _____, dance
 Feeling good, good, creeping up on you **magical**
 So just dance, dance, dance
 Come on **ceiling**
 All those things I shouldn't do
 But you dance, dance, dance **dance**
 And ain't nobody _____ soon
 So keep dancing **leaving**

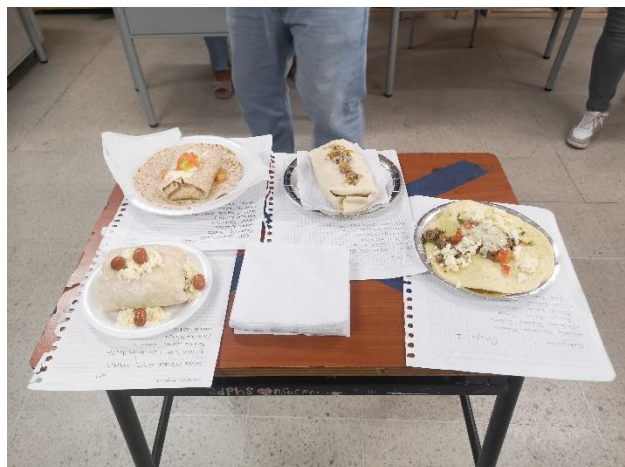
I can't stop the _____
 So just dance, dance, dance **nowhere**
 I can't stop the feeling
 So just dance, dance, dance
 Come on
 Ooh, it's something _____
 It's in the air, it's in my blood, it's rushing on
 Don't need no reason, don't need control
 I fly so high, no _____, when I'm in my zone

Appendix M. Activity 4



Appendix N. Activity 5





Appendix O. Activity 6

