Students Emotions in the ELT Classroom

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INTRODUCTION

During our practice and observations carried out in Colegio Técnico y Académico Celestin Freinet, we were able to identify the difficulties that the students encounter at the moment of presenting an oral production activity in front of the class, reducing the amount of speaking and the quality of it, making more difficult for the students and the teacher to share their ideas, increasing the frustration that the students might feel.

This proposal emerged after the experience that one of the researchers had in a previous school in which some of the students from tenth grade felt overwhelmed by their emotions and were not able to complete their oral presentations in front of the class. The students let the teachers know that fear and shame were behind the way they felt and how the previously mentioned emotions and feelings prevented them from speaking in front of the class.

In these order of ideas, the project is intended to observe, identify and describe the emotions of the students when working on speaking and reading aloud in front of the class and their teachers.

In order to understand which factors have a deeper influence in the production skills of the students, the researchers carried out several observations to analyse the phenomenon that called their attention and they realised that due to the age and stage on which the students are, different emotions such as fear, happiness, joy, nervousness, and excitement and shame appeared and seemed to either affect or influence their oral production performance.

In the first place, we present the different constructs: speaking, emotions, self-conscious emotions and motivation that support our project and help us identify and analyse the emotions that the students present in the classroom at the moment of doing an oral production activity in the English class.

On the research design chapter, there are some points to be mentioned; the type of study in which the project is focused on besides, a description of the context, participants and the instruments that were used to collect the data. Next to these, the data analysis chapter, explains the different emotions and the characteristics that were found in the different students as well as the influence that they had on them.

Finally, on chapter 5 we highlight all the conclusions that we were able to create after analysing all the information collected as well as our experience in the class, providing a clear identification of one of the many aspects that take part inside the classroom.

CHAPTER 1

Justification

There is always a reason for changes in the learners' attitude towards language, according to Méndez (2011) there is a wide range of emotions caused by reactions regarding language learning; fear, happiness, worry, calm, sadness and excitement. During Mendez's study it was noticed that students were afraid of their abilities, speaking and reading mostly, as well as their relationship with their classmates, teachers and the consequences that these might have within the classroom. The basis for solving problems that are occurring or that might occur in a near future are up to whoever who wants to use this study to enrich theirs or to continue with the study itself.

Being able to express in different languages is an opportunity not only to work, travel or live abroad. In order to accomplish this, the students have to be able to express what they want or need without their emotions narrowing their thoughts, ideas and opinions at the moment of communicating with others, and that can only be done by identifying them to take further action.

English learners from this school tended to be quiet as seen in Krashen's (1982) silent period stage in the natural order hypothesis, especially if they have not developed the required mental structures to produce language; this stage basically consists of an interval where the learner is unable to speak at will and remains silent as the name suggests. One of the reasons why some of the students from Celestin Freinet had problems with speaking is probably because they are overcoming this stage or barely going through it.

According to Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (quoted by Garzón & Olarte, 2014) students are supposed to be in B1 by the time they graduate but most of them graduate with an A1 level seen in the ICFES examinations. Private school students on the other hand are known for having a good English level that is the case of Colegio Técnico y Académico Celestin Freinet which has established itself as an institution focused on promoting Language Learning for the betterment of education.

Ninth grade students have a good English level as it is located in A2. They are good at producing texts, understanding language through reading and listening for the most part but they are reluctant to speak and read in English in front of their classmates and the teacher.

The school has had good results in the ICFES examinations but unfortunately such examinations do not measure the reading and speaking performance what so ever, after what has been seen and experienced as both students and teachers at the same time, it is believed that their problems with reading and speaking are related to emotional factors that appear when they are required to use the skills mentioned above. The presence of their peers and teachers does not influence but affects (in a negative way) their performance in the classroom.

Statement of the problem

From what was noticed during the observations students have not been exposed to the language sufficiently and that could have caused problems for modelling the teacher's pronunciation, writing structure and so on. The consequences at long term can be seen in higher grades as noticed with ninth grade students who have similar if not the same problems and those

can continue even until University days, as it was experienced during the grammar workshops

carried out for both researchers.

As mentioned by Do, S. L., & Schallert, D. L. (2004) emotions are strongly dependant on

the context and the person especially in an educational setting so their ambiguous and subjective

nature speaks for itself; the way people feel and express those feelings is slightly or completely

different in some cases from the way they are perceived by their peers and superiors. Students

and learners in general are not conscious of how language affects their behaviour to the point of

either increasing or decreasing their learning opportunities and success rate.

Ninth grade students from Colegio Técnico y Académico Celestin Freinet were afraid of

reading and speaking in front of their classmates to the point that they felt bad due to their

shyness and started making mistakes. It is because of this that the research is focused on the

students' emotions and feelings towards producing language, which is reading aloud and

speaking only. Positive and negative emotions as MacIntyre & Gregersen (2012) suggest

influence the learners' perspective in a very interesting way as positive emotions make the

learners internalise the language better due to an improved perception of their surroundings

caused by such emotions while negative emotions narrow the learners' perspective, still needs to

be studied in-depth.

From what was analysed and recalled during the two observations students were afraid of

being mocked, to express themselves naturally and being corrected by either their peers or

teachers. Their main concern is the opinion that others have about them and how capable they

are of completing the tasks assigned successfully, it could be noticed that they did not want to let

anyone down and were always looking for the teacher's approval. In order to handle the influence of emotions in the students, they diagnosed themselves as a means of enhancing their consciousness when dealing with either positive or negative emotions.

Research Question

What are the emotions that take part in the EFL class at a private school in Bogotá when students speak and read aloud in front of the class?

Research Objectives

General Objective

- To make a complete description of the emotions and feelings that influence or affect students at the moment of doing oral production activities.

Specific Objectives

- To identify the emotions that take part in the English class and become a hindrance for learning when producing language orally.
- To analyse the influence of emotions and its main features when doing speaking exercises within the classroom.

To sum up there is always a reason for how students behave and react towards certain situations. Describing those key aspects is key to understand the phenomenon. Supporting the theory with practice and experts on the subject matter prove that it goes beyond simple

assumptions and that is what theoretical framework and literature review are for which will be

discussed in the next chapter.

CHAPTER 2

Literature Review

In this chapter the previous research studies will be described and explained in order to have a better understanding of the project and find a connection between previous and current work on emotions in the educational field. The following studies have an intrinsic relationship with the study, as they have important findings and insights related to emotions which have been the main focus of the research. Positive and negative emotions have been taken into account as well as the influence and effects that these have within the students' learning process and how these can help them to reach the expected results in the educational field.

Maclntyre & Gregersen's (2012) research entitled emotions that facilitate language learning: The positive-broadening power of the imagination focuses on positive anticipated and anticipatory emotions related to language learning. Positive emotion facilitates the building of resources because positive emotion tends to broaden a person's perspective, opening the individual to absorb the language. In contrast, negative emotion produces the opposite tendency, a narrowing of focus and a restriction of the range of potential language input.

Positive feelings and emotions can be used to increase or reach success in Language learning. Negative emotions on the other hand can be narrowed or discarded if they cannot enhance the learning process. This study highlights the importance of positive and negative emotions and explains in detail how these can be used at the learners' advantage instead of working against them, that leaves one the most important factors uncovered, motivation.

Through the study entitled the motivational properties of emotions in foreign language learning, Mendez (2011) talked about the impact that emotions have on the learning process as well as how the motivational factor can be improved through negative emotions, the test subject were Mexican University students.

Such questions allowed Mendez to find the reasoning behind each emotion and what can they do in order to overcome such predicament and move on successfully, which is to improve and use English. The point was to see which emotions were students aware off and how did they deal with them so they would not affect their learning process. As the years went by the students were able to understand the effect of emotions in the learning process so as to overcome them and use them at their advantage instead.

Méndez & Peña's (2013) work on Emotions as Learning Enhancers of Foreign Language Learning Motivation as a sequel of the study mentioned above deals with students and the wide range of emotions that they experience. Results suggested that emotions, both negative and positive, contribute to enhancing and diminishing motivation. Although negative emotions may be considered detrimental to foreign language learning, the findings of this study showed that negative emotions serve as learning enhancers. Results also evidence that Mexican language learners perceive negative emotions as positive for their language learning process.

As the researchers said before, negative emotions are not necessarily a hindrance in Language learning, in fact they seem to enhance such process. Also it was clear that the cultural and social background are to be taken into account and studied in order to find out how to deal with learners' feelings and emotions during the study.

All of the studies give great importance to emotions despite one of them suggest to get rid of the negative aspects of emotions and the remaining studies on the other hand encourage learners to take the best of them instead of narrowing negative emotions as these cannot be avoided. Emotions were categorized in positive and negative as well as conscious and self-conscious in order to classify, describe and contrast them if necessary.

Theoretical Framework

The theories that are about to be explained below will not be seen only from a pedagogical perspective but also from a psychological perspective due to the influence of this discipline in human behaviour. The development of this research project can only be enriched if based on the theoretical constructs: speaking, emotions, and motivation.

Speaking.

In a broader sense *"Speaking is one of the most useful skills that a human being acquires."* (Costa, 2006, p. 201) Its aims are to express not only emotions but intentions as well and also it influences the way the world is perceived. Costa (2006) states that speaking can be used to see, perceive, understand and contextualize the cultures within a language and the environment in which is usually spoken. Some teachers usually focus on the basic aspects of the language; vocabulary and syntactical rules; however, the morphological and phonological features are not given the importance they should, as it was experienced by the researchers during their practicum. Students' reactions toward situations where using language orally is a must are of our main concern as well as the reasoning behind every decision.

According to Nunan (1999), Speaking is considered the basic reproduction of grammar found on books, but the truth is that the idea of speaking is of communicating and expressing in a way that understanding comes through sounds. It may sound simple and easy to accomplish, but it is exactly the opposite. Thornbury (quoted by Orilina, 2014) suggests that in speaking, there is only a chance to say things correctly, there is no time to reconsider what is going to be said and how, it is in that moment when the true nature of speaking often appears, as it goes beyond producing sounds consecutively. It also includes the use of structures, utterances, slang, contractions, emotions and knowledge that only the speaker possess. At this point the complexity of such task speaks for itself.

During the observations and lessons carried out in the practicum at Celestin Freinet, it was noticed that some teachers did not have time to work on speaking, all because of the amount of students and grades that each teacher has been assigned. Assessing speaking is a difficult task in this educational setting. Egan (1999) has an interesting perspective of what might be the main cause *"Recently largely ignored in schools and universities, primarily for logistical and programmatic reasons."* (p. 277). It can cause the learning process to be delayed and affected in the long run and make the four language skills to be unbalanced; the school's curriculum and the equipment are not up to the teachers' expectations.

On the other hand, speaking is the way in which most of the second language learners measure themselves, their confidence level is related to the number and kind of mistakes they make. Richards (2008) states that *"learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have*

improved in their spoken language proficiency." (p. 407). In other words the more they have

learnt the better and confident they feel about their performance in the target language.

Apart from the remaining language skills; such as reading, writing and in some cases

listening. Speaking is, as Thornbury (quoted by Orilina, 2014) says, *"Interactive and requires*

the ability to co-operate in the management of speaking turns" (p. 76). Speaking is an isolated

skill and that makes the learning process of a second language even more difficult. People may

feel anxious and in some cases terrified with the idea of speaking with or in front of someone

else. Brown (2000) states that this is a spontaneous process which leaves no opportunity for

repetition or correction as when writing a text, producing sentences on point is a must and even

native speakers are not capable of doing such task fluently all the time because sometimes it is

necessary to take enough time to look for relevant information depending on the topic and turn

that into chunks that convey meaning. In other words, it is fine if speakers hesitate but when this

occurs constantly in a language classroom there is obviously a problem, emotions are an

important factor to consider and will be dealt in the paragraph below.

Types of emotions.

Before continuing, remember that the word **affect** usually has a negative connotation, the

word **influence** on the other hand is exactly the opposite. Noticing and understanding such

difference is key as they are not synonyms or antonyms, they also help to make the readers

conscious about if what it is being said is positive or negative. "*At this point the child comes to*

understand that he/she is the object of other's attention" (Lewis, 2011, p. 2). There are two

categories when it comes to emotions, first emotions and second self-conscious emotions, in this

order of ideas, Lewis (2011) defined some basic emotions that occur non-consciously which basically are: happiness, shame, fear and nervousness. He also states that these are recognised at a conscious level only if the person itself sort of creates a mental image of himself.

Emotions: Emotions are always present and being conscious about them allow us to perceive and identify the cause of human actions. Robbins & Judge (2007) state that emotions are intense feelings that are directed towards someone or something and cause a human reaction. In other words actions and decisions are mostly influenced or affected by emotions in daily life, we may be able to control them in some degree but it is not possible to avoid or prevent their appearance.

The effect that emotions have on the learning process is clearer in a different kind of students, some that can be defined by Gardner (Quoted by Digest, 1996) as intrapersonal learners, which are the ones that are aware of their inner emotions that take part in the learning of a new set of knowledge. Despite the fact that the intrapersonal learners, are conscious of the effect that emotions have in the process they cannot fully understand or even try to control such emotions to the point that these factors start interfering in the language learning process, English in this case.

Despite the possibility that the class may be disrupted, ninth grade students from Celestin Freinet did not see it as a problem. As mentioned by Kuhlenschmidt & Layne (1999), it may not be considered as a problem due to the perception conceived by the students, who assume that if they do not get involved, it is not a problem for them, in such case, they may need the intervention of a teacher, changing momentarily the perception and leaving the interference

behind that these behaviour problems cause in class. In some cases these changes increase students' participation making the class more active and dynamic, it is necessary to talk about emotions because they have an important role on the students' classroom performance.

As Mitchell, R. Miles, F & Marsden, E (2013) state learners' attitude towards foreign language learning relies on their imagination that is the role of the foreign language itself in their daily life which can vary due to its dynamic nature and be negotiated as well. It has been noticed that when strong emotions appear these tend to harshly affect students' performance especially in speaking so the lack of consciousness speaks for itself at this point, self-conscious emotions on the other hand influence in a positive way for the most part.

Eliciting a positive response from learners is the best way to start a process successfully, previous experiences especially those considered positive are extremely useful when it comes to develop strategies and what better experiences than those related to childhood memories or hobbies such as videogames; Evoking positive emotions through childhood memories can ensure an active participation level as it creates and sense of closeness between the students and the teacher itself.

According to Tong & Caldwell (2008), adult learners and high school students cannot acquire language the same way as young children. It is necessary to use non-conventional methods in order to achieve the expected results or at least that is what their study suggests. Self-conscious emotions are an intrinsic part of the construct explained above, students' disposition relies on their consciousness level which means that if they happen to feel ashamed there is a

high probability that they avoid completing the tasks assigned because of the reaction that the environment may have; classmates, teachers and any other person within the classroom.

Self-conscious emotions: According to Heitz (2014) self-conscious emotions are assumptions as the result of how an individual is perceived by himself and others. Unfortunately when perceived frequently by others or even itself, these can become a hindrance. The attention goes to possible faults or mistakes causing them to be isolated internally and externally which overwhelms individuals besides increasing the amount of negative emotions that is fear and shame for the most part.

Being conscious of the aspects that may affect instead of influencing the learning processes is not enough. McIntyre & Gregersen (2012) suggest getting rid of or narrowing, depending on the situation, negative aspects that might cause learners to get stuck and have problems to achieve the expected results, emotions are included as the positive and negative outcomes rely on them as well. The point of their study is obviously to anticipate in order to observe and finally to comprehend and solve problems that are not allowing learners to reach their goals.

Positive and negative emotions can be effective during the learning process, they can increase or decrease the students motivation and attitude towards the class, as Mendez & Peña (2013) explain in their work, the students that receive negative responses and feelings have a better chance to motivate themselves in order to experience that sensation; to increase the work production and participation during the class so they can start feeling positive and negative emotions. In contrast, a positive emotion or response, may reduce the interest of the students in

order to go beyond what they already know, creating a gap between the students that have

experienced the two different aspects, and going from negative emotions and feelings to increase

the amount of work in order to reach a sense of tranquillity. On the other hand, those who started

with a positive emotion or feeling, will not increase their work production and by the time they

realise what just happened, they will start sensing the negative emotions and feelings coming

closer.

Positive and negative emotions as well as experiences with ninth grade students will be

mentioned below so the construct in question will have not only a wider but also an in-depth

perspective of what has been seen and noticed during the past three months. According to Egloff,

Schmukle, and Burns, Lawrence & Schwerdtfeger (2006) the participants presented a set of

physical responses regarding the emotions experienced when making oral production activities in

front of the class that allowed the researchers to create a set of emotions that were experienced

within the classroom activities.

Happiness: Diener (2008) defines this emotion as "*A combination of life satisfaction and*

having more positive emotions than negative emotions" (p. 164). Part of the students that

participated showed signs of happiness when they were in front of the class. Students have

shown physical signs such as smiling even after having making a mistake, laughing when facing

mistakes and critics from their classmates.

Fear: Original Spanish passage: "*Se trata de una de las emociones más intensas y*

desagradables. Genera aprensión, desasosiego y malestar. -Preocupación, recelo por la propia

seguridad o por la salud. -Sensación de pérdida de control". (Chóliz, 2005, p. 15) Part of the

students displayed the aspects mentioned above and made fear become a constant variable in the development of activities of oral production in front of the class. An overwhelming feeling that makes people look for a comfort zone that usually ends up in dimishing participation and interaction levels among the students.

Joy: Chóliz (2005) claims that joy is "*Estado placentero, deseable, sensación de bienestar. In the same way, it is perceived as "Sensación de autoestima y autoconfianza"* (p. 14). The students that face fear experience a sensation of joy immediately after being told that their work has no mistakes, making them more active in the activities that are developed in class.

Shame: Original Spanish passage: "*No estar a la altura de un ideal del yo"* (Chóliz, 2005, p. 15), in that sense Reeve (2010) provides the definition of shame as not being able to accomplish the highest point of the being themselves, mistakes or actions that take part during the different moments and actions of life.

That said, how deeply can these factors influence foreign language learning? Taking into account the emotions previously explained, it goes beyond the educational field and it lands on the social aspects; self-conscious emotions can create gaps or barriers that will make the learning process even more difficult. It is in the part when motivation comes at hand due to its importance in the learning process and its close relationship to emotions.

Motivation.

Notice that motivation has an important role during this part of the learning process as well as four relevant emotions that according to Plutchnik (quoted by Sarter, 2012) are a mixture of positive and negative emotions; happiness, satisfaction, shame and last but not least fear.

An impact on motivation and language itself may alter students' behaviour when speaking especially if they do not have a good proficiency level. As suggested by Méndez and Peña (2013) students' doings rely mostly on their life experience and self-image besides their social background, that is finally portrayed by them as some sort of trademark or signature, the way students express usually has some features related to their personality and mostly how they understand language itself, such features range from tag lines to pronunciation styles depending on their English level and preference.

Motivation cannot appear as part of the daily life of the students. According to Reeve (quoted by Korb, 2012), a process on which the two parts (learners and teachers) take important roles each stage has to be developed properly in order to reach such state of mind.

After taking a gander of how motivation works in the English classroom, it was discovered that it can either help to the development of the students or have an opposite effect making the students feel uncomfortable. Dehart, Peña & Tennen (2013) state that the effect the students' self-esteem has in them and how it may guide and trigger their interest towards the class.

The effect that self-esteem along with the class depends on the moment on which the students have noticed their personal difficulties, making them think of not being able to answer correctly the different exercises proposed by the teacher, similar cases can be seen in the classroom. It is in these cases when the teacher has to get involved, create a better environment or change it if the case so as to make the student feel comfortable as a means of participating in the class and activities itself.

To be precise, the motivational factor especially in high school is in most of the cases related to grades because they are the ones in charge of making the students pass the course if they reach the required level for the next course. The students will not participate unless that affects their grade and that is why there is a number of students that are keen on participating most of the time.

Regarding the case on which the students' motivation is based on, the teacher is responsible for creating a motivational space in the classroom by setting up the necessary conditions so students will be willing to participate and get involved in the activities, at this point students should be able to perceive such positive learning environment and work on their own. The self-determination theory, intrinsic and extrinsic motivation have an important role when planning lessons as well as when doing the activities along with the students, these factors deserve a detailed explanation as they are of great importance.

Intrinsic and extrinsic motivation are the self-determination theory outcomes as Richard & Deci (2000) state *"Theoretical import and practical significance can contribute not only to formal knowledge of the causes of human behaviour but also to the design of social*

environments that optimize people's development, performance, and well-being." (p.2).

Empirical as well as traditional methods have been used throughout the years in order to satisfy

people's needs as a means of optimizing performance in professional and personal fields.

Intrinsic motivation is inherently related to do a particular activity without expecting any

reward. Human beings are said to be curious and according to Skinner (quoted by Richard &

Deci, 2000) there is no such thing as intrinsic motivation because human beings expect to be

rewarded because of certain behaviour and such reward might be within the activity itself.

Although Skinner's operant theory (1948) sounds coherent, there are factors that should be taken

into account like the willingness, autonomy and need to acquire experience and gain skill

through actions and activities that do not seem to have any material reward.

Despite there are many theories related to intrinsic motivation there are some aspects in

common that should be mentioned; engaging and interesting activities seem to trigger this kind

of behaviour within the language classroom as experienced by one of the researchers during his

teaching practicum with ninth grade students, external factors should be keep in mind as well.

Extrinsic motivation unlike intrinsic motivation is present most of the time especially at

schools. People do not always do activities due to the rewards or benefits that these may have

because of their function. For example, students at Celestin Freinet School liked to participate

but they probably had different reasons: some might do it because this could enrich their learning

process, and some did it to avoid losing points or having bad grades and the implications that

these have; calling their parents, sanctions, etc.

According to Griffin (1994) this is due to people's judgement about other's actions, judging others is socially unacceptable but it is also inevitable because of the amount of data that the brain has to process and it is sometimes contradictory but leads to making conclusions and solving equations which in this case would be the students' performance within the classroom and during the semester.

There is another factor that is usually seen as misleading that is the instrumental value; students might do not participate because they learn from it but because such attitude will surely give them good grades. To sum up both types of motivation are important and their absence or presence depends on the kind of activity and environment subjects are exposed to.

According to Stern (1983) successful learning experiences are likely to promote new positive experiences and attitudes as well. The social factor hidden in every language and its culture is something that should be taken into account as it influences the learners' perception ergo the reasons for learning a new language and the motivational factor gets compromised.

Stern puts a distinction between instrumental and integrative motivation as both work together in order to accomplish a professional or a personal goal, instrumental motivation can be easily satisfied by reaching the objectives involved within the learning process; learning a certain amount of words within a stint, passing an exam, using the language fluently and accurately.

Integrative motivation on the other hand is harder to accomplish as its foundations depend on social factors; acquire the necessary elements to make a language sound naturally, constant exposure to the language is not enough that is why learners filter the information so as

to take what is in their best interest and discard what is of no use to them, a clear example could be when chatting on the internet or real life to a native speaker, some if not all of the language features are slightly or completely different, being conscious of which features and why is key during this process as it may enhance or decrease the learners' motivation.

According to Guilloteaux and Dörnyei (2008) motivation is seen as the guilt that alters humans' thoughts and behaviour. They also suggest in a more pedagogical field that motivation is the term used to explain the success or failure of a student within the classroom. Motivation is the reason for different parts of the society to learn and start with an interaction with a second or a foreign language.

Emotions may influence or affect their learning process as well as their performance but what it is clear regardless of their nature is that such aspects can be used at students' advantage or against them if not handled properly. The way this research was carried out in order to determine the constructs and factors mentioned in previous paragraphs will be explained in the next chapter so as to have a better understanding of the research methods and the population itself.

CHAPTER 3

RESEARCH DESIGN

The following section includes the methodological framework that was taken into account to develop this research project. First of all, the type of study will be described with the definition of the paradigm and the approach. The chapter is also composed by the description of the context in which the research was carried out and the participants in the project; finally the description of the instruments chosen to collect all the data needed to answer the question proposed.

Research Paradigm

The project was a qualitative research. Qualitative taking into account what was said by Mack, Woodsong, and Macqueen, Guest & Namey (2011) Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of particular populations.

The authors explain as well that the findings gathered after a research of this kind are applicable beyond the specific parameters of the study, extending it to other fields. In addition to these, during a qualitative research, there are going to be findings which were not predicted during any moment of the project but that can benefit the research itself. It is a qualitative research because it is emphasized on a specific population, ninth grade students in this case and the information gathered is retrieved from their social contexts, behaviour, thoughts and opinions.

In addition, some characteristics provided precise and concrete information to the paradigm of the research. A set of characteristics is related to the specific type of methods that can be used in the qualitative research (participant observation, and focus groups (Mack, et al., 2011). Participant observation is the one that presented the most significant findings due to it *"is appropriate for collecting data on naturally occurring behaviours in their usual contexts."* (Mack, et al., p.2, 2011).

It was expected to provide an in-depth description of the different emotions and the influence that they have during the different oral production exercises that students developed in the classroom, including the students' perceptions, emotions and feelings that they presented and experienced during the previously mentioned activities.

Adding specific information such as evidence, a human perspective, the opinions that these carry on; it also provides the tool to identify characteristics that may have a direct influence on the research such as sociocultural norms, socioeconomical status; the ones that will allow to derivate and to create associations with the performance in the classroom regarding the oral production activities. Mack, et al. (2011).

Research Approach

The following research approach has to describe the individuals' experiences of a phenomenon as the main purpose due to its qualitative nature. According to Johnson & Christensen (2012) the essence of a phenomenon can only be studied and described in depth if significant statements are analysed and put together in order to determine the variant structures and the possible aspects that these have in common.

Phenomenology was thought to be the best approach in order to carry out this research. The purpose is not to implement nor interfere but to describe the problems noticed at a secondary school and the individuals which in this case are ninth grade students. Understanding the situation of individuals through statements and reflections about their current process and expectations at short, mid as well as long term are key to find the essence of the phenomenon.

Johnson & Christensen (2012) also state that individuals' unique characteristics are not as important as the ones that they share or have in common. The focus of the approach is to find these key aspects so as to open up the path to the nature and reasoning behind the phenomenon, such characteristics are responsible for the problems, situations and the implications that these have inside a certain group.

Despite its benefits there have been misconceptions about the nature of phenomenology according to Merleau-Ponty (quoted by Moran, 2000) there is no need to analyse or explain as the only purpose of phenomenology is to describe. Even though in a broader sense that is what phenomenology is about, studying a phenomenon requires in-depth analysis in order to both understand and explain such phenomenon as a means of describing.

An important aspect of phenomenology mentioned by Seamon (2000) is that it does not have full control of parameters allowing researchers to develop their own based on suggestions more than specific structures, methods and rules that must be strictly followed. Moran (2000) sees it as a controlled subjectivity that is inherently related to the nature of a phenomenon and should not be ignored or discarded.

Setting

This study was carried out in Colegio Técnico y Académico Celestin Freinet, which is located in Suba Tibabuyes, Bogotá Colombia. The participants were ninth grade students, with an English level of A2 whose ages ranged from 14 to 16 years old. The institution has an intensive exposure to the language that includes English in their programme as a means of broadening the students' opportunities in life and to form future entrepreneurs according to the school's policies.

Colegio Técnico y Académico Celestin Freinet is a school dedicated to form entrepreneurs and people ready to be successful in life. It also promotes English learning. From what was observed this private school is certified with good education level, the facilities are relatively big and count with sufficient learning tools: internet, video beam, speakers and text books.

The school has stablished eight hours per week for ninth grade, each grade counts with seven to eight groups with forty, forty-five students. Counting only with one teacher to teach in all of the different groups.

The classes are planned in two different ways, the first one is period planation, and the second one weekly classes. In the first one, the teacher has to analyse and plan in a wide view what is going to be done with the topic which includes technical vocabulary, there are no specific topics for the different skills. It was noticed during the observations and lessons implemented by the researchers that the teacher is the one who has to include them into the lesson, as well

accomplish a specific amount of units from the students' book, giving a reduced amount of time to the teacher to implement activities and improve the students' skills.

Participants and sampling

The participants: the students we worked with for the data collection were students of ninth grade, we worked with them for around 4 months. They are students who show different emotions, such as shame or proud in most cases, as well as having a high interest on what they peer think about them. In some cases, the students had a good energy and disposition towards the class and the activities.

The students' strata range from 2 to 4, most of them are in the institution since their first school years, giving them the information required to follow the regulations of the institution as said by the principal in a welcoming meeting. During the time the researchers worked at the institution it was noticed that the teachers have limited access to video tools such as video beam, but they count with sound equipment for the class, even with these support.

Johnson & Christensen (2012) state that sampling is the information gathered from a specific group of people that have all of the requirements needed to make a research. Comprehensive sampling suits this type of research as it is in charge of examining every single case, due to the influence that all of the individuals can have within the research itself.

Data Collection Instruments

In order to be able to triangulate the information collected in the activities, the researchers have established the following instruments: reflective teaching journals (See Appendix 1), the

format used for the teaching practice at LIEI program, and students' journals (See Appendix 2) were used too. The format used to register students' journals was taken from Gamboa, A. (2013). The theory behind the purpose of using journals for collecting data will be explained below as well as deductions and thoughts on the instruments.

Journals (Teachers and students).

The journal, in any of the cases, student or teacher, is a method that allows to gather data from the learners we are working with or the group we are investigating, *"In researching the learning experiences of students and their reactions to multiple experiences in life as well as learning. Journals provide key insights that might be difficult to document in other ways."* (Phelps, 2005, p. 42) A journal provides a space on which the student can express with total confidence without being afraid or ashamed of their peer's reactions.

The journals provide the personal image that each of the participants had during the different activities that were developed in the recollection of data, showing their attitude towards the class, the rhythm of the class, the activities and in a more direct way, the way they felt developing the activities. Students filled the journals at the end of every session most days and some filled them at the beginning of the next sessions as a reduced amount of students skipped that part in some lessons. Journals were written in Spanish so they could freely think of their process and provide specific details about how they felt towards the lesson as a whole and their performance on the activities.

Regarding the teachers-researchers, the journal allowed us to provide what we consider, from our professional activity, may cause the participants to feel in a particular way by the time they were developing the activities. It is a space to reflect and improve the positive emotions that the students had during the class, as well, the journal provide insights that the participants might not be able to identify on their own, providing extra information so the findings are very detailed.

Each of the tools provided different insights so as to complement the purpose of the study. It was because of these three tools that we were able to triangulate the data in order to provide accurate information and make conclusions.

Role of researchers

The researchers were participants as observers, which, according to Mack et al. (2011) provide a structure in order to create teams or work individually. During the research, the teacher-researchers worked as a team, on which one of them provided and directed the activities that were developing in the class in order to gather data meanwhile the second researcher pays special attention to the behaviours and reactions that the students presented and that the first researcher may have missed. After every season, the researchers share their findings regarding the topic of the research (emotions, self-conscious emotions, motivation).

Ethics

Regarding the ethical aspects, the principal of the school and coordinator were notified prior the beginning of the data collection. The coordinator was given a consent form (See Appendix 3) in order to obtain his approval as we could not meet with the principal because

apparently he never was at the institution. The purpose of our study, data collection procedures, class activities, population and information treatment (personal information remained anonymous) were dealt in the consent form.

On the other hand, the head-teacher was given a brief talk about the objectives of the project, as well as the implications in the institution and classroom itself. Students were given a brief talk introducing the project, their role inside the research and topics to be worked on. Consent forms (See Appendix 4) explaining the project's aims, objectives and the role of researchers and participants during this process besides clarifying that grades were not compromised. Also, numbers were given to the students in order to keep their information anonymous after the researchers received the legal guardians' approval.

The legal representatives of the participants were informed and asked for the corresponding permission in order to follow the different ethical and legal regulations. Johnson & Christensen (2012) suggested a passive consent form (See Appendix 5) that was used in order to save time; it basically consists of a form that gives consent by simply not returning it. A consent form was sent and collected in order to have a physical proof for the parts involved. The research perspective, data analysis procedures and categories of study are presented within the following chapter.

CHAPTER 4

DATA ANALYSIS

In this chapter we present the information gathered as well as the findings. The data analysis approach, perspective, procedures, categories and subcategories used in order to analyse and make conceptualizations based on the findings.

The segmenting and coding approach was used in order to analyse the data. According to Johnson and Christensen (2012) segmenting is the process of dividing the data into meaningful units, coding on the other hand is the process of labelling or categorizing those bits of information so as to increase its value and enrich the study.

Everything from perceptions, opinions and emotions are considered meaningful data as it comes from students' production and exposure to the target language. The creation and purpose itself of reflective journals was to register the positive and negative experiences when making oral production activities as a means of reflecting on their performance when doing activities that required the use of speaking as their main communication tool.

Research Perspective

The main focus of this research was to observe, identify and analyse students' emotions when working on oral production activities, the perspective chosen or taken into account was the emic perspective. According to Given (2008) reality can only be perceived if analysed from the individuals' point of view, thus it allowed us as researchers to see the effect and influence of

emotions on their performance and make concepts based on what was observed during the time the research was carried out.

Data Analysis Procedures.

According to Johnson and Christensen (2012) there are three steps suggested in order to analyse the data which in this case are segmenting, coding and categorising. Segments and meaningful units from the texts should be taken into account according to the phenomenology approach. Every time a segment of bit of information is found it must be labelled or categorized in order to make a list of codes, notice that such master list of codes contains labels that share aspects in common from student to student.

The first step we followed was segmenting the data we read all the data from multiple sources so as to triangulate the information and make sure that the study becomes impartial and reliable. The kind of triangulation we used for this research was, in reference to Rugg (2010), data triangulation, which basically consists of gathering information from multiple sources, people, and different points in time as these three factors might change the results; in this case students' journals, teacher journals and field notes as a means of reducing the weaknesses of the study as well as increasing strengths and reliability of the results.

The information gathered was divided in two categories; positive and negative emotions with two subcategories each, influence and effect. The purpose of both is to find out about the nature of the outcomes besides aspects that share in common. This is what Johnson and Christensen (2012) call inductive codes as the categories were created based on generating the code by directly examining the data. A priori codes on the other hand are codes that were

developed at the beginning of the study which in this case are positive and negative emotions, such codes were thought to be included within the data analysis due to the presence of both during the observations carried out at the initial stages of the research study.

The final step was to display the data. A diagram was created as it was considered rather concrete and visible. It will be presented below along with the categories and subcategories found.

Before presenting the categories and subcategories of the study, it is necessary to remember the purpose of the study. The research project is focused on observing, analysing and describing the emotions presented in English as a foreign language learning with ninth grade students from a private school located in Bogotá when producing language orally. The categories and subcategories emerged from the study were organised in a diagram and are intrinsically related to the research question.

Categories of the study

Figure 1 (Adapted from Gamboa, 2013)
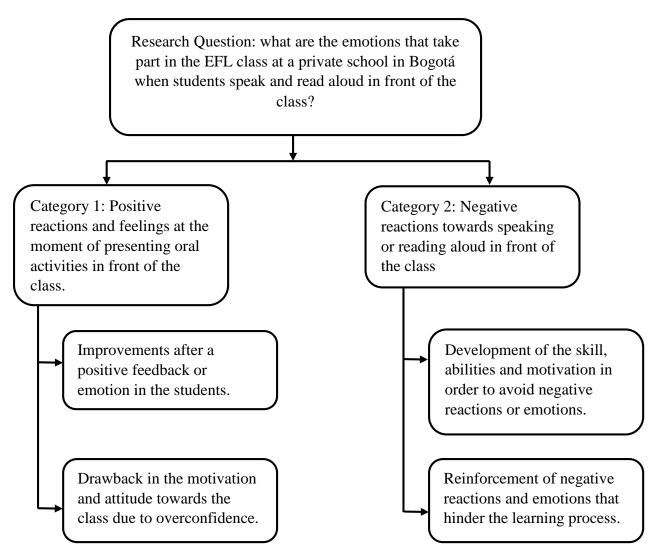
Positive reactions and feelings at the moment of presenting oral activities in front of the class and Negative reactions towards speaking or reading aloud in front of the class, with their corresponding subcategories: Improvements after a positive feedback or emotion in the students and Development of the skill, abilities and motivation in order to avoid negative reactions or

emotions. Drawback in the motivation and attitude towards the class due to overconfidence, Reinforcement of negative reactions and emotions that hinder the learning process emerged as a result of in-depth observations and analysis of the data gathered before and during the study in order to respond the research question. The emotions mentioned in each category were extracted from students' as well as teaching journals (See Appendix 1 & 2), in order to contrast both of them and make inferences about the features that all of the students share in common.

Positive reactions and feelings at the moment of presenting oral activities in front of the class and negative reactions towards speaking or reading aloud in front of the class, emerged as a clear understanding of the process that learners were having while raising their consciousness level, this includes their perceptions and reactions towards the class based on the type of activities they were asked to participate.

The categories mentioned above were created as a starting point. The students expressed themselves freely because they had to write in their native language and their names were replaced with numbers in order to make this process genuine and honest. The instruments were carefully designed so as to extract the influence and effect that emotions produced or evoked consciously and unconsciously.

An interesting insight found was that subcategories are intrinsically related to the categories section because learners can have positive experiences with negative effects and vice versa. Each session was influenced by its predecessor.

Category 1: Positive reactions and feelings at the moment of presenting oral activities in front of the class.

After analysing carefully the data at the end of each session, it was noticed that all of the oral production activities caused similar reactions among the learners, affecting and/or influencing their perception, thoughts and ideas at the moment of speaking in front of their classmates.

Learners' were encouraged to speak in front of the class (See Appendix 6) by providing examples of how they should perform; pronunciation, posture and voice projection. The reasoning behind such procedures was to reduce stress, increase confidence and motivation with hopes of making them feel comfortable so they would not be reluctant to being observed. Researchers could not and did not intervene as the point was to let learners perform naturally in a non-controlled environment, psychologically speaking. In order to have a better comprehension of the subcategories, examples will be mentioned below.

Improvements after a positive feedback or emotion in the student.

After reading and analysing the data, we were able to identify that the majority of learners with positive emotions were influenced to the point of increasing motivation. Guilloteaux and Dörnyei (2008) suggest that human thoughts and behaviour are altered and suffer several changes because of the intervention of motivation in their daily life as some sort of blame. It is because of blame that students count with an explanation of their success or failure in the pedagogical aspects.

Mendez & Peña (2013) state that students' doings rely mostly on their life experience and social background and that seemed to influenced students' performance in class as they were really active during the lesson. Examples of the theory previously mentioned will be shown below.

"Me sentí bien, creo que mejor que en la mayoría de las clases de años pasados."

(Journal 1. Student 7. Will and Going To. May 07th)

The influence of positive emotions such as happiness, confidence and tranquillity in the learning process was difficult to miss as they became more active and their work quality increased. Positive emotions plus influence enhances work group as students who were successful at certain tasks encouraged others to make an effort as a means of increasing motivation through participation and create a powerful and active learning environment.

"Thanks to the fact that the activity was presented as a game, the students had a better energy in order to receive the feedback of the mistakes that they were making, as well during the activity, their classmates were also giving them corrections and clarifications regarding the topic."

(Teaching Journal 2. Present Perfect. May 21st)

According to Ashton-Hay (2006) there are two factors that must be present at the moment of creating a powerful learning environment, problem-solving, previous knowledge integration; using logical reasoning to solve problems found in the language and execute tasks based on previous knowledge about certain topics or situations if possible which results in the development as well as use of the skills taking into account the first steps previously mentioned.

Drawback in the motivation and attitude towards the class due to overconfidence.

Despite the fact that we are referring to positive emotions, not all of the participants were influenced, instead they were affected by such experiences. Overconfidence on their process was perceived during the lesson and can be noticed in the following extracts from the students' and teaching journals.

"Me sentí muy bien y confiada ya que entendí."

(Journal 3. Student 20. Phrasal Verbs. June 18th)

"Cuando pase al tablero me sentí segura de lo que escribía y efectivamente estaba bien. Entendí el tema."

(Journal 1. Student 9. Will and Going To. May 07th)

After analysing the students' journals, it was evident that the students experienced a set of emotions that can be considered positive, emotions such as overconfidence, confidence, tranquillity, safety, but these positive emotions dimished their interest for suggestions and further study on the topics.

"I discovered that students who felt confident and trust on their skills and abilities reduced the participation on the activities, making more noticeable their lack of energy and motivation and making more notable for the class some mistakes of their classmates."

(Teaching Journal 1. Will and Going To. May 07th)

Even though positive emotions provided a sense of security and happiness, these emotions can also make learners become unable to recognise their own mistakes and receive feedback, taking suggestions as criticism instead. As mentioned by Méndez and Peña (2012) both positive and negative emotions can diminish or increase motivation which alters the students' behaviour and language itself, as well as the amount of input that students receive; at this point in this case motivation was diminished and feedback was rejected because of their apparent positive results.

Though, negative results can be used as learner enhancers as Méndez and Peña's study suggest, the information retrieved from the first lesson showed exactly the opposite proving that students' self-image plays an important role at the moment of doing activities and analysing their performance is key to create an optimal learning environment.

Category 2: Negative reactions towards speaking or reading aloud in front of the class.

Negative emotions narrow motivation and make learners unable to carry out even the most simple tasks besides reducing accuracy and speed affecting performance for the most part but as it was mentioned in Chapter 2 these emotions can be used as learning enhancers, as well as reducing the motivation for the students to develop activities and to participate in class, making the progress of students and development of the class more difficult. Regardless of the nature of emotions these can spread around the classroom and either affect or influence the learning environment as well as the pace of the class. Reeve (quoted by Korb, 2012) suggests

that a state of mind in which motivation becomes part of daily life cannot be reached easily as both students and teachers must work together in order to develop and activate such state.

Development of the skill, abilities and motivation in order to avoid negative reactions or emotions.

Learners can overcome negative experiences or emotions that are a problem to their learning process by simply being coherent and most of all honest with their process. The following extracts evidence that learners are aware of how they learnt better and what the causes of their poor results were. Learners seemed to take failure in the best way possible as seen in the examples below.

"Cuando el profe Camilo me dijo que pasara al tablero me sentí rara y pués nerviosa pero como estaba conversando con un amigo y pues, por eso pase al tablero pero así aprendo a las malas."

(Journal 3. Student 4. Phrasal Verbs. June 18th)

"Logré completar toda la letra y eso me dió satisfacción."

(Journal 1. Student 9. Present Perfect. May 07th)

"Me pareció algo bueno pero no tengo desarrollado el listen, así que me sentí un poco nervioso."

(Journal 1. Student 2. Will and Going To. May 07th)

The participants displayed emotions that could be consider as negative, emotions such as fear, nervousness and in one case, the participant recognised his weaknesses and embraced them

in order to continue the learning process and avoid being affected by the negative emotions previously mentioned.

"I realize that some students were acting the song no singing, instead of nagging them, I encourage to go to the front and sing for the class as long as they keep playing."

(Teaching Journal 1. Will and Going To. May 7th)

Despite students were making mistakes or not even trying to sing the song (See Appendix 6), they felt confident and did their best to complete the exercise proposed after the student-researcher encouraged them to keep going until the end. Students' perspective seems to be wide based on the thoughts written by themselves in their journals which increased the quality of their outcomes as stated by MacIntyre and Gregersen (2012). If that cycle is to be repeated then students should constantly reflect on their process, and the only way of doing it is by including such moments in the curriculum.

Reinforcement of negative reactions and emotions that hinder the learning process.

The consequence of a poor performance as a result of emotions standing in their way instead of being at the learners' advantage. Participation decreased dramatically as well as work quality because learners' were unable to overcome such emotions towards their knowledge and the class as a whole that is classmates, activities and the teachers itself.

"Me sentí asustada a no contestar correctamente las preguntas que me hacían mis compañeras."

(Journal 2. Student 19. Present Perfect. May 21st)

"Nervioso porque estaba al frente de todos y por miedo a equivocarme."

(Journal 3. Student 14. Phrasal Verbs. June 18th)

"Me puse triste y enojada porque no me sabía bien el presente perfecto."

(Journal 2. Student 20. Present Perfect. May 21st)

In the same way as the previous set of emotions, negative emotions can reduce the impact that the learning process has in the participants because of the presence of fear, shame and anger towards the activity which allowed feedback to be given without making them feel upset and enhancing their process instead.

"The students that have difficulty to receive feedback from students, so when a partner is giving them or making them realize about their mistakes, they prefer to not pay attention and continue making the same mistake."

(Teaching Journal 2. Present Perfect. May 21st)

As seen in chapter 2 McIntyre and Gregersen's study suggested that emotions can be discarded if they happen to become a hindrance within the students' learning process. Unfortunately, such statement proved to be false in this case as students were not able to overcome their emotions and the results went from positive to negative in very short stint. Such results suggest that students are not fully prepared to acknowledge the consequences of their own undoing.

Learners reflected on their performance and learning process during the research. As it was seen in previous paragraphs positive experiences can provide negative results and negative experiences can also provide positive results as learners overcome the emotions evoked by self-

assessing/reflecting on their process in order to take the best from each experience and activity they were involved in.

Conclusions and implications about the process and research as a whole treated from a top-down perspective that is from general to specific. Thoughts as the result of deep reflections and ideas for further research will be discussed in the next and final chapter.

CHAPTER 5

CONCLUSIONS

The following chapter will present the conclusions and the implications that this study might have within the institution are not intended in any way to harm but to make recommendations to be taken into account for possible further research as it is a vast field of study and still has a lot of growing up to do.

Relevant Findings

The purpose of this research was to observe, describe and analyse the emotions experienced by ninth grade students at the moment of doing oral production activities at a private school in Bogotá. Six observations in total were carried out at the beginning, during and at the end of the research to determine students' current knowledge, their performance and how they felt towards the English class. Three sessions were carried out so as to emphasize on speaking and increase exposure to oral production activities, students were asked to write their perceptions of the lessons as a whole and how they felt when doing activities in front of their classmates.

After the analysing the data and the experience in the classroom, it was found that students felt more comfortable with the student-teacher that with their head-teacher because according to them the pace of the lessons and classroom dynamic was completely different from what they have been used to so far. In the same way, it was noticed that the students had more sympathy and understanding with the student-teacher, creating a feel of closeness that allowed them ask for solving their doubts without emotions interfering in such process. Making them feel

free to express themselves which increased their participation rate and finally turning regular lessons into really active ones.

Regarding the feel of closeness, it facilitated the observation stages, due to the fact that students had no problems with the idea of being observed and worked hard despite there were three people in the classroom; the head teacher, student-teacher and the observer. This did not seem to narrow their performance and increased their motivation instead improving their results in contrast to the results before the study was carried out.

Research question answer

Regarding the findings related to the research question, it was noticed that students who performed quite well felt confident, satisfied and secure for the most part. The ones who did not on the other hand, encouraged themselves to keep improving their process. An interesting fact that was seen in both sides of the coin was that some of the students who went well had negative outcomes or reflections in their journals as according to them there was no room for improvement because they were satisfied with their overall performance. Students who did not performed well, recognise their mistakes as well as strengths and weaknesses in order to enhance their abilities and do better in future lessons.

After an in-depth analysis and integration of the main objective and research question, the perceptions of the development of the students are seen from two different perspectives: Improvements after a positive feedback or emotion in the students, development of the skill, abilities and motivation in order to avoid negative reactions or emotions, both come from a different perspective and perception of emotions. Showing, in some cases similar emotions but

with different results. In the emotions that take part on ELT classroom, we can find, positive emotions like: happiness, joy and satisfaction; in the negative set of emotions, it can be found: fear, shame and anger.

A set of emotions that can be identified as positive and negative at the same time, decreasing the development and progress. It can be seen from the same perspective with a positive and negative set of emotions, starting with a positive drawback in motivation and attitude towards the class due to overconfidence. Reinforcement of negative reactions and emotions that hinder the learning process; providing with these points of view a clear division of the emotions and the influence or effect on the students and their performance in the English class.

To sum up the emotions that take part in the ELF classroom are happiness, joy, fear, shame besides satisfaction and tranquillity during situations that involved good and bad results as it was evidenced during the data analysis in both the students and teaching journals.

Implications

After reflecting and critiquing, it was determined that students should be seen from three different perspectives, as individuals that are constantly learning, as part of a specific group and institution. The perspectives previously mentioned, are emphasized on improving the learning process and the quality of the institution.

Our roles as students, teachers and researchers have allowed us to see students as integral beings as well as the emotions being an intrinsic part of their inner self that should be used for

the betterment of their learning process. Reflecting on our own process so as to give students an example of how can they can take part on their process is a must. It was noticed during the observations that students are not given sufficient input as well as time to work on speaking due to organisational issues; time, space and students' number which is a factor that should be explored in more detail.

Pedagogical implications.

After reflecting and analysing different points of view; starting from the perspective of students and their educational process, the professional development that teachers at the school are expected to obtain. As well as the improvements and suggestions that the institution could take into account if they take our study into account as a means of re-structuring their curriculum.

From the students' perspective; once they understand the influence and effect of emotions in their personal and educational development besides reflecting on the consequences or benefits of emotions they will be able change their minds towards learning and looking for ways of carrying out such processes more efficiently so students might become critical and self-assess their doings under the teacher's guidance and finally take feedback as an opportunity to do better.

Teachers have one of the most important roles inside the classroom, to be prepared not just to deal students with to teach and hopefully improve the students' perceptions and use emotions a learning tool instead of diminishing their motivation. Recognising and seen students as being that are still growing up plays an important role as this can be adjusted to make students

feel a sense of closeness instead of feeling bad for needing guidance, it is a teacher's duty not only to form students in the educational field but also in the personal development field as teachers spent a great amount of time with students.

Limitations

Because of the nature of the study it was not possible to create or develop a strategy that allowed students to deal with their emotions and take advantage of the effect or influence caused by their reactions toward certain situations where speaking was involved. The fact that the institution presented the material along with the topics , left teachers with no room to be creative in order to design or adapt their own material. Making more difficult to work on the four basic skills of language as stated by the teachers themselves. The amount of time that researchers had to collect data was affected, forcing them to use different tools to gather information from the ones in mind.

Regarding the students, in some cases, some of the students did not count with the approval of their legal guardians reducing the number of volunteers. As said by the students the fact that some legal guardians did not have knowledge of the project or did not receive any notification by the institution and preferred not to have contact with the researchers.

Further research.

The following ideas can and should be taken as a starting point for further research as they might contribute to the development of academic life, the institutions' qualifications, teaching methods and so on all based on the results obtained and research topics that could not be dealt with because of factors like time and type of research.

- To develop an investigation to establish the best possible way to narrow the impact of mental aspects that diminish students' learning not only of private institutions but also from public institutions, as well as different levels of education, focusing on specific stages of human growth as a general aspect, taking into account all the phenomena behind it.

- To analyse how is the social and academic life affected by isolation caused by negative emotions within the different subjects and life experiences that the students go through in the academic life, giving a deeper look at the events that take part inside the classroom in which students and teachers are involved.

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APPENDIX 1

Purpose: Through this reflective teaching journal I will keep a record and monitor what happened through the lessons. Then I will self-assess my own teaching practice by analysing, reflecting and setting an action plan to improve my teaching performance. [Adapted from Richards, J. (1996). Reflective Teaching in Second Language Classroom. CUP]

Teacher:	Course: Ninth Grade	Nr of students: 45	Lesson Nr:	Date:
Lesson Planning	**Description** (what actually happened)		**Reflection** (analysis of why it happened, initial ideas of improvement)	
• Did I depart from the lesson plan? If so, why? Did the change make things better or worse? • Did I implement the whole lesson plan?				
Resources	**Description** (what actually happened)		**Reflection** (analysis of why it happened, initial ideas of improvement)	
• What teaching materials did I use? How effective were they?				
Classroom management	**Description** (what actually happened)		**Reflection** (analysis of why it happened, initial ideas of improvement)	
• What grouping arrangements did I use? • What problems did I encounter and how did I deal with them? • Was it a student-center class? How? • What patterns of interaction took place? • How effective was my instruction-giving? • Were all the students engaged in the lesson?				

Language teaching	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• Were the aims of the lesson achieved? Why? • What teaching techniques did I use? How effective were they? • How did I promote the use of L2? • How effective did I present new language? • What would I change if I were to teach this lesson again?		

Language learning	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• What did the students actually learned? • Did students use L2 in the lesson? What for? • Did students contribute actively to the lesson • Were students challenged by the lesson? • What were the most effective parts of the lesson? • What were the least effective parts of the lesson?		

Assessment	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• What kind of assessment did I use in the lesson? How effective was it?		

Professional development	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)

• Was my philosophy of teaching reflected in the lesson? • Did I discover anything new about my teaching? • What changes should I make in my teaching • Did this lesson show improvements in my teaching performance? • Did I listen to the cooperative teacher's suggestions? How collaborative is our work?		

Teacher: Luis Camilo Páez Suárez	Course: Ninth grade		Nr of students: 45	Lesson Nr:	Date:

Lesson Planning	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• Did I depart from the lesson plan? If so, why? Did the change make things better or worse? • Did I implement the whole lesson plan?	Yes I did, I depart due to the fact that the students have tutoring with their head teacher. So I was not able to finish my lesson plan or activities.	Despite the fact that on this occasion I had had plan the different stages with the proper time, there is always or most of the times something that is going to make you stop and leave incomplete something, is in that moment that you have to analyze and discover the best way to adapt what you have and make it useful for any moment or situation.

Resources	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• What teaching materials did I use? How effective were they?	Board Markers Worksheets Speaker Song.	The worksheet were interesting because they are easy to handle and to use, and it also can provide a perception of how responsible are the students. The speaker can help to change the mood of the class, giving a happier or relax and productive space on which the students feel more keen on with the work and the activities.

Classroom management	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• What grouping arrangements did I use? • What problems did I encounter and how did I deal with them? • Was it a student-center class? How? • What patterns of interaction took place? • How effective was my instruction-giving? • Were all the students engaged in the lesson?	During the class I arrange the students in couples, I have notice that the students despite the fact that they work talk a lot, in many moments is related to the class. I believe that the class was student center because they were the ones that give the explanations, give the exercises and the answers. I could witness that most of the student had the disposition to participate and to get involved in the activity, never the less, some students were a part of the activity.	I think that the students that were a part of the activity have reasons but is always better to be sure of the reasons, to go and ask them what is happening, and to find a way on which they can join and enjoy the class and the activities. Also the moment on which a student is the one that gives the presentation makes the rest of the class more relax, make them think if he/she can, why I wouldn't? making them go further and be better.

Language teaching	Description (what actually happened)	Reflection

		(analysis of why it happened, initial ideas of improvement)
• Were the aims of the lesson achieved? Why? • What teaching techniques did I use? How effective were they? • How did I promote the use of L2? • How effective did I present new language? • What would I change if I were to teach this lesson again?	I a basic level the goals were achive, due to time I could not confirmed on a deep way that the goals were accomplish on a complete and deep way. I believed that I promoted the use of L2 with the song, I realize that some students were acting the song no singing, instead of nagging them, I encourage them to go to the front and sing for the class as long as they keep playing. If I could change something it will be the equipment, due to technical problems I had to start the class with a different activity.	Understanding that the students are children's and that they enjoy different things, we can use those aspects to improve the class, for example, I realize that my students enjoys to take roles, so the use of a role play will make a class more fun and entertained. I will like that the students of my class have the chance of design an activity on which their classmates and the teachers take part, it will provide a new perspective of how to develop activities that they enjoy.
Language learning	**Description** (what actually happened)	**Reflection** (analysis of why it happened, initial ideas of improvement)
• What did the students actually learned? • Did students use L2 in the lesson? What for? • Did students contribute actively to the lesson • Were students challenged by the lesson? • What were the most effective parts of the lesson? • What were the least effective parts of the lesson?	During the class the students use the L2 in order to give ideas, complement and support their ideas, as well as to provide explanations about the topic, and also, they use the L2 in order to joke and play around with each other, so they have start to use the L2 beyond just the topic.	I think that the fact that the students start to use the L2 beyond the topic or the activity proves that they start to feel comfortable with the language and with the new culture that the language brings with it, and is in that moment on which the students really learn on a real experiences.

Assessment	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• What kind of assessment did I use in the lesson? How effective was it?	During the activity, the assessment that was provided was a correction on the pronunciation, it was simple but effective, in some cases the rest of the class spotted mistakes and they corrected on a gentle way.	During that moment, I was able to see and understand that the students have showed a change in the way they refer to the others, the make more polite comments and corrections, facilitating the environment for learning.
Professional development	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• Was my philosophy of teaching reflected in the lesson? • Did I discover anything new about my teaching? • What changes should I make in my teaching • Did this lesson show improvements in my teaching performance? • Did I listen to the cooperative teacher's suggestions? How collaborative is our work?	I discover that I enjoy watch my students smile in class with my activities but more than that I discover that I enjoy smile with them, create the moments to smile and even with a smile I can see them and still understand why did I choose this career. Regarding the changes, I think that I will make the class more energetic and dynamic, I will make them stand up and walk, to talk with someone else different.	I discover that the students that felt confidence and trust on their skills and abilities reduce the participation on the activities, making more noticeable their lack of energy and motivation and making more notable for the class some mistakes of their classmates.

Teacher: Luis Camilo Páez Suárez	Course: Ninth grade	Nr of students: 45	Lesson Nr:	Date: 21/05/2015
Lesson Planning	**Description** (what actually happened)		**Reflection** (analysis of why it happened, initial ideas of improvement)	
• Did I depart from the lesson plan? If so, why? Did the change make things better or worse? • Did I implement the whole lesson plan?	Yes I depart from the lesson plan, I increase the time that the students spend on one of the activities so they could have a better comprehension of the topic and the aspects that make par of it.		During the activity, I could see that the students were having a good attitude towards the game and the grammar aspects that was work on the class.	
Resources	**Description** (what actually happened)		**Reflection** (analysis of why it happened, initial ideas of improvement)	
• What teaching materials did I use? How effective were they?	Game board Dices Worksheet Markers Cards		The use of a board game change the dynamic of the class, the students were interested on the game and the follow the instructions as they were told to.	
Classroom management	**Description** (what actually happened)		**Reflection** (analysis of why it happened, initial ideas of improvement)	
• What grouping arrangements did I use? • What problems did I encounter and how did I deal with them? • Was it a student-center class? How? • What patterns of interaction took place? • How effective was my instruction-giving? • Were all the students engaged in the lesson?	During the activities, the students were arrange in groups of 4 – 5 students, after they had finish the game, they had to develop an individual activity. During the activity, some students couldn't find a group to work with, so they were assigned by the teacher to a specific group. Regarding my instruction-giving, I find that in cases on which the activities are full of instruction, I have to be more explicit and give a bigger amount of examples.		The students are used to work individually or in couples, in the moment on which they are ask to work in groups, there are students that have a better understanding with students of other courses, making them to feel out of place, so they prefer to work on couples, as a teacher I think that we should we able to see and to find the most suitable student to work with even of the student doesn't feel that way. In the instruction aspects, I consider that the instructions on a game are a bit more difficult to explain because the students are more focus on the idea of playing are they are not paying attention, so I had to repeat the instructions several times, it may be better to have visual support in order for them to understand easier the instructions and rules.	
Language teaching	**Description** (what actually happened)		**Reflection** (analysis of why it happened, initial ideas of improvement)	
• Were the aims of the lesson achieved? Why?	Yes, the students were able to use a game and use the grammar that was explain on a way that they felt		The students were able to use their imagination on a more vivid way so they had more options and chances to be	

• What teaching techniques did I use? How effective were they? • How did I promote the use of L2? • How effective did I present new language? • What would I change if I were to teach this lesson again?	more comfortable using, creating on them a connection between what they learn and what they play. The L2 was promoted by the students using it during the activity but also by checking that their pairs make or not mistakes, becoming them into judges. If I could change something I would arrive with a bigger example, for example a printed board bigger size so the students were able to see and to understand what they were supposed to do.	creative and to have a better time while they learned and practice the grammar point that was work on class. The students had to assumed a bigger responsibility during the game, they were not only creating but also checking that they were mistakes or not, giving them the opportunity to be conscious not only about their progress but also the progress of their classmates during the activity.
Language learning	**Description** (what actually happened)	**Reflection** (analysis of why it happened, initial ideas of improvement)
• What did the students actually learned? • Did students use L2 in the lesson? What for? • Did students contribute actively to the lesson • Were students challenged by the lesson? • What were the most effective parts of the lesson? • What were the least effective parts of the lesson?	The students used the L2 in order to communicate with their classmates and to complete the activity, they were able to use it on a way on which they have to make themselves understand if they wanted to continue with the game. Most of the students were challenge a t the moment on which they have to create the idea that they wanted to express, they have to be creative in order to be able to understand and to be understood. The most effective moment of the class was the presentation of the activity, the students show emotion and disposition towards what was plan. The less effective part was the moment on which the rules were explain, the students were to exited and some of them didn't have any clue to make the activity.	The idea that the students had to speak in order to complete a game is a good motivation, but if you can present them the speaking as a game the students will have a better motivation and they will have more energy to complete the game, and if during the game they seem challenge, they will have the motivation the complete the game and the obstacle that is presented by the activity.
Assessment	**Description** (what actually happened)	**Reflection** (analysis of why it happened, initial ideas of improvement)
• What kind of assessment did I use in the lesson? How effective was it?	During the lesson the students were assess in two aspects, the first one during the game, they were assess in the grammar composition and use; after that they were assess in the use of the written way of the	Thanks to the fact that the activity was presented as a game, the students had a better energy in order to receive the feedback of the mistakes that they were making, as well during the activity, their classmates were also giving them corrections and clarifications regarding

	grammar aspect that was used on the game.	the topic, but in some cases they were not able to receive it on a positive way and took it as a nag and change the attitude making them impossible to receive the corrections to improve.
Professional development	**Description** (what actually happened)	**Reflection** (analysis of why it happened, initial ideas of improvement)
• Was my philosophy of teaching reflected in the lesson? • Did I discover anything new about my teaching? • What changes should I make in my teaching • Did this lesson show improvements in my teaching performance? • Did I listen to the cooperative teacher's suggestions? How collaborative is our work?	Yes, I think that the group work if it is well conducted help the students in order to feel more comfortable to make mistakes and to correct it, giving them the possibility of analyze the best way to learn. I consider that for my teaching to be more effective, I should use more attractive or bigger material so the students can have a better guide. I found that the collaborative teacher is very concerned about what happens in the class and the way that we can improve.	That the students have difficulty to receive feedback from the students, so when a partner is giving them or making them realize about their mistakes, they prefer to not pay attention and continue making the same mistake.

APPENDIX 2

RESEARCH QUESTION

What are the emotions that take part in the EFL class at a private school in Bogotá when students speak and read aloud in front of the class?

JOURNAL # __

Hour: ____

Date: _____

Class Activity # __

SPEAKING ACTIVITIES

ACTIVITY:
PERCEPTIONS (About the activity):
PERCEPTIONS (About your emotions during the speaking process):

STUDENTS' JOURNALS

RESEARCH QUESTIONS

1. What are the feelings and emotions that take part in the EFL class when students speak and read aloud in front of the class?

JOURNAL #02

Date: 7/may   Hour: _____

Class Activity # (2)

SPEAKING ACTIVITIES

ACTIVITY:

en esta clase realizamos una actividad de listen, que consistia en escuchar y completar los espacios en blanco de una cancion que contenia will y going to

PERCEPTIONS (about the activity):

Me parecio algo en lo que podemos practicar de una forma que nos sirve para la realidad.

PERCEPTIONS (about your emotions during the speaking process):

Me parecio algo bueno pero no tengo muy bien desarrollado el listen, asi que me senti un poco nervioso

STUDENTS' JOURNALS

RESEARCH QUESTIONS

1. What are the feelings and emotions that take part in the EFL class when students speak and read aloud in front of the class?

JOURNAL #07 (16)

Date: 21 mayo.   Hour: _____

Class Activity # 3

SPEAKING ACTIVITIES

ACTIVITY:

En esta clase hicimos un juego de mesa que consistía en avanzar cuando cada jugador respondiera bien en pasado perfecto.

PERCEPTIONS (about the activity):

Fue una forma diferente de aprender y era diferente.

PERCEPTIONS (about your emotions during the speaking process):

mesentí bien y motivado por aprender

APPENDIX 3

Bogotá, 15 de Abril de 2015

Señor:

EDUARDO CUBIDES

Coordinador Colegio Técnico y Académico Celestin Freinet

Mi nombre es Camilo Páez, soy docente del área de inglés. Este año estaré llevando a cabo un proyecto de investigación como parte de mis estudios de Licenciatura en Idioma Extranjero Inglés en la Corporación Universitaria Minuto de Dios. Este proyecto me permitirá continuar mejorando mi práctica como docente así como brindarles a mis estudiantes las herramientas necesarias que apoyen el proceso de aprendizaje de la lengua extranjera.

El proyecto de investigación tiene como fin observar, analizar y describir los efectos que tienen las emociones en los estudiantes a la hora de hacer actividades de producción oral. Estoy interesado en conocer las reacciones de los estudiantes de grado noveno al llevar a cabo actividades de producción oral como lo son leer en voz alta, realizar monólogos y diálogos, específicamente con el curso 905, por lo cual las ideas, impresiones y talleres desarrollados por los estudiantes en las clases serán necesarios.

Teniendo en cuenta lo mencionado anteriormente, solicito la autorización, el apoyo y la colaboración de la institución para desarrollar con éxito el proyecto.

En las clases los estudiantes desarrollarán diferentes actividades basadas en las planeaciones enfatizadas mayormente en la habilidad de producción oral en ocasiones se requerirá dar a conocer sus opiniones sobre lo realizado en clase por medio de diarios en los que ellos podrán describir sus avances y dificultades durante el proceso.

La información recolectada me servirá para caracterizar a los estudiantes como tal y describir la influencia de las emociones en el aula de clase y así proponer diversas estrategias que complementen y enriquezcan lo que se está haciendo actualmente en la institución.

Durante la investigación se mantendrá la confidencialidad de la información y el nombre de los estudiantes no será mencionado en ningún momento a menos que sean autorizados por sus padres. Igualmente, cabe aclarar que la participación de los estudiantes en el proyecto es voluntaria y no afectará de ninguna manera el desempeño o la valoración en la asignatura. Los estudiantes son libres de retirarse del proyecto en cualquier momento sin que esto genere alguna consecuencia.

Agradezco su colaboración
Camilo Páez
Docente área de inglés

El Coordinador de piso del Colegio Técnico y Académico Celestin Freinet, Eduardo Cubides. Tiene conocimiento del proyecto que el docente Camilo Páez desarrollará en la institución y autoriza que las actividades, impresiones y opiniones sobre las actividades de producción oral realizadas por los estudiantes del curso 905 sean utilizadas como soporte para el estudio.

_____

 Firma Coordinador Eduardo Cubides

Bogotá, 15 de Abril de 2015

Señor:

EDUARDO CUBIDES

Coordinador Colegio Técnico y Académico Celestin Freinet

Mi nombre es Camilo Páez, soy docente del área de inglés. Este año estaré llevando a cabo un proyecto de investigación como parte de mis estudios de Licenciatura en Idioma Extranjero Inglés en la Corporación Universitaria Minuto de Dios. Este proyecto me permitirá continuar mejorando mi práctica como docente así como brindarles a mis estudiantes las herramientas necesarias que apoyen el proceso de aprendizaje de la lengua extranjera.

El proyecto de investigación tiene como fin observar, analizar y describir los efectos que tienen las emociones en los estudiantes a la hora de hacer actividades de producción oral. Estoy interesado en conocer las reacciones de los estudiantes de grado sexto al llevar a cabo actividades de producción oral como lo son leer en voz alta, realizar monólogos y diálogos, específicamente con el curso 905, por lo cual las ideas, impresiones y talleres desarrollados por los estudiantes en las clases serán necesarios.

Teniendo en cuenta lo mencionado anteriormente, solicito la autorización, el apoyo y la colaboración de la institución para desarrollar con éxito el proyecto.

En las clases los estudiantes desarrollarán diferentes actividades basadas en las planeaciones enfatizadas mayormente en la habilidad de producción oral en ocasiones se requerirá dar a conocer sus opiniones sobre lo realizado en clase por medio de diarios en los que ellos podrán describir sus avances y dificultades durante el proceso.

La información recolectada me servirá para caracterizar a los estudiantes como tal y describir la influencia de las emociones en el aula de clase y así proponer diversas estrategias que complementen y enriquezcan lo que se está haciendo actualmente en la institución.

Durante la investigación se mantendrá la confidencialidad de la información y el nombre de los estudiantes no será mencionado en ningún momento a menos que sean autorizados por sus padres. Igualmente, cabe aclarar que la participación de los estudiantes en el proyecto es voluntaria y no afectará de ninguna manera el desempeño o la valoración en la asignatura. Los estudiantes son libres de retirarse del proyecto en cualquier momento sin que esto genere alguna consecuencia.

Agradezco su colaboración
Camilo Páez
Docente área de inglés

El Coordinador de piso del Colegio Técnico y Académico Celestin Freinet, Eduardo Cubides. Tiene conocimiento del proyecto que el docente Camilo Páez desarrollará en la institución y autoriza que las actividades, impresiones y opiniones sobre las actividades de producción oral realizadas por los estudiantes del curso 905 sean utilizadas como soporte para el estudio.

Firma Coordinador Eduardo Cubides

APPENDIX 4

COLEGIO TÉCNICO Y ACADÉMICO CELESTIN FREINET
FORMATO DE CONSENTIMIENTO

Este año estaré llevando a cabo un proyecto de investigación como parte de mis estudios de Licenciatura en Idioma Extranjero Inglés en la Corporación Universitaria Minuto de Dios. Este proyecto me permitirá continuar mejorando mi práctica como docente así como brindarles a mis estudiantes las herramientas necesarias que apoyen el proceso de aprendizaje de la lengua extranjera.

Descripción del proyecto:

Este proyecto de investigación tiene como fin observar, analizar y describir los efectos que tienen las emociones en los estudiantes a la hora de hacer actividades de producción oral.

Cuál será tu participación en el proyecto:

El principal objetivo de la investigación es conocer y analizar los efectos y la influencia de las emociones en los estudiantes mientras realizan actividades de producción oral, por lo cual tus ideas, impresiones y talleres desarrollados durante las clases serán de gran importancia.

En las clases se te pedirá desarrollar diferentes actividades basadas en los las planeaciones realizadas y en ocasiones se requerirá dar a conocer tus opiniones sobre lo realizado en clase y así proponer diversas estrategias que complementen y enriquezcan lo que se está haciendo actualmente en la institución.

Qué se hará con la información recolectada:

La información recolectada me servirá para caracterizar a los estudiantes como tal y describir la influencia de las emociones en el aula de clase.

Si aceptas participar en el proyecto:

- Podrás hacer preguntas sobre la investigación en cualquier momento
- Eres libre de retirarte en cualquier momento sin que esto genere alguna consecuencia.
- Tu nombre real no será utilizado en el proyecto a menos que tú y tus padres lo autoricen

Te aseguro que durante la investigación se mantendrá la confidencialidad de la información. Igualmente, cabe aclarar que tu participación en el proyecto es voluntaria y no afectará de ninguna manera tu desempeño o la valoración en la asignatura.

Yo _____ del curso 905 participaré de forma voluntaria en la investigación realizada por mi profesor Camilo Páez y acepto que mis actividades, impresiones y opiniones sobre las actividades de producción oral utilizadas como soporte para el estudio.

APPENDIX 5

COLEGIO TÉCNICO Y ACADÉMICO CELESTIN FREINET

SOLICITUD DE PERMISO

Estimados padres de familia curso 905, reciban un cordial saludo

Mi nombre es Camilo Páez, soy docente del área de inglés. Este año estaré llevando a cabo un proyecto de investigación como parte de mis estudios de Licenciatura en Idioma Extranjero Inglés en la Corporación Universitaria Minuto de Dios. Este proyecto me permitirá continuar mejorando mi práctica como docente así como brindarles a mis estudiantes las herramientas necesarias que apoyen el proceso de aprendizaje del inglés como lengua extranjera.

Este proyecto de investigación tiene como fin observar, analizar y describir los efectos que tienen las emociones en los estudiantes a la hora de hacer actividades de producción oral. Como parte de la investigación es necesario recoger datos basados en las actividades realizadas por sus hijos durante las clases de inglés al igual que sus impresiones y opiniones acerca de cómo se sintieron en la realización de dichas actividades. Por tal motivo solicito su permiso para que sus hijos puedan participar en mi estudio.

Les aseguro que durante la investigación se mantendrá la confidencialidad de la información y el nombre de sus hijos no será mencionado en ningún momento a menos que ustedes lo autoricen. Igualmente, cabe aclarar que la participación de sus hijos en el proyecto es voluntaria y no afectará de ninguna manera su desempeño o la valoración en la asignatura. Si en algún momento ellos deciden retirarse del proyecto lo podrán hacer sin ningún inconveniente.

Si permiten que sus hijos participen en el proyecto de investigación, por favor diligenciar el formato y/o conservarlo en su defecto, en ese orden de ideas se dará por entendida su aprobación

Agradezco su colaboración y apoyo

Camilo Páez

Docente del área de inglés grado sexto

_____

Autorizo que mi hijo/a _____ participe en el proyecto de investigación que se llevará a cabo a lo largo de este año por su profesor Camilo Páez y que sus actividades, impresiones y opiniones sobre el plan lector sean utilizadas como soporte para el estudio.

_____

Firma padres/acudiente

COLEGIO TÉCNICO Y ACADÉMICO CELESTIN FREINET

FORMATO DE CONSENTIMIENTO

Este año estaré llevando a cabo un proyecto de investigación como parte de mis estudios de Licenciatura en Idioma Extranjero Inglés en la Corporación Universitaria Minuto de Dios. Este proyecto me permitirá continuar mejorando mi práctica como docente así como brindarles a mis estudiantes las herramientas necesarias que apoyen el proceso de aprendizaje de la lengua extranjera.

Descripción del proyecto:

Este proyecto de investigación tiene como fin observar, analizar y describir los efectos que tienen las emociones en los estudiantes a la hora de hacer actividades de producción oral.

Cuál será tu participación en el proyecto:

El principal objetivo de la investigación es conocer y analizar los efectos y la influencia de las emociones en los estudiantes mientras realizan actividades de producción oral, por lo cual tus ideas, impresiones y talleres desarrollados durante las clases serán de gran importancia.

En las clases se te pedirá desarrollar diferentes actividades basadas en los las planeaciones realizadas y en ocasiones se requerirá dar a conocer tus opiniones sobre lo realizado en clase.

Qué se hará con la información recolectada:

La información recolectada me servirá para caracterizar a los estudiantes como tal y describir la influencia de las emociones en el aula de clase.

Si aceptas participar en el proyecto:

- Podrás hacer preguntas sobre la investigación en cualquier momento
- Eres libre de retirarte en cualquier momento sin que esto genere alguna consecuencia.
- Tu nombre real no será utilizado en el proyecto a menos que tú y tus padres lo autoricen

Te aseguro que durante la investigación se mantendrá la confidencialidad de la información. Igualmente, cabe aclarar que tu participación en el proyecto es voluntaria y no afectará de ninguna manera tu desempeño o la valoración en la asignatura.

Yo _____ del curso 905 participaré de forma voluntaria en la investigación realizada por mi profesor Germán Ortega y acepto que mis actividades, impresiones y opiniones sobre el plan lector sean utilizadas como soporte para el estudio.

APPENDIX 6

Teacher's name		Class length	Date	Nr of session
Luis Camilo Páez Suárez		50 min	07/05/2015	
Grade	**Class Level**	**Topic**		**Language Skills**
Ninth	A2	Present perfect - exercises		S L R
Previous lesson summary		**Next lesson topic**		

Learning objective	Personal aim
1. Students will be able to use a board game in order to use and apply the grammar aspect of the class	1. I will be able to incorporate and monitor the use of different material, pre-created material, as well as monitor the reaction of the students to the material.

Materials and Resources	Bibliography
•	•

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
1. Students might get distracted due to the interest on the game more than in the grammar aspect.	1. The teacher is going to be walking and monitoring the students so he can be aware of the work and that the students are doing as required. 2.

Learner's expected output	Learner's expected comprehensible input
• •	• •

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script	Advisor's comments
Opening	5	T-Ss	1. The teacher is going to arrive to the classroom, he is going to check the homework and check list before start with the topic of the class.	

			2. After he is going to check list, he is going to start the class with a small game, on which the teacher is going to ask the students to give the past participle of the verbs that he said. Giving the opportunity to the teacher to see if the students need to work more of the verbal times or if he can proceed to the new topic. 3. If he can proceed, he will explain the topic to be work on the class.	
Presentation **Pre-(skill)**			1. The teacher is going to write a sentence on the board, after he has finish he is going to ask to the students to tell him what they can identify (Subject, Verb, Complement and Auxiliary verb) after the students have finish to contribute with the different parts of the sentence, the teacher is going to explain the rules, structure and uses Uses: - Experiences He has worked in many different museums. - Changes on time Their English has improved a lot this year. - Accomplishments Our football team has won the championship three times. - Actions that started on the past and have consequences on the present How long has Michael been in Barcelona? Structure: Positive: S + A. V. + P.P.V + C Negative: S + A. V. + NOT + P.P.V + C Interrogative: A.V + S + P.P.V + C +?	
Guided practice **While-(skill)**			1.	
Communicative Practice			1. During this part, the teacher is going to ask the students to write three different paragraphs, on each one they are going to write about:	

Post-(skill)			1. the most important event that has happened in the month 2. the most important event that has happened in the year 3. The most important event that has happened in the past three years. The students will have to use the structure that they had worked in the class, vocabulary. After they have finish, some students will go to the front and read their paragraphs to the class	
Assessment			1. The assessment is going to be done in three moments, the first one during the board game, the second during the writing of the text and the last one during the reading, the teacher is going to assess in grammar and coherence, pronunciation and fluency.	
Closing			1. The teacher is going to ask for the students to re arrange the classroom and to hand in the three paragraphs so he can check and correct them.	

Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Meaning (and ways of conveying it)	Concept Check Questions
Subject (I, you, he, she, they, we) Verb (live, play) Auxiliary verb (have - has) Complement	Subject – person or thing that makes or realize an action. Verb – an action Auxiliary verb- a verb that helps give meaning to a sentence Complement – extra information to complete a sentence	Any doubt, questions?

Language Analysis - Grammar

Language point (grammatical term) Context?	Meaning / use	Checking meaning (concept check questions with answers)	Form Focus on the aspects you intend to practise eg. Affirmative, negative, Y/N question and short answer.	Pronunciation Sounds, stress, linking, elision, weak or contracted forms, intonation?

Present perfect				Uses:	yusəz:
				- Experiences He has worked in many different museums.	- ɪkspɪriənsəz hi hæz wərkt ən mɛni dɪfərənt myuziəmz.
				- Changes on time Their English has improved a lot this year.	- čenǰəz an taym ðɛr ɪŋglɪš hæz ɪmpruvd e lat ðɪs yɪr.
				- Accomplishments Our football team has won the championship three times.	- əkamplɪšmənts awər fʊtbɔl tim hæz wən ðə čæmpiənšɪp θri taymz.
				- Actions that started on the past and have consequences on the present How long has Michael been in Barcelona?	- ækšənz ðæt startəd an ðə pæst ænd hæv kansəkwɛnsəz an ðə prɛzənt haw lɔŋ hæz maykəl bɪn ən barsəlonə?
				Structure:	
				Positive: S + A. V. + P.P.V + C	
				Negative: S + A. V. + NOT + P.P.V + C	
				Interrogative: A.V + S + P.P.V + C +?	

- Distribute the ACTIVITY CARDS so that each student has one.

- Some activities are very simple (e.g. walk round the room); some involve a little mime (e.g. drink very hot tea). Give the mimes to the more extrovert students.

- Tell them that when you say 'Go' they should begin miming or doing their action and continue till you say 'Stop'.

- Say 'Go'.

- When everyone is miming or doing their action, open the door and ask the student outside to come in.

- Let the actions continue for a few more seconds then say 'Stop'.

- Ask a few students what they were doing when the student came in.

- Then put them in groups of four.

- Ask each group to try to remember what everyone was doing, e.g.
'While was singing.' – 'Yes, and Sonia and Keiko were dancing.'
'What was Manuel doing?' – 'Sleeping.' – 'No he wasn't, he was reading.'

- The group should then write down what everyone was doing.

- Go through all the sentences with the whole class.

- **The object of the game is to write as many true sentences as possible.**

- The group with the most sentences at the end is the winner.

Monitoring and feedback
When you go through the sentences with the whole class, make a note of any errors and provide feedback on these after the game is finished.

8 Present perfect

Type of activity
Small group; board game; production.

Grammar point
Present perfect – form
- to form the affirmative we use have and the past participle:
I/you/we/they have + past participle
He/she/it has + past participle
- to form the negative we use haven't and the past participle:
I/you/we/they haven't + past participle
He/she/it hasn't + past participle
- to form questions we use have and the past participle:
Have I/you/we/they + past participle?
Has he/she/it + past participle?

Use
- the present perfect is used to talk about an action or event that happened in a period of time that is not yet finished, or that still has relevance to the present:
I haven't eaten so far this week. (it's still this week)
Have you ever been to Peru? (in your life – which isn't finished)
I've spent all my money. (and I still haven't got any)

Other structures
None

Topic areas
Books

Challenging vocabulary
score, be up, proposal, read

Materials and preparation
- Copy one QUESTIONS BOARD and copy and cut up two sets of EVENT CARDS for each group of 3–4 students. You will also need a counter for every student and a dice for each group.

How to use the game
- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.

- Divide students into groups of 3–4.

- Give one copy of the QUESTIONS BOARD and two sets of EVENT CARDS to each group in the class.

- Each group should also have counters and a dice.

- They should shuffle the EVENT CARDS and deal out seven to each player.

- They should place the rest face down in a pile in the centre.

- They should all place their counters on START.

- The first player shakes the dice and moves his counter the appropriate number of spaces on the board.

- When he lands on a square he should select a card from his hand and make a question. He should use the present perfect, the word(s) on the card (e.g. 'good book') and the phrase on the board (e.g. 'in the last four months'). He can ask the question, e.g. 'Have you read any good books in the last four months?', to any other player, who should answer it.

- He can then place his card at the bottom of the pile and the turn passes to the next player.

- If he cannot make a question then the turn also passes to the next player.

- If anyone runs out of cards they may take another from the pile.

8 Present perfect

QUESTION BOARD

54

B Present perfect

EVENT CARDS

secrets	lies	promises	hospital	plane
America	proposal	snails	abroad	exam
love	letters	films	Paris	cigarettes
cat(s)	dog(s)	Australia	good books	on holiday
game	competition	Mexican food	clothes	restaurant

EVENT CARDS

55

- The object of the game is to get to the end of the board.

- The player who does so first is the winner.

Monitoring and feedback

You can ask students to write down some of their sentences as they produce them or after the game is finished. At the end you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback. If you feel it would be useful to reinforce the grammar, you can ask the students to play the game again (possibly in new groups).

9 Present perfect and past simple

Type of activity
Small groups; board game; production

Grammar point

Present perfect
– when we are talking about an action or event that happened in a period of time that is not yet finished, we use the present perfect:
I haven't rained all week. (it's still this week)
Have you ever been to Paris? (in your life – which isn't finished yet)

Past simple
– when we are talking about an action in a time period that is over, we use the past simple:
I meant to have his seen (last year is finished)
I didn't eat cabbage when I was a child. (I'm not a child any more)
Did you see him yesterday? (yesterday is finished)

Other structures
None

Topic areas
Jobs, habits, hobbies, personal information

Challenging vocabulary
None

Materials and preparation

- Copy one picture board and copy and cut up both sets of TIME CARDS for each group of 3–4 students. You could give each group the uncut page as an answer key, showing which time expressions are used with the present perfect and which with the past simple. You will also need a counter for every student and a dice for each group.

How to use the game

- Check that your students are familiar with the grammar in the **Grammar point**.

- Divide students into groups of 3–4.

- Give one copy of the PICTURE BOARD and both sets of TIME CARDS to each group as well as counters and a dice.

- The group should also have an answer key. They should place it face down on the table, only referring to it to check that the questions are correctly formed.

- The students should shuffle the TIME CARDS and place them face down in a pile in the centre.

- They should all place their counters on START.

- The first player shakes the dice and moves her counter the appropriate number of spaces on the board.

- When she lands on a square she should take the top card from the pile and make a question using the word or phrase on the card and the picture on the board. She can ask the question to any other player, who should answer it.

- She can then place the card at the bottom of the pile.

- Then it is the next player's turn.

- Players may sometimes be unable to come up with a sentence that makes good sense, e.g. a player landing on 'the Great Wall of China' and picking up the card 'this morning' might find it hard to make a sensible sentence ('Have you been to the Great Wall of China this morning?'), though a resourceful player might come up with something like 'Have you heard the news about the Great Wall of China this morning?' If a player cannot produce a sensible sentence, then she misses the go. Other players can challenge sentences on grounds of logic and grammar.

- The object of the game is to get to the end of the board.

- The player who does so first is the winner.

Monitoring and feedback

You can ask students to write down some of their sentences as they produce them or after the game is finished. At the end you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback. If you feel it would be useful to reinforce the grammar, you can ask the students to play the game again (possibly in new groups).

10 Present perfect continuous

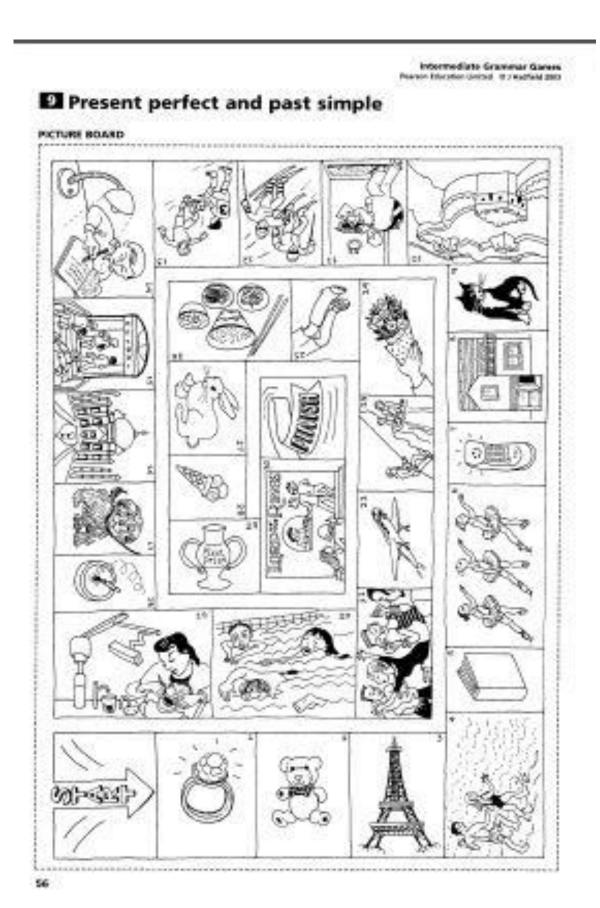### Type of activity
Small groups; matching; accuracy

Grammar point

Present perfect continuous – form
– we form the present perfect continuous with *have / has been + (verb)-ing*:
I have been waiting for two hours.

9 Present perfect and past simple

PICTURE BOARD

9 Present perfect and past simple

TIME CARDS
PRESENT PERFECT

ever	in the last four months	this week	recently	this month
since 1999	in the last two weeks	today	in the past few days	this morning
since your last birthday	in the last ten years	this year	so far this week	yet

PAST SIMPLE

last year	when you were a child	last Tuesday	last century	in the holidays
last week	yesterday	in 2001	when you were at school	a few weeks ago
last month	last weekend	in 2000	the day before yesterday	last term

Teacher's name		Class length	Date	Nr of session
Luis Camilo Páez Suárez		50 min 1:30	30/04/2015	5
Grade	**Class Level**	**Topic**		**Language Skills**
ninth	A2	Going to & will		R S L W
Previous lesson summary		**Next lesson topic**		

Learning objective	Personal aim
2. Students will be able to create and solve different exercises regarding the future tense (going to & will)	2. I will to clarify all kinds of doubts that may appear during the class and the exercises.

Materials and Resources	Bibliography
- Board - Markers - Worksheets - Words - Speaker - Song.	- http://lingorado.com/ipa/ - http://www.englisch-hilfen.de/en/exercises/tenses/will_going_to_future.htm - http://www.grammarbank.com/will-vs-going-to-exercises.html - https://www.youtube.com/watch?v=H9nPf7w7pDI - http://www.azlyrics.com/lyrics/whitneyhouston/iwillalwaysloveyou.html

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
2. Students might not understand the exercises or have doubts during the development of the exercises.	3. The teacher is going to be paying attention to the ones that may be more confuse, giving them the support that they need in order to complete the exercise.

Learner's expected output	Learner's expected comprehensible input
- Maria is going to travel tomorrow - For lunch, I will eat chicken	- Going to + travel - Will + eat

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script	Advisor's comments
Opening	5	T-Ss	4. The teacher is going to arrive to the classroom, he is going to check the homework and check list before start with the topic of the class. 5. After he checked list, he is going to explain the activities to the students and the objective that is set for the class.	
Presentation **Pre-(skill)**			The teacher is going to introduce the topic as a review of a previous class, he is going to ask the students to refresh the memory and try to remember the structure, the use and the rules of the topic, for these, the teacher is going to ask the students to stand up and explain what they remember, after the students have finish with their contributions, he is going to finish the explanation of the missing aspects. GOING TO GOING TO is normally used to indicate the future but with some type of connection to the present. We use it when: 1. When we have already decided or we intend to do something in the future: They're going to retire to the beach - in fact they have already bought a little beach house. 2. When there are definite signs that something is going to happen: I think it is going to rain - I just felt a drop. 3. When something is about to happen: Get back! The bomb is going to explode. WILL In other cases, where there is no implicit or explicit connection to the present, use WILL:	

			1. For things that we decide to do now. I think I'll try one of those. (I just decided this right now) 2. When we think or believe something about the future. I think it will rain later so take an umbrella with you. 3. To make an offer, a promise or a threat. I promise I will behave next time.	
Guided practice **While-(skill)**			2. After the students have refresh their memories, the teacher is going to write some exercise on the board and hand in some work sheets, the teacher is going to explain the different points in the exercise before the students start, checking each point before starting with the next one.	
Communicative Practice **Post-(skill)**			2. During this stage, the teacher is going to divided the class in 5 teams, each team is going to select a team member and send him/her to the board, them the teacher is going to ask another student to choose from a bag with verbs one, and from other, will or going to, the students on the board is going to write the sentence with the verb and the modal verb, winning the first one to write a sentence with logic and grammar structure.	
Assessment			2. For the assessment, the teacher is going to collect the worksheets with the answers, as well as the pronunciation of the exercises that he thinks that can help with the assess.	
Closing			2. The teacher is going to ask to the students to arrange the classroom and pick up any papers that can be found on the floor.	

Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Meaning (and ways of conveying it)	Concept Check Questions

Language Analysis - Grammar

Language point (grammatical term) Context?	Meaning / use	Checking meaning (concept check questions with answers)	Form Focus on the aspects you intend to practise eg. Affirmative, negative, Y/N question and short answer.	Pronunciation Sounds, stress, linking, elision, weak or contracted forms, intonation?

				ˈgoʊɪŋ tu
				ˈgoʊɪŋ tu ɪz ˈnɔrməli juzd tu ˈɪndəˌkeɪt ðə ˈfjutʃər bʌt wɪð sʌm taɪp ʌv kəˈnɛkʃən tu ðə ˈprɛzənt. wi juz ɪt wɛn:
				1. wɛn wi hæv ɔlˈrɛdi ˌdɪˈsaɪdɪd ɔr wi ɪnˈtɛnd tu du ˈsʌmθɪŋ ɪn ðə ˈfjutʃər:
				ðɛr ˈgoʊɪŋ tu rɪˈtaɪr tu ðə bitʃ - ɪn fækt ðeɪ hæv ɔlˈrɛdi bɑt ə ˈlɪtəl bitʃ haʊs.
				2. wɛn ðeər ɑr ˈdɛfənət saɪnz ðæt ˈsʌmθɪŋ ɪz ˈgoʊɪŋ tu ˈhæpən:
				aɪ θɪŋk ɪt ɪz ˈgoʊɪŋ tu reɪn - aɪ dʒʌst fɛlt ə drɑp.
				3. wɛn ˈsʌmθɪŋ ɪz əˈbaʊt tu ˈhæpən:
				gɛt bæk! ðə bɑm ɪz ˈgoʊɪŋ tu ɪkˈsploʊd.
				wɪl
				ɪn ˈʌðər ˈkeɪsəz, wɛr ðeər ɪz noʊ ɪmˈplɪsət ɔr ɪkˈsplɪsət kəˈnɛkʃən tu ðə ˈprɛzənt, juz wɪl:
				1. fɔr θɪŋz ðæt wi ˌdɪˈsaɪd tu du naʊ.
				aɪ θɪŋk aɪl traɪ wʌn ʌv ðoʊz. (aɪ dʒʌst ˌdɪˈsaɪdɪd ðɪs raɪt naʊ)
				2. wɛn wi θɪŋk ɔr bɪˈliv ˈsʌmθɪŋ əˈbaʊt ðə ˈfjutʃər.

				aɪ θɪŋk ɪt wɪl reɪn ˈleɪtər soʊ teɪk ən əmˈbrɛlə wɪð ju.
				3. tu meɪk ən ˈɔfər, ə ˈprɑməs ɔr ə θrɛt.
				aɪ ˈprɑməs aɪ wɪl bɪˈheɪv nɛkst taɪm.

"I Will Always Love You"

If I should stay/way

I would only be in your way/stay

So I'll go but I know

I'll think of you every step of the way

And I... will always love you, ooh

Will always L_____

You

My darling, you...

Mmm-mm

Bittersweet M_____ –

That is all I'm taking W_____.

So good-bye.

Please don't cry:

We both know I'm not what you, feel/need

And I... will always love you

I... will always love you

You, ooh

[Instrumental / Sax solo]

I hope life treats you k____

And I hope you have all you've d_____ of

And I wish you joy and h_____

But above all this I wish you love

And I... will always L_____

I will always love you

I will always love you

I will always love you

I will always love you

I, I will always l_____

You.

Darling, I love you.

I'll always...

I'll always love you.

Ooh

Ooh

"I Will Always Love You"

If I should stay/way

I would only be in your way/stay

So I'll go but I know

I'll think of you every step of the way

And I... will always love you, ooh

Will always L_____

You

My darling, you...

Mmm-mm

Bittersweet M_____ –

That is all I'm taking W_____.

So good-bye.

Please don't cry:

We both know I'm not what you, feel/need

And I... will always love you

I... will always love you

You, ooh

Ooh

[Instrumental / Sax solo]

I hope life treats you k_____

And I hope you have all you've d_____ of

And I wish you joy and h_____

But above all this I wish you love

And I... will always L_____

I will always love you

I will always love you

I will always love you

I will always love you

I, I will always l_____

You.

Darling, I love you.

I'll always...

I'll always love you.

Ooh

Choose the correct option, be going to or will for each exercise.

1. Philipp _____ 15 next Wednesday. (be)
2. _____ they _____ a new computer? (get)
3. I think my mother _____ this CD. (like-not)
4. Paul's sister _____ a baby.(have)
5. They _____ at about 4 in the afternoon.(arrive-not)
6. Just a moment. I _____ you with the bags.(help)
7. In 2020 people _____ more hybrid cars.(buy)
8. Marvin _____ a party next week.(throw-not)
9. _____ We _____ to Venice in June?.(fly)
10. Look at the clouds! It _____ soon. (rain)

Write the correct form of going to or will to complete the dialogue.

LAURA: What are you doing this weekend, Maria?

MARIA: I _____ (see) a new play tomorrow at the Royal Court theater.

LAURA: Have you got the tickets yet?

MARIA: NO, I _____ (get) them this afternoon, actually. Would you like to come?

LAURA: Oh, thank you that would be nice.

MARIA: OK, I _____(get) you a ticket too.

LAURA: Great ... what time does it start?

MARIA: Eight o'clock, but we _____ (all meet) in the Green Cafe at 7.15.

LAURA: OK, I _____ (meet) you in the cafe, but, er... I _____ (be) there around 7.30.

MARIA: That's fine.

LAURA: Oh, one other thing... I've got no money at the moment... I _____(pay) for the ticket on Saturday. Is that OK?

MARIA: Yes, that's OK, no problem.

LAURA: Great! Why don't we go eat something in the restaurant?

MARIA: That's a good idea. I _____ (phone) the others and see if they want to come too.

LAURA: Good, and I _____ (book) a table for us.

MARIA: Great! I   (meet) you there in a moment.

GOING TO

WILL

PLAY

LISTEN

STUDY

TRAVEL

READ

DRAW

EAT

WATCH