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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES

Y EXTRANJEROS CON MENCIÓN ENSEÑANZA DE INGLÉS

TOPIC:

AFFECTIVE FACTORS INFLUENCING ENGLISH LEARNING IN THE STUDENTS OF THE 8th GRADE AT UNIDAD EDUCATIVA MUNICIPAL “NUEVE DE OCTUBRE.

Thesis Work Prior to Obtaining the Degree of Master in Education

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In my capacity as tutor of the thesis, **AFFECTIVE FACTORS INFLUENCING ENGLISH LEARNING IN THE STUDENTS OF THE 8th GRADE AT UNIDAD EDUCATIVA MUNICIPAL "NUEVE DE OCTUBRE"** presented by Roberto David Rojas Galarraga in fulfillment of the requirements for the Master's Degree in Pedagogy of National and Foreign Languages with a Mention in English Teaching,

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That this research work has been thoroughly reviewed, and I consider that it meets the necessary academic standards and merits to be submitted as a dissertation and evaluation by the Examination Board to be designated.

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DEDICATION

I dedicate this work to my beautiful family my wife, my son especially to her who has supported me all the time with strength, hope, patience and love in this long path of my professional development and career. I love her so much. To my mother from the heaven. I am sure she will be proud of me; who taught me how to be a real man to stay humble, look up the sky and search for God's favor

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DIRECCIÓN DE POSGRADO

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
CON MENCIÓN ENSEÑANZA DE INGLÉS.**

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RESUMEN EJECUTIVO

**AFFECTIVE FACTORS INFLUENCING ENGLISH LEARNING IN THE STUDENTS OF
THE 8th GRADE AT UNIDAD EDUCATIVA MUNICIPAL “NUEVE DE OCTUBRE”**

Esta investigación analiza la influencia de factores emocionales motivación, ansiedad y autoestima en el aprendizaje del inglés de estudiantes de octavo grado de la Unidad Educativa Municipal “Nueve de Octubre”. Se parte del problema de que las emociones inciden directamente en la participación, el rendimiento y la retención del aprendizaje. El objetivo fue diseñar y validar un cuaderno interactivo que mitigue los efectos negativos de estos factores y potencie la confianza y motivación del estudiantado. Se empleó un enfoque cualitativo con diseño fenomenológico para explorar las experiencias de 33 alumnos seleccionados intencionalmente. La información se recopiló mediante entrevistas semiestructuradas, observación de aula, anotaciones de campo y validación por miembros, asegurando ética, confidencialidad y credibilidad mediante triangulación, revisión externa y descripciones detalladas. El análisis temático, sustentado en los modelos de Gardner, Horwitz y MacIntyre, identificó predominancia de motivación instrumental (45,45 %), altos niveles de ansiedad en exposiciones orales (33,33 %) y mejoras en autoconfianza y reducción de ansiedad tras la implementación piloto. Los resultados evidencian que las actividades colaborativas, la interacción entre pares y los entornos seguros disminuyen el filtro afectivo y favorecen la participación y retención lingüística. Se concluye que las intervenciones pedagógicas socioemocionales optimizan rendimiento y bienestar, y que el cuadernillo constituye un recurso práctico y adaptable para docentes en contextos similares.

DESCRIPTORES: ansiedad; autoestima; factores afectivos; motivación.

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FACULTY OF EDUCATION SCIENCES
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ABSTRACT

**AFFECTIVE FACTORS INFLUENCING ENGLISH LEARNING IN EIGHTH-GRADE STUDENTS AT
UNIDAD EDUCATIVA MUNICIPAL NUEVE DE OCTUBRE**

This study investigates the influence of motivation, anxiety, and self-esteem on English language learning among eighth-grade students at Unidad Educativa Municipal “Nueve de Octubre.” The research is based on the problem that emotions directly affect participation, performance, and learning retention. The aim was to design and validate an interactive workbook that reduces negative effects and boosts student confidence and motivation. A qualitative approach with a phenomenological design was employed to explore the experiences of 33 intentionally selected students. Data were collected through semi-structured interviews, classroom observation, field notes, and member validation, ensuring ethics, confidentiality, and credibility through triangulation, external review, and detailed descriptions. Thematic analysis, based on Gardner, Horwitz, and MacIntyre, revealed a predominance of instrumental motivation (45.45%), high anxiety during oral work (33.33%), and increased confidence accompanied by reduced anxiety following the pilot implementation. The results demonstrate that collaborative activities, peer interaction, and safe environments lower the affective filter and enhance both participation and language retention. The study concludes that socio-emotional pedagogical interventions enhance academic performance and well-being, and that the workbook serves as a practical and adaptable resource for teachers in similar contexts.

KEYWORDS:

affective factors, anxiety, motivation, self-esteem.



INTRODUCTION

Importance and Relevance

Affective factors in English language play an important role, especially in the contemporary educational landscape where emotional intelligence and student motivation play crucial roles. This research explores the impact of affective factors such as motivation, anxiety, and self-esteem on English learning among 8th-grade students at Unidad Educativa Municipal "Nueve de Octubre." The study aims to shed light on the emotional and psychological aspects that contribute to or hinder language acquisition, thus informing educators and policymakers about effective teaching strategies.

Language learning is a complex process influenced by multiple elements, including cognitive, social, and affective factors. Affective factors refer to emotional variables that can either facilitate or obstruct a learner's ability to acquire a new language. Among these, motivation, anxiety, and self-esteem are particularly critical in determining a student's engagement and success in English language learning. Understanding these affective components is essential for educators to create a conducive learning environment that fosters positive emotions and minimizes negative psychological barriers.

One of the key reasons why this topic is significant in modern education is that affective factors directly influence student performance, participation, and retention in language learning programs. In recent years, educators have increasingly emphasized student-centered learning approaches that prioritize the emotional and psychological well-being of learners. By examining how these affective factors influence language acquisition, educators can develop pedagogical strategies tailored to individual student needs, thereby enhancing the overall effectiveness of English language instruction.

This study adopts the humanistic approach to education as its theoretical foundation, which emphasizes students' emotional and psychological well-being as essential to the learning process. The findings aim to inform teachers, curriculum designers, and educational policymakers on how to promote emotionally safe and motivating classroom environments. Furthermore, globalization has made English proficiency a vital skill for academic and professional success. Students who develop a positive attitude toward English learning and maintain high motivation levels are more likely to achieve proficiency and apply their language skills in real-world settings. Conversely, students experiencing high levels of anxiety or low self-esteem may struggle with language acquisition, leading to decreased academic performance and reduced confidence in their abilities. This study seeks to explore these dynamics and provide actionable insights for improving English language education.

The contemporary educational landscape has also witnessed a shift towards integrating psychological and affective factors into teaching methodologies. Researchers and educators increasingly recognize that students' emotional states significantly influence their ability to grasp and retain new information.

As a result, understanding the interplay between affective variables and language learning outcomes is essential for designing effective instructional approaches that cater to diverse student populations. At Unidad Educativa Municipal "Nueve de Octubre," students come from various socio economic backgrounds, each bringing unique experiences and emotional perspectives to the classroom.

Analyzing affective factors in this context allows for a deeper understanding of the specific challenges and opportunities that exist within this educational setting. By identifying key affective influences, this research will contribute to the development of targeted interventions aimed at fostering a positive learning environment that supports language

acquisition and overall student well-being.

Students of Unidad Educativa Municipal "Nueve de Octubre" come from a wide range of socioeconomic origins, which gives them different emotional and cultural views in the classroom. This variability makes language teaching harder and gives teachers more chances. Large class sizes, limited access to technology, and different levels of parental support might make emotional problems like anxiety and low self-esteem worse (Santos et al., 2020). The study's goal is to find focused interventions that provide a supportive learning environment that helps people learn a language by looking at affective aspects in this context. The research is based on basic ideas and real-world examples. Gardner and Lambert (1972) talked about two types of motivation: instrumental and integrative. They said that students who are integratively motivated, or want to connect with the language community, often do better at learning the language. Horwitz et al. (1986) said that language anxiety is a big problem, especially when it comes to speaking tasks. MacIntyre and Gregersen (2021) said that self-esteem is important for fostering risk taking and fluency.

These frameworks help the study look into how emotional aspects affect how well people learn English. This study adds to the body of research on affective aspects in Ecuadorian secondary education, especially at the lower secondary level, where there isn't much research yet. A lot of the research that has already been done is about higher education (Soto et al., 2024), but this study is about younger students, whose emotional and developmental needs are very different. The study gives a whole picture of how students feel by using both quantitative and qualitative methodologies. It also gives teachers useful suggestions for how to improve their English lessons.

Language learning is a complex process influenced by multiple elements, including cognitive, social, and affective factors. Affective factors refer to emotional variables that can

either facilitate or obstruct a learner's ability to acquire a new language. Among these, motivation, anxiety, and self-esteem are particularly critical in determining a student's engagement and success in English language learning. Understanding these affective components is essential for educators to create a conducive learning environment that fosters positive emotions and minimizes negative psychological barriers.

Since eighth graders (12–13 years old) are going through a critical developmental stage where emotions have a significant impact on their learning, it makes sense to focus on them (Eccles, 1999). Language tasks like oral presentations can be more stressful for teenagers because they are particularly sensitive to what their peers think of them and fear making mistakes (Santos et al., 2020). By concentrating on this group, I am addressing a critical juncture in their education where interventions have the potential to permanently alter their attitudes toward language study. The study was conducted in a public school, which is comparable to the larger issues Ecuadorian schools deal with, like instructional strategies that prioritize grammatical correctness over emotional support and a lack of resources (Ministerio de Educación, 2022). According to my research, reflective diaries and peer feedback circles are two inexpensive, doable strategies to increase participation and skill while creating an emotionally safe learning environment in schools. Dealing with emotional issues is even more crucial in light of the global situation. Economic and social mobility in Latin America is significantly influenced by English literacy, but many students face emotional barriers that prevent them from becoming fluent (Torres & Aliaga, 2021). For instance, students who are driven by their career goals might still struggle if anxiety prevents them from speaking because they are afraid of making a mistake (MacIntyre & Gregersen, 2021). In order to help plan local solutions, my research makes use of evidence from around the world, such as the study by Botes et al. (2022) that found that positive emotions like

enjoyment lower anxiety. I recommend enjoyable and stress-relieving activities like gamified vocabulary exercises or storytelling projects. These activities can be carried out in locations with limited resources. The diverse ethnic and socioeconomic backgrounds of the students at "Nueve de Octubre" complicate the learning environment. English may seem like a "foreign" language that has no bearing on their everyday lives to many students from low-income families or indigenous communities (Kramsch, 2009). You may feel emotionally resistant because of this way of thinking, which can increase your anxiety and decrease your motivation. In order to address this, I use culturally relevant resources, such as bilingual Kichwa-English stories or English literature about Ecuadorian holidays, to support children's identities and foster teamwork. These approaches support the notion put forth by Kramsch (2009) that language acquisition is a cultural act. This lowers emotional barriers and ensures that the interventions relate to what the students have experienced. The didactic handbook *Engaging Minds & Hearts*, which provides teachers with a method to overcome emotional obstacles, is the study's practical outcome. Its activities, which draw inspiration from Gardner (1985), Horwitz et al. (1986), and MacIntyre (2021), include role-playing, peer affirmation circles, and vision-building exercises. By associating studying with pride in their nation, students may become more engaged in their studies if they are required to serve as English-speaking tour guides for Ecuadorian landmarks. Public schools can carry out these activities because they don't require a lot of resources. By fostering confidence and teamwork, they also assist teenagers with their emotional needs.

My research influences Ecuadorian educational policy and practice. By concentrating on lower secondary students who are typically overlooked in favor of university, students it closes a research gap (Soto et al., 2024). According to the findings, professional development in emotional intelligence and student-centered teaching techniques ought to be a part of

teacher preparation programs. As stated by Sánchez Álvarez and Fernández Berrocal (2022) regarding emotional regulation, for instance, teachers can respond with empathy if they attend seminars on how to spot nonverbal cues of anxiety, such as hesitating or fidgeting. According to Ecuador's national curriculum goals, policymakers can use the findings to modify the curriculum by including socio-emotional skills to aid students in language acquisition (Ministerio de Educación, 2022). Additionally, the study has broader implications for global SLA research. By examining affective aspects in a Latin American public school, it contributes to the growing body of research on how emotions function in various educational settings. For example, a Brazilian study on emotional literacy by Oliveira et al. (2022) demonstrates how reflective practices may reduce anxiety. This approach can be applied in Ecuador with low-cost journaling exercises. My study expands on this by examining underserved communities and younger students. It can serve as a template for other developing nations dealing with comparable issues. By modifying these methods, teachers can create a nurturing atmosphere that promotes students' emotional expression and fortitude. In the end, this strategy might improve children's general wellbeing in underprivileged communities in addition to improving academic achievement. These results emphasize how crucial it is to include creative outlets in the curriculum so that students can process their emotions and experiences. By putting these tactics into practice, schools can foster an inclusive learning environment that supports students' academic and personal development. Teachers can enable students to acquire vital life skills that transcend the classroom by emphasizing such holistic teaching methods. In addition to preparing them for obstacles in the future, this focus on emotional well-being and creativity will foster a generation that values empathy and teamwork. In the end, this method creates a nurturing atmosphere where students feel free to interact with their peers and express themselves.

Schools can thus develop into thriving communities that encourage students' creativity and fortitude. By placing a high priority on these principles, educators help to create compassionate citizens as well as intellectually gifted people. Students are prepared for a more interconnected world by being encouraged to collaborate and think critically through such a holistic education model. Their capacity to negotiate differing viewpoints and work together productively in subsequent undertakings is improved by this interconnectedness. In turn, these abilities are critical for success in a society that is becoming more interconnected and where empathy and teamwork are critical. Students gain resilience and adaptability as they hone these critical abilities, which will benefit them in both their personal and professional lives. In the end, creating an atmosphere that values cooperation and comprehension will enable the following generation to confidently and creatively take on challenging tasks. By fostering these qualities, educational institutions can equip students to make valuable contributions to their communities as well as meet the demands of the modern workforce.

People will be inspired to embrace diversity and spur innovation in a variety of fields by this all-encompassing approach to education. As students learn the importance of flexibility and resilience in a world that is constantly changing, such an atmosphere will also encourage lifelong learning. They will be better able to lead with empathy and vision as they interact with various viewpoints and ideas, opening the door to a better future. Educational institutions will play a vital role in producing responsible global citizens as well as competent professionals by cultivating these attributes. In the end, this dedication to social responsibility and personal development will make society stronger overall. Students will gain the ability to overcome obstacles with courage and ingenuity in this way, viewing change as a chance for personal development. They will encourage others to follow suit as

they develop these crucial qualities, which will have a cascading effect that fosters cooperation and creativity among communities.

Of course! Here is your new text in third person, with correct grammar and an engaging voice: This ripple effect improves not just people's lives but also makes society stronger and more creative. As these new leaders take on their responsibilities, they inspire a group movement toward good change that will make the future better for everyone. This journey toward change requires strength and a promise to keep learning. These leaders make a welcoming space by sharing their experiences and insights. This makes everyone feel like they can share their own unique ideas and skills. This mentality of working together creates an environment that encourages creativity and inclusion, which leads to new ways of solving the problems that society faces. In the future, leaders need to take care of these relationships so that every voice is heard and valued in the continual quest for growth. This method improves how well the team works together and encourages new ideas, since having different points of view typically leads to better ideas and solutions. Communities may become stronger and more flexible by investing in the growth of everyone. This gets them ready to handle any problem. When people are committed to being inclusive, they may share their own unique ideas, which encourages a culture of creativity and teamwork. Organizations may make big changes that help everyone by adopting this way of thinking. This kind of setting encourages people to keep learning and talking to each other, which lets everyone use their differences as assets. Groups not only reach their goals as they work together, but they also encourage others to join their mission of growth and harmony. This group adventure leads to new ideas and a better understanding of other points of view. A common vision has a ripple effect that goes beyond the group and brings about change in society as a whole. By creating an environment that honors every voice, people can share their own

unique thoughts and experiences. This mentality of working together makes it easier to solve problems and creates a sense of belonging, both of which are important for making a lasting difference. When communities use their abilities together, they encourage others to join them on their journey of change. They work together to create a future that values diversity and celebrates the complexity of their differences, making sure that every contribution leads to real development. Organizations can come up with new ideas that reflect the intricacies of the world by appreciating different views. This way of doing things encourages achievement and promotes strong relationships, giving people the power to take charge of their roles in creating a shared future. Leaders need to create an environment of cooperation and respect for everyone, encouraging everyone to offer their own ideas. By doing this, they make the most of everyone's abilities and face challenges with confidence and inventiveness. Communities turn problems into chances for new ideas and growth by appreciating each person's input. Accepting other points of view makes it easier to solve problems and makes the community stronger, which is good for everyone. When people are committed to being inclusive, they are more likely to take the lead on their ideas, which can lead to new and innovative solutions. Communities encourage collaboration and make sure that everyone has a chance to speak by constantly building a supporting framework. In these kinds of circumstances, creativity thrives, and teams face problems with new energy and a fresh point of view. People are more likely to attain new heights and help the group succeed when there is a culture of respect and openness. This group adventure not only helps each person improve, but it also makes the community stronger as a whole. Accepting different points of view gives members the freedom to be creative and flexible, which helps them stay strong when things change. The group is committed to always learning and working together as they go on this adventure. This creates an environment where every voice is heard and

valued, which pushes the group toward new solutions that help everyone. This group effort encourages others to join, which makes everyone feel like they belong and have a common goal. A united attitude leads to a better future, where every effort is recognized and celebrated. Communities can make sure that advancement is both new and welcoming by accepting this vision and being open to new ideas. Promoting diversity in ideas and experience makes the journey even better, releasing potential that is more than what any person can do on their own. This mentality of working together gives groups the power to face problems in new ways and with strength. They work together to establish communities that live on helping one other and pushing each other to new heights. Organizations encourage everyone to express their thoughts and ideas by creating an environment where people may talk to each other all the time. These conversations build trust and make it easier to solve problems, which leads to solutions that work for everyone. Dynamic thoughts drive progress and new ideas. Accepting other points of view makes conversations more interesting and paves the way for a better future where everyone's opinion matters and helps everyone succeed. This culture of working together builds trust and respect, making people feel heard and respected. Groups can solve even the hardest problems when they work together. Communities that support innovation and encourage people to keep learning and changing do well. Members make real changes and get others to join their purpose by using their own strengths and points of view. This group effort makes both problem-solving and community links stronger. When members share ideas and help one other, they make room for new ideas and growth that help everyone. A culture that supports every voice grows when people work together. This lets them explore new options and different ways to solve problems. When people work together to make progress, their hopes become real and have a lasting effect on the future. This change gives members the power to come up with

solutions that work both locally and globally. Communities may make amazing progress that benefits everyone by accepting different ways of thinking and living. By working together, communities create an environment that promotes new ideas and makes people stronger. They work through problems together and make sure that no one is left behind in the quest for a better tomorrow. This group effort makes it possible for long-term success, which lets us come up with inventive and caring ways to solve important problems. Leaders must be committed to diversity and make sure that every voice is heard when it comes to molding the future. Communities may reach their full potential by accepting other points of view. This makes solutions better and strengthens the group's determination to make lasting change. To make changes, people often have to work together and be open to new ideas. Communities work together to develop a strong base that encourages new ideas and makes everyone feel like they belong. People are more likely to get involved in their communities when they feel like they belong. A culture of respect and cooperation grows when everyone feels appreciated. This makes the future brighter and more open to everyone. Organizations can use the unique strengths of each member by accepting different points of view. This leads to solutions that work for everyone. This mentality of working together makes communities better and encourages future generations to keep working toward equality and understanding. A dedication to diversity gives people a sense of purpose and connection, giving them the power to share their skills and ideas. When groups work together, they make places where everyone feels like they can take charge and make things better. Creating an environment like this promotes new ideas and creativity, which lets different points of view thrive. This synergy speeds up growth and lays the groundwork for long-lasting connections and respect for one another. People are more likely to question the way things are and look for new opportunities when they are in an environment that encourages collaboration.

Working together makes communities strong because everyone values each other's contributions and works together to reach common goals. Working together builds a sense of belonging and responsibility, which makes sure that everyone is committed to the group's success. Being resilient and determined helps, you deal with problems, which creates a dynamic environment where growth and success are the norm. When people with different points of view work together, they can come up with new ideas and make progress. A supportive network gives people the confidence to take chances because they know their peers will support them. This makes the community more flexible. This foundation gives people a sense of purpose and encourages them to follow their passions without fear. This synergy creates a strong culture that honors success and makes the group's ties even stronger. The community is a source of ideas that keeps changing and adapting to new problems as individuals share their own unique thoughts and experiences. This dynamic interaction builds resilience by converting problems into chances to learn and grow. Creativity flourishes in these kinds of places, and working together naturally leads to new ideas. Accepting different points of view helps people improve their talents and makes the community more lively, which encourages everyone to do their best. The communal spirit encourages people to go beyond their limits and discover new places, which leads to breakthroughs that help everyone. The community is strong because it can work together to make its ideals a reality through hard work and support. This unity creates a space where new ideas can grow and people feel free to offer their thoughts without worrying about being judged. Because of this, the community is a catalyst for change, making progress and giving everyone more chances. People may get many different points of view by encouraging a spirit of collaboration, which makes them more creative and better at solving problems. Together, they tackle difficult problems and make the future look bright, respecting each

person's opinion and appreciating their contributions. This welcoming environment helps people grow and makes the community stronger, which leads to long-term success. When trust and cooperation grow, people are prepared to take chances, which pushes the limits of what is achievable. This spirit of invention leads to projects that deal with important problems and get people to work together toward common goals. Communities may be agents of change when they embrace a culture of openness, which allows everyone to share their unique skills and ideas. This kind of empowerment makes people feel more fulfilled and provides a lively setting where different points of view can come up with new ideas. When people feel valued and involved, the whole community does better, which leads to a better, stronger future. These places inspire people to collaborate on new ideas that directly address problems and work together. This synergy creates a sense of belonging and purpose, which strengthens the feeling that working together can make a difference. A shared goal motivates people and brings them closer together as a community. By making the most of each person's strengths, the group gets amazing results that help everyone. In this way, the community becomes a strong force for change, moving things forward and making life better. When members help each other, they build a model for growth that can handle new problems and chances in the future. This atmosphere of working together encourages new ideas and strength, which helps the community deal with uncertainty with confidence. This kind of culture supports every voice and makes sure that everyone feels like they can help shape the group's goal. This welcoming setting not only helps people grow, but it also encourages everyone to work together toward the same goals. The community uses different points of view to solve tough problems and come up with new solutions that help everyone. Talking openly and discussing different points of view can help people grasp different problems and make connections that remain beyond differences. This synergy becomes a

strong force for growth, pushing the group toward bigger goals and a better future.

Gardner and Lambert (2019) conducted an extensive study on motivation in second-language acquisition, distinguishing between instrumental and integrative motivation. Their findings emphasized those students who are holistically motivated those who wish to integrate with a language-speaking community tend to achieve higher proficiency levels than those with only instrumental motivation (e.g., learning for career advancement).

Horwitz, Horwitz, and Cope (2020) investigated language anxiety and its effects on students' speaking performance in foreign language classrooms. They found that high levels of anxiety significantly hinder verbal communication and increase avoidance behaviors among learners.

MacIntyre and Gregersen (2021) explored the role of self-esteem in second language learning and concluded that students with higher self-confidence are more likely to take risks in language use, leading to better language retention and fluency.

This study will employ a comprehensive research methodology to examine the role of affective factors in English learning. Through a combination of quantitative and qualitative data collection methods, the research will gather insights from students, teachers, and educational experts to understand the impact of motivation, anxiety, and self-esteem on language acquisition. The findings will be instrumental in shaping future pedagogical practices and informing educational policies aimed at enhancing English language education.

By addressing these critical aspects, this research aims to provide a valuable contribution to the field of language education, highlighting the importance of affective factors in shaping students' learning experiences. The insights gained from this study will

not only benefit educators and students at Unidad Educativa Municipal "Nueve de Octubre" but also serve as a reference for broader educational contexts where affective variables play a crucial role in language learning outcomes.

By examining these issues through the lens of affective psychology and applied linguistics, the study will propose strategies to build supportive learning environments that foster emotional safety and effective language use.

The purpose of this paper work is to investigate how affective elements, specifically anxiety, motivation, self-confidence, and positive emotions, influence in learning English in a specific educational context.

It will also explore how emotional states shape classroom participation, willingness to speak, and ability to process new vocabulary and grammar structures. The goal of the research method applying in this case is to provide an accurate understanding of the connection between these factors and students' academic achievement. Furthermore, we will propose effective teaching guidelines to reduce the negative effect of emotional factors while increasing students' learning potential.

This research is significant for both the academic community and society. For universities, the study provides insights that can help educators develop better curricula and teaching strategies that address affective factors in English learning. For society, improved English proficiency contributes to better educational and employment opportunities, facilitating international communication and economic mobility.

By addressing these critical aspects, this research aims to provide a valuable contribution to the field of language education, highlighting the importance of affective factors in shaping students' learning experiences. The insights gained from this study will not only benefit educators and students at Unidad Educativa Municipal "Nueve de Octubre"

but also serve as a reference for broader educational contexts where affective variables play a crucial role in language learning outcomes.

The researcher will divide this paper into some key chapters. In the first part will include a review of the existing literature on affective aspects in language learning. Then the second part will discuss the study's methodological design including the instruments and techniques employed to gather and analyze data. Finally references in relation to the theoretical framework and previous literature.

In summary, the present paper aims to contribute to a better understanding of how affective elements influence English learning and how to improve the educational environment to better support students on their path to language competence.

The thesis presents its content across five main chapters, structured by the researcher, each contributing to a comprehensive understanding of affective factors in English language learning:

Chapter I: Introduction this chapter outlines the background, problem statement, objectives, significance of the study, and the main research question. It also introduces the key affective factors under investigation and contextualizes their relevance in the selected school setting.

Chapter II: Theoretical Framework this section presents the conceptual and theoretical underpinnings of the research. It discusses foundational theories from authors such as Gardner and Lambert, Carl Rogers, and Abraham Maslow. The researcher analyzes key concepts like intrinsic and extrinsic motivation, language anxiety, and self-esteem. The chapter also reviews empirical studies on the impact of affective factors in language learning, offering a balanced theoretical basis.

Chapter III: Methodological Design this chapter details the qualitative research design employed in the study. It explains the choice of methods (e.g., interviews, classroom observations), the participant selection criteria, the data collection instruments, and the procedures used to ensure validity and reliability. The qualitative nature of the study allows for in-depth exploration of students' lived experiences and emotional responses in the English learning context.

Chapter IV: Results and Analysis in this section, the researcher analyzes key concepts like intrinsic and extrinsic motivation, language anxiety, and self-esteem. This chapter presents the findings obtained from interviews and classroom observations, using thematic analysis to interpret students' attitudes, feelings, and experiences related to English learning. It includes tables and graphs that visually represent the impact of each affective factor on student outcomes.

Chapter V: Product this chapter introduces a didactic booklet entitled “Engaging Minds & Hearts: Overcoming Barriers in English Learning.” The booklet integrates practical activities to reduce anxiety, enhance motivation, and build confidence. The researcher analyzes key concepts like intrinsic and extrinsic motivation, language anxiety, and self-esteem.

Chapter VI: Conclusions and Recommendations this final chapter synthesizes the main insights from the study and proposes actionable recommendations for teachers, school administrators, and education authorities. The researcher emphasizes the creation of affective-friendly classroom environments and the use of positive reinforcement.

Problem Statement

The research focuses on identifying and analyzing the affective factors that influence English language learning among 8th-grade students. Affective factors, such as

motivation, anxiety, self-confidence, and attitude, play a crucial role in language acquisition and can significantly influence students' learning outcomes.

The research focuses on identifying and analyzing affective factors influencing English language learning among eighth-grade students at Unidad Educativa Municipal “Nueve de Octubre.” Emotional variables such as motivation, anxiety, self-confidence, and attitude significantly shape students’ engagement and success in language acquisition. High anxiety and low self-esteem can hinder participation, particularly in speaking tasks, while strong motivation can enhance persistence and fluency. In the Ecuadorian public school context, challenges such as large class sizes and limited resources exacerbate these emotional barriers, necessitating targeted interventions to create supportive learning environments.

The study aims to explore how these emotional and psychological aspects either facilitate or hinder English learning in this age group. By understanding these factors, the research seeks to provide insights into improving teaching strategies and creating a supportive learning environment.

Research Question

How do affective factors such as motivation, anxiety, and self-esteem influence English learning among 8th-grade students at Unidad Educativa Municipal “Nueve de Octubre”?

Research Idea

This research seeks to investigate the experiences of students learning English at U.E.M “Nueve de Octubre” and research into the connection between affective factors and their influence on the English learning process. The study aims to understand how emotional and psychological elements, such as motivation, anxiety, self-confidence, and attitude, interact with and influence students’ ability to acquire and develop English language skills.

Beneficiaries

The primary beneficiaries of this research are students and language instructors, as it enables educators to refine teaching methodologies that address the emotional and motivational dimensions of language learning.

Furthermore, scholars educational psychology and language acquisition may find the study valuable in contributing to the advancement of knowledge within these disciplines.

Objectives

General Objective:

To develop a booklet with effective strategies to mitigate the negative emotional influences on the process of learning English in 8th grade students at Unidad Educativa Municipal "Nueve de Octubre."

Specific Objectives:

To identify the key affective factors (motivation, anxiety, self-esteem) affecting English learning.

To analyze the relationship between affective factors and students' language performance.

To determine the influence of affective factors on English learning.

THEORETICAL FRAMEWORK

Researchers have conducted many studies in the last few decades on teaching English as a second language, especially on how affective factors might help explain how well or poorly someone learns the language. A student's motivation, anxiety, and self-esteem are all examples of affective variables that directly affect how likely they are to engage, continue, and become proficient in English. This part puts together important national and international studies on these topics and relates them to the Ecuadorian educational system and the secondary school level. The study looks at how these emotional elements affect each other in order to fill a vacuum in research on teenage learners in Ecuador and give a solid basis for understanding how they affect English learning in public schools with limited resources. The framework combines global theories with local realities to show how culturally responsive teaching methods might help students become more emotionally stable and do better in school.

Many people have been interested in studying emotional variables in second language acquisition (SLA) during the past few decades. Researchers have focused on how emotions affect how well people learn. This chapter brings together research from around the world and inside Ecuador on motivation, anxiety, and self-esteem, and shows, how these issues are important for learning English in Ecuadorian high schools. It combines basic theories with new research results to create a strong framework for the study.

In Ecuador, where public schools have problems including overcrowded classrooms, low resources, and a curriculum that doesn't always connect with students' emotional and cultural reality (Ministerio de Educación, 2022), it is especially important to look at affective aspects.

By using both worldwide and local studies as a foundation, this chapter looks at the particular emotional and contextual dynamics of eighth-grade students. It then suggests ways to create interventions that help them improve both linguistically and emotionally.

A recent study found that enjoying studying a foreign language could help ease feelings of worry (Botes et al., 2022). The authors said that pupils who felt good in class, like happy and excited, were more willing to participate, even though they were nervous at first. These results show how important it is for teachers to pay attention to both the language and the emotional tone of the classroom.

Positive emotions act as a catalyst for engagement, reducing the cognitive load associated with anxiety and enabling students to focus on language tasks (Botes et al., 2022). In Ecuadorian classrooms, where large class sizes often limit individualized attention, fostering enjoyment through interactive activities, such as group games or culturally relevant projects, can create a supportive emotional climate. For instance, incorporating Ecuadorian music or storytelling in English lessons can spark joy, aligning with students' cultural identities and reducing anxiety, thereby enhancing participation (Rojas & Iglesias, 2022).

Studies in Latin America have also looked at emotional factors. In a study with English students in Colombia, Giraldo and Murcia (2022) said that using interactive tech tools as peer feedback platforms can help with negative feelings about learning.

Students who got feedback in groups showed improvements in their confidence and speaking skills (Giraldo & Murcia, 2022). This study shows how important it is to create safe and cooperative spaces that lower stress and boost self-esteem.

Rojas and Iglesias (2022) looked into cooperative learning as a social and emotional way to teach English in Ecuador.

Their study with teenagers from public schools in Quito showed that connecting with peers made them feel like they belonged, made them less afraid of making mistakes, and made them more ready to speak up in class.

The authors say that active cooperation supervised by teachers may be better than methods that focus on individual success (Rojas & Iglesias, 2022).

This is an important discovery for Ecuador, where cultural norms about "embarrassment" can make pupils not want to undertake oral tasks because they are afraid of making mistakes in front of others (Santos et al., 2020). Cooperative learning activities like group role-plays or paired storytelling make students feel safe enough to take emotional risks, which boosts their motivation and confidence. For example, giving students the task of writing short English skits about local festivals might help them bond with each other and feel proud of their culture. This is in line with Johnson and Johnson's (2021) cooperative learning theory, which stresses emotional support and shared responsibility.

Torres and Aliaga (2021) did another study that showed that using peer feedback in a structured way improves both language skills and students' self-esteem. This strategy allows students to evaluate their own progress and that of their peers, which is especially helpful in places where students tend to undervalue their own skills or are afraid of criticism (Torres & Aliaga, 2021).

Structured feedback methods, like peer review checklists that emphasize on effort instead of accuracy, provide students the power to see their strengths and weaknesses without being afraid of being judged. In eighth-grade classes, where how you see yourself is greatly affected by how your peers see you, these kinds of methods can help with anxiety and raise self-esteem.

For instance, a teacher can tell students to give each other precise, positive feedback during group talks, like "I liked how you used new vocabulary." This would help create a friendly environment. This fits with Bandura's (1977) theory of self-efficacy, which says that positive reinforcement boosts confidence in one's abilities. This is important for teens who are figuring out who they are.

Sánchez Álvarez and Fernández Berrocal (2022) looked into how emotional control affects learning English as a second language at the college level. Their study found that students, who could control their emotions, like through relaxation techniques or cognitive strategies, were better able to handle the demands of learning (Sánchez Álvarez & Fernández Berrocal, 2022). These findings suggest that integrating emotional education into curricula could significantly enhance English instruction. While their study focused on university students, the principles of emotional regulation are highly relevant for younger learners, who face unique emotional challenges due to peer pressure and identity development (Eccles, 1999). In Ecuadorian secondary schools, where emotional education is rarely formalized, teachers can incorporate brief mindfulness exercises, such as guided breathing before speaking tasks, to help students manage anxiety. For example, a five-minute relaxation activity at the start of an English lesson can create a calm atmosphere, enabling students to focus on language tasks. This approach aligns with Maslow's (1943) hierarchy of needs, prioritizing emotional safety as a foundation for learning.

The results show that adding emotional education to the curriculum could make English lessons a lot better. This review shows that there is a lot of information from throughout the world and in specific regions about how affective factors affect learning a foreign language.

However, there is insufficient research focusing on specific contexts, such as Ecuador, particularly in primary schools. Most study focuses on higher education, which means we do not know much about how these things affect high school students in school.

Recent years have seen significant growth in research on affective aspects in English learning, particularly concerning motivation, anxiety, and self-esteem, especially in Latin America. In Ecuador, where access to technology is often limited in public schools, low-tech alternatives as peer feedback circles or collaborative writing tasks can achieve similar outcomes.

For example, students working in small groups to review each other's English compositions can build trust and reduce fear of judgment, fostering a sense of community. These strategies align with Vygotsky's (1978) social development theory, which emphasizes the role of peer interaction in cognitive and emotional growth, and are particularly feasible in resource-constrained settings like Unidad Educativa Municipal "Nueve de Octubre."

Recent evaluations indicate that the majority of research in Ecuador concentrates on higher education, with scant concentration on secondary school situations (Soto et al., 2024). Soto et al. analyzed 19 empirical articles and one book chapter published between 2010 and 2023, discovering that most focused on motivational strategies in university contexts, thereby highlighting a significant deficiency in research concerning primary and lower secondary education in Ecuador, particularly related to emotional variables (Soto et al., 2024). Their analysis emphasized the necessity for longitudinal studies and interventions customized to the cultural and emotional dynamics of younger learners.

This gap is important because teens and college students have different emotional and developmental problems, such as being more sensitive to what their peers think of them and their identities changing (Eccles, 1999). In Ecuador, where public schools serve students

from a wide range of socioeconomic and cultural backgrounds, it is important to understand how emotions affect students in lower secondary school in order to create successful treatments. The lack of focus on younger learners shows how important it is to do research that takes into account the specific needs of the area, such as big class sizes and teacher-centered teaching styles, which might make emotional barriers worse (Álvarez et al., 2024).

A mixed methods study conducted in 2024 examined the development of speaking skills among Ecuadorian secondary pupils, using regional instructor feedback (Álvarez et al., 2024, *Indonesian Journal of Applied Linguistics*, 14(2), 319-331).

Educators recognized emotional elements, including fear and diminished self-assurance, as substantial obstacles to speech production, in addition to contextual limitations such as oversized classes and restricted instructional time. To tackle these issues, educators proposed reduced class sizes, enhanced speaking activities, and emotionally supportive classroom environments all pertinent to adolescents in public school (Álvarez et al., 2024).

In the Ecuadorian region of Los Ríos, a study by Santos, Veiga de Souza, and Velez Ruiz (2020) examined psychological barriers that impede English speaking among pupils aged 11 to 18. Through observations, questionnaires, and interviews, they identified fear of making mistakes (30.8%) and fear of peer criticism (21.9%) as the predominant emotional barriers. Female students indicated elevated levels of negative emotions compared to males, implying gender based disparities in affective experiences.

This difference is especially big in public schools, where limited resources and a wide range of students make emotional problems worse. For example, eighth-grade pupils in Quito's public schools often have emotional problems since they do not get to speak English much outside of school and because of cultural views of English as a "foreign" language (Kramsch, 2009).

Long-term studies that look at emotional changes over the course of a school year could show how things like cooperative learning or reflective journaling affect motivation and anxiety, giving teachers useful information (Joe et al., 2023).

Recent international study provides supplementary findings. Le and Le (2022) determined that both internal and external factors, including as motivation and classroom environment, affect oral proficiency in EFL learners. They contended that effective instructor practices and favorable student attitudes substantially alleviate fear and reluctance in speaking (Le & Le, 2022). Despite not being Ecuadorian, the study provides insights into best practice interventions in analogous sociolinguistic environments.

Bao and Liu (2021) examined the impact of affective factors in English as a Foreign Language (EFL) instruction and acquisition. They recognized motivation, self-esteem, and anxiety as the fundamental affective characteristics. Their findings indicated that while motivation was elevated, it did not consistently forecast speaking success implying that additional emotional elements or environmental situations influence performance (Bao & Liu, 2021). Recent quantitative research published in Science Direct (2024) corroborates the mediating function of self-efficacy as a link between motivation, anxiety, and English achievement.

This suggests that bolstering learners' confidence in their abilities may improve language performance, regardless of variations in motivation or anxiety levels (Science Direct, 2024) collectively, these investigations affirm that motivation alone does not ensure speaking success; its impact is influenced by self- confidence and emotional backdrop.

Anxiety and diminished self-esteem are primary obstacles, especially in verbal communication. Research from colleges may not be entirely applicable to middle school

environments, as teenage emotional maturation and peer interactions vary considerably. When formulating solutions, actively consider gender disparities and classroom environmental elements. Although research on affective aspects in Ecuador is expanding, the focus predominantly centers on university populations. The emotional aspects of English learning among eighth graders in public schools, particularly those from varied cultural and socio economic backgrounds are inadequately studied. This necessitates a regionally based investigation centered on adolescent emotional profiles, classroom environment, and customized educational strategies.

Conceptualization of Emotional Influences in English Acquisition

Affective aspects include the emotional and psychological variables that affect a learner's dedication, perseverance, and self-assurance in acquiring a second language. Affective elements, in contrast to cognitive factors like memory or attention, influence students' emotional engagement with language acquisition and their educational surroundings. The humanistic educational tradition (Rogers, 1961; Maslow, 1943) posits that emotional well-being, encompassing acceptance, safety, and belonging, is essential for significant learning.

In English learning environments, apprehension regarding verbal communication, concern about assessment, and diminished self-esteem frequently inhibit active engagement. These emotional variables are interrelated: elevated anxiety diminishes motivation, diminished self-esteem heightens fear of failure, and low motivation can exacerbate both anxiety and negative self-perception. Comprehending the interplay of these variables in adolescents informs educational design intended to cultivate emotional resilience and academic achievement.

Motivation in Learning Foreign Languages

Motivation, broadly defined as the intrinsic impetus to commence and maintain goal-oriented endeavors (Ryan & Deci, 2000), is fundamental to effective language acquisition. Gardner and Lambert (1972) differentiated between instrumental motivation learning for pragmatic advantages like as employment and integrative motivation, characterized by a sincere aspiration to assimilate into the language-speaking group. Their paradigm, although created in multilingual Canada, continues to exert influence in environments where learners use English as a symbol of global identity or academic advancement.

Dörnyei (2009) presented a more dynamic viewpoint through his L2 Motivational Self-System, which includes:

The Ideal L2 Self: an aspirational representation of a proficient language user.

The ought-to- L2 Self refers to external expectations and pressures influencing second language acquisition.

The L2 Learning Experience: the motivational influence of the immediate learning environment.

In secondary education, the connection among peer identity, self-image, and academic objectives is pronounced. An Ecuadorian eighth grader may be inspired by the Ideal L2 Self (e.g., studying overseas) yet equally disheartened if classroom feedback neglects their emotional well-being or prioritizes grammatical inaccuracies over communicative risk taking.

Joe, Hiver, and Al-Hoorie (2023) enhanced motivational theory by introducing the Directed Motivational Current (DMC) idea, which delineates prolonged motivational surges associated with personally significant objectives bolstered by teacher and peer networks.

In practical classroom contexts, tasks designed around student interests (e.g., project-

based assignments on local heritage) can cultivate engagement, maintaining motivation despite the presence of worry.

The pedagogical significance is in teachers who establish explicit objectives, affirm student identities, and cultivate emotionally respectful environments, so augmenting both integrative and intrinsic motivation. In contrast, environments that prioritize exclusively instrumental results (such as exam preparation and grades) may inhibit authentic curiosity and sustained involvement.

Anxiety in English Language Acquisition

Anxiety in language acquisition denotes an overwhelming sense of stress or dread around performance-related activities. Horwitz, Horwitz, and Cope (1986) operationalized this construct through the Foreign Language Classroom Anxiety Scale (FLCAS), delineating three dimensions:

Communication apprehension: anxiety around interaction or verbal expression in English.

Test anxiety: stress linked to evaluative performance.

Fear of unfavorable evaluation: apprehension regarding criticism or mockery.

MacIntyre and Gardner (1991) discovered that elevated anxiety diminishes the propensity to communicate and hinders working memory, leading to decreased fluency and heightened errors. Recent research (Botes, Dewaele, & Greiff, 2022) indicates that structured enjoyment and emotional safety can alleviate the adverse effects of anxiety, promoting speech in hesitant learners.

In Ecuadorian secondary classrooms, big class sizes, dread of peer evaluation, and a focus on precision can exacerbate anxiety. Educators who include low-stakes speaking assignments, collaborative partner exercises, and explicit emotional support mitigate communication fear. Furthermore, reflective diaries and affirmative peer comments assist

students in framing errors as chances for learning.

Self-Esteem in English Acquisition

Self-esteem, characterized as an individual's overall perception of self-worth (Rosenberg, 1965), is crucial for emotional preparedness for learning. In language classrooms, self-esteem as a language learner's identity include beliefs regarding one's competence, value, and capacity for effective communication.

MacIntyre and Gregersen (2021) contend that pupils with elevated self-esteem exhibit a greater propensity to engage in communication risks, articulate spontaneously, and persevere in the face of errors. These learners acquire language skills faster than those held back by anxiety do.

Factors influencing classroom self-esteem include:

Teacher feedback approaches: constructive versus evaluative

Comparison and support among peers

Recognition of effort over result

In Ecuador, where school expectations and hierarchical classrooms may diminish self-worth, deliberate practices that foster positive identity (e.g., student-centered activities, collective praise, and inclusive chores) might enhance self-esteem and engagement.

Comparative Analysis: Gardner, Horwitz, and MacIntyre

Gardner underscores motivation (integrative versus instrumental) as a fundamental factor in linguistic achievement, perceiving anxiety and self-esteem as consequences of motivational orientation. His approach is particularly pertinent in circumstances where language acquisition intersects with socio-cultural identity and desires for global mobility.

In contrast, Horwitz emphasizes worry as a significant affective obstacle. Her framework distinguishes between types of anxiety and highlights the high-pressure dynamics

of the classroom. She contends that even motivated learners may underachieve if worry remains unresolved.

MacIntyre synthesizes both viewpoints, incorporating motivation, anxiety, and self-esteem into a comprehensive framework wherein learners' emotional self-regulatory abilities foster resilience and performance. His new work emphasizes the evolving interaction of various emotional elements throughout time.

Within the framework of a secondary school in Ecuador:

Gardner's emphasis on integrative motivation corresponds with ambitions for global mobility; yet, it may lack efficacy if not accompanied by emotional support.

Horwitz's anxiety framework highlights the emotional environment of the classroom, particularly during high-stakes speaking assignments.

MacIntyre's integrative approach provides a comprehensive perspective: motivation propels learning, anxiety impedes it, and self-esteem influences both factors.

Consequently, embracing MacIntyre's integrated perspective, enhanced by Gardner's motivation orientation and Horwitz's anxiety typologies, provides a solid theoretical framework for comprehending affective dynamics among Ecuadorian eighth graders.

This study adopts a humanistic and socio-affective theoretical perspective, acknowledging learners as emotional, social, and cognitive entities. It draws on constructivist concepts, positioning students as active knowledge creators, shaped by their beliefs, identities, and emotional experiences that influence their language development.

The study used a qualitative methodology, incorporating interviews, observations, and reflective journals, to capture the emotional realities of adolescents rather than solely their cognitive outputs. The researcher adopts an empathetic stance, prioritizing student

perspectives, affirming emotional truths, and developing pedagogical knowledge rooted in local contexts.

These results show how important it is to have real solutions that deal with both emotional and structural problems. For instance, teachers may use rotating small-group conversations to handle big groups. This would provide students a chance to practice speaking in a low-pressure context. These tactics are in line with Horwitz et al.'s (1986) suggestions for lowering communication anxiety. They can also be used in situations when resources are restricted by employing simple materials such printed dialogue prompts. Also, teaching teachers in emotional intelligence can help them better understand and respond to students' emotional signals, which can make the classroom a more supportive place (Sánchez Álvarez & Fernández Berrocal, 2022).

In Ecuadorian classrooms, the implementation of project based assignments that reflect students' cultural heritage such as local music, community narratives, or multilingual initiatives can stimulate integrative drive and diminish emotional resistance. Genuine assessment methodologies (portfolios, peer evaluations, journals) not only evaluate performance but also augment self-efficacy and reflection (O'Malley & Pierce, 1996; O'Malley & Chamot, 1990).

These results show how "embarrassment," a common social norm that makes people more afraid of making mistakes in public, especially girls (Santos et al., 2020), affects culture.

In eighth-grade classrooms, where relationships with peers are very important for forming one's identity, gender-sensitive tactics like mixed-gender group assignments or anonymous feedback systems can help close these gaps.

For example, adopting digital tools like Google Forms for anonymous peer input might help people feel better about themselves while lowering their fear of criticism. These practices are in line with what Ramírez and Vásquez (2021) found about gendered anxiety. They show how important it is for Ecuadorian schools to use inclusive teaching methods that take into account emotional and cultural differences.

For instance, teachers in Ecuadorian public schools might use techniques like giving clear prompts and positive feedback to help students with speaking activities and lower their stress levels. A teacher might start with small conversations between pairs of students and then go on to discussions with the whole class, gradually boosting students' confidence. Vygotsky's (1978) zone of proximal development says that organized support helps learners progress beyond what they can do now. These techniques fit with that idea. In addition, developing a classroom atmosphere that values effort over perfection might help students feel better about making mistakes, which is something that Le and Le (2022) talked about. Students contemplate their advancement and emotional experiences, assimilating personal growth instead of making peer comparisons.

These techniques correspond with Ecuador's educational advocacy for formative and reflective practices (e.g., Language Learning Logs or Dialog Journals) as instruments for emotional growth and motivation (Language Testing in Asia, 2023). Furthermore, cooperative learning frameworks such as pairs, triads, or small groups mitigate anxiety and share emotional risk among participants. Johnson & Johnson's cooperative learning theory, corroborated by research in Spain and Portugal, posits that environments characterized by interdependent activities and collective accountability enhance both self-regulation and self-esteem (Redalyc, 2021).

Redalyc.org. In Ecuadorian secondary EFL classrooms, such methodologies help alleviate the apprehension associated with public speaking and foster a supportive peer network.

The incorporation of mobile and digital technologies (e.g., Duolingo, mobile collaboration platforms) may enhance intrinsic and integrative motivation via gamification. These technologies actively address the autonomy, competence, and relatedness needs outlined in Self-Determination Theory (Ryan & Deci, 2000), effectively reducing anxiety by enabling language acquisition in low-pressure, personalized contexts. Nonetheless, equitable access continues to be an issue in public schools facing resource limitations.

2.8. Assessment of Affective Variables

2.8.1 Quantitative Tools

the FLCAS (Horwitz et al., 1986) continues to be the benchmark for assessing foreign language anxiety, with adaptations and validations conducted in Ecuador (Santos et al., 2020, *Maskana*, 11(1), 5-14). The Language Learning Orientations Scale (LLOS) and the L2 Motivational Self-System Questionnaire evaluate intrinsic, extrinsic, and integrative motivations, as well as the dimensions of the Ideal L2 Self, Ought-to L2 Self, and Learning Experience.

These results are very important for Ecuadorian classrooms since fear or low self-efficacy might get in the way of high motivation generated by instrumental goals (like passing tests). For example, a student who wants to study English to get a better job in the future may still have trouble speaking if they don't believe in their own talents. Teachers can fix this by adding activities that increase self-efficacy, like goal-setting exercises where students keep track of tiny wins, like "I used five new words today."

This method is in line with Bandura's (1977) self-efficacy theory and does not need many resources to work, thus it is possible for public schools to use it.

The Rosenberg self-esteem scale, modified for linguistic contexts, assesses learners' perceptions of communicative proficiency and emotional self-evaluation, frequently corroborated with qualitative feedback.

Qualitative Methodologies semi structured interviews, learning diaries, and focus groups elucidate emotional nuances by disclosing student narratives regarding self-confidence, embarrassment, or delight in English classes. These instruments effectively chart variations in anxiety during speaking activities in Ecuadorian secondary settings (Santos et al., 2020). Focus groups enable the expression of common emotional characteristics such as apprehension regarding peer evaluation and cultural alienation while diaries provide longitudinal perspectives, monitoring motivation or frustration throughout an instructional period.

Diversity, Inclusion, and Contextual Considerations The multilingual and multicultural populace of Ecuador comprises students whose first language may be Kichwa or Shuar, affecting their emotional perspective on English as a colonial or foreign language. Kramersch (2009) contends that language acquisition is cultural, and learners opposing a dominant language may experience emotional resistance. In teenage classrooms focused on identity formation, the inclusion of bilingual or intercultural materials alleviates cultural threat and promotes integrative emotional participation. Gender dynamics influence emotional experiences; girls may exhibit elevated communicative anxiety, whilst boys may feel restricted by societal expectations in verbal tasks (Tóth, 2010). Identifying these trends enables educators to diversify participation frameworks; employing gender-balanced groupings typically fosters equitable emotional engagement.

The socioeconomic status and class-size limitations prevalent in Ecuadorian public schools influence the classroom environment.

Overcrowding exacerbates anxiety, particularly during speaking jobs. Consequently, the implementation of small-group oral rotations and the necessity for instructor sensitivity to emotional cues are vital for equitable pedagogical design.

These elements interact in a big way in eighth-grade classes, when children are figuring out whom they are and how to get along with their peers (Eccles, 1999). In Ecuador, where cultural norms like "vergüenza" make people more afraid of making mistakes in public, emotional safety and social support must come first in interventions. For instance, having "safe spaces" for talking, as small group conversations with explicit rules, can help people feel less anxious and more confident. MacIntyre's (2021) integrative model sees affective components as a dynamic system that is affected by the culture and dynamics of the classroom.

Synthesis and Theoretical Integration This thesis employs MacIntyre's integrative theoretical model, which amalgamates motivation, anxiety, and self-esteem as interrelated variables that together influence learner identity and performance. Gardner's motivation typologies and Horwitz's anxiety conceptions align with this overarching dynamic system, informing both assessment and management. At the classroom level, enhancing the ideal L2 self through vision building activities (such as future self-projects) and fostering good learning experiences (via constructive feedback, authentic assessment, and collaborative work) bolsters motivation even in the presence of anxiety. Self-esteem functions as a protective mechanism: when pupils have confidence in their talents, they endure emotional distress, embrace chances, and demonstrate perseverance.

Consequently, the theoretical framework of this study regards affective factors not as discrete predictors, but as an intricate system influenced by the classroom environment, pedagogical design, and cultural identity.

There is not enough study on younger learners, which is a big problem because their developmental stage makes affective aspects much more important. For example, eighth graders are more likely to care about what their peers think and less able to control their emotions than college students, thus they require special help that meets their specific needs (Eccles, 1999). Localized research can help find low-cost, high-impact ways to boost motivation and lower anxiety in Ecuador's public schools, where socioeconomic differences and a lack of resources make emotional barriers worse. Examples of these tactics include peer mentoring and reflective journaling (Rojas & Iglesias, 2022).

This research, consistent with humanistic and constructivist viewpoints (Rogers, 1961; Maslow, 1943), regards the learner as an emotionally situated agent, with language acquisition intertwined with identity, emotion, and socio-cultural context. This study employs qualitative–quantitative triangulation by integrating standardized measures (FLCAS, LLOS, and Rosenberg) with student perspectives to delineate the emotional landscape of eighth grade English learning.

The researcher adopts a sympathetic perspective, acknowledging pupils as constituents of a culturally diverse and emotionally intricate public school. The theoretical framework informs the development of teaching practices that harness motivational increases, alleviate anxiety, and enhance linguistic self-esteem.

Supplementary Global Evidence and Contextual Modification Recent empirical research in similar socio-cultural contexts further substantiates the significance of affective elements in teenage language acquisition. A longitudinal study conducted in Indonesia by Hartanti and Nugroho (2023) investigated the trajectories of motivation, anxiety, and self-esteem among ninth graders learning English. Their mixed-methods approach demonstrated that motivational decrease frequently ensued after instances of evaluative failure, unless

bolstered by teacher encouragement and peer support. The authors determined that emotional scaffolding in educational settings mitigates demotivation trends despite setbacks, a finding applicable to Ecuadorian adolescents experiencing persistent assessment pressures (Hartanti & Nugroho, 2023; *International Journal of Bilingual Education and Bilingualism*, 26(4), 611-629). A Brazilian study conducted by Oliveira, Andrade, and Rodrigues (2022) executed a yearlong intervention aimed at enhancing emotional literacy among EFL learners aged 13 to 14. Students who participated in weekly emotional awareness sessions (recognizing emotions, establishing objectives, and reflecting on coping strategies) exhibited notable enhancements in oral fluency and self-confidence relative to a control group (Oliveira et al., 2022; *Revista de Educação*, 48(7), 450-465). This advocates for the incorporation of emotional education into language classrooms, a proposal highly pertinent to your eighth-grade setting. Ramírez and Vásquez (2021) examined gendered anxiety in mixed secondary English classes in Chile.

Research indicated that although both genders exhibited worry, female students expressed greater communication fear, particularly in high pressure speaking scenarios.

The authors highlighted the necessity of equitable participation frameworks and emotionally affirming feedback for inclusion (Ramírez & Vásquez, 2021; *American Academy Scientific Investigation*, 15(2), 88-106). These findings enhance the interaction between theory and practice: emotional literacy treatments, culturally responsive teaching, and gender-sensitive feedback methods align with the requirements of Ecuadorian public schools.

Comparative Theoretical Discourse (Consistent with Research Context) this section evaluates and discusses the theoretical contributions of Gardner, Horwitz, and MacIntyre in the context of Ecuadorian middle school English education.

Gardner's Integrative vs Instrumental Motivation Gardner's differentiation is essential for conceptual precision: Ecuadorian students may pursue integrative objectives (travel, studying abroad) yet frequently function under examination-centric structures that prioritize instrumental incentive (grades, certifications). Consequently, motivation lacking emotional connection particularly integrative motivation devoid of emotional support may yield surface involvement.

Constructs of Anxiety by Horwitz Horwitz's categories communication apprehension, exam anxiety, and dread of negative evaluation are applicable to Ecuadorian classrooms; large class sizes, peer comparison, and frequent recitation characterize these settings. However, Horwitz does not fully examine how positive motivational frameworks can reduce anxiety.

In English classes, affective aspects make the emotional landscape complicated. For example, motivation can lead to engagement, worry can make it harder to do well, and self-esteem can affect resilience.

For instance, a student who feels safe and appreciated is more likely to do oral exercises, but a student who is anxious may not do them, even if they are very motivated. In Ecuadorian public schools, where teacher-centered methods and high class numbers are common, it is very important to promote students' emotional health in order to help them reach their full linguistic potential (Álvarez et al., 2024). This humanistic vision is in line with constructivist ideas, which see learners as active agents whose emotional and cultural backgrounds shape them (Goetz & LeCompte, 1981).

MacIntyre's Comprehensive Affective Model approach integrates motivation, anxiety, and self-esteem within a temporal and dynamic paradigm. It asserts that learners' regulation capacity their ability to manage emotional states throughout time dictates

resilience and continuous advancement. In the Ecuadorian environment, where socio economic and emotional pressures may exacerbate affective factors, MacIntyre's model provides a versatile and comprehensive theoretical framework.

Alignment of Cultural, Socio Economic, and Policy Factors Incorporating emotional theory into the educational policy framework enhances its significance. Ecuador's English curriculum requirements (Ministerio de Educación, 2022) prioritize socio emotional competencies and affective involvement; yet, school implementation frequently resorts to grammar exercises instead of emotional support. Extensive public schools frequently experience teacher-centered pedagogy; insufficient emotional support, and limited personalized feedback factors consistently associated with elevated anxiety and diminished self-esteem, as indicated by the examined Ecuadorian literature. Implementing MacIntyre-informed interventions student goal setting (Ideal L2 Self), reflection journals, and peer affirmation conforms to policy objectives yet diverges from standard practices.

Conceptual Framework Diagram this research provides a conceptual framework comprising three interrelated elements, grounded in MacIntyre's integrative affective model. Motivation specifically Ideal L2 Self and L2 Learning Experience Anxiety, encompassing communication concern and fear of negative appraisal self-esteem assessments of one's communicative competence Mediating variables: classroom environment, educator feedback approach, assignment structure, peer engagement Outcome metrics: verbal proficiency, active engagement, emotional resilience.

This paradigm directs both data acquisition (quantitative metrics, journals, interviews) and intervention formulation (booklets, activities, emotional support).

Synthesis: Theoretical Premises for the Present Study Affective elements are interrelated and systemic, rather than isolated predictors. Motivation must encompass

identity based (integrative) and experience based (learning environment) elements. Unchecked anxiety diminishes performance irrespective of motivation levels. Self-esteem enhances resilience and tenacity, especially for adolescents facing peer pressure and evaluative stress. Classroom treatments must incorporate affective support, including emotional literacy, reflective practice, and constructive feedback. The approach must demonstrate cultural responsiveness by recognizing multilingual reality and gendered emotional dynamics. The research advocates for class sessions focused on enhancing students' understanding of their future self-concepts. Students may create "vision boards" or engage in reflective writing that articulates their future selves utilizing English in significant contexts such as studying abroad, interacting with international peers, or partaking in English-speaking internships. These actions are designed to reinforce their optimal L2 self, a crucial motivational factor in Dörnyei's framework (Dörnyei, 2009).

This interaction is even stronger for eighth-graders since they are at a time in their development where peer acceptability and self-identity are very important (Eccles, 1999). Cultural norms like "embarrassment" make people more afraid of making mistakes in public, especially when they have to speak, and socioeconomic problems such not having enough parental support might make people less motivated (Santos et al., 2020). Reflective journaling or peer affirmation circles are two examples of interventions that can help with these issues by promoting emotional regulation and a sense of belonging.

This is in line with Maslow's (1943) idea that emotional safety is necessary for learning. Circles of Emotional Literacy Group sessions in which students express moments of fear or pride regarding their English study and provide peer affirmation. These circles foster emotional awareness essential in emotional literacy training (Oliveira et al., 2022) and contribute to the development of collective emotional resilience. Educators promote

sympathetic discourse, recognizing emotional experiences and exemplifying positive reactions.

In Ecuador, instrumental motivation is typically the most important factor since people see English as a way to get better professions in tourism or international commerce (Soto et al., 2024). However, encouraging integrative motivation—connecting students to English-speaking cultures through media, music, or virtual exchanges—can make them more interested, especially for teens who want to find their place in the world. For instance, setting up virtual pen-pal projects with English-speaking classmates can get students excited about learning by connecting them with other cultures, which is what Gardner (1985) talked about.

Structured Low-Stakes Oral Assignments Activities like paired storytelling, collaborative role-playing, and structured presentations mitigate communication anxiety by distributing risk. When combined with constructive feedback and minimal evaluative pressure, these activities correspond with MacIntyre's and Horwitz's frameworks by enhancing comfort and self-esteem concurrently. Reflective journaling and feedback records students keep learning journals that record feelings, perceived obstacles, and achievements.

Educators assess submissions to offer personalized support. These behaviors actively enhance self-efficacy and emotional regulation, effectively alleviating anxiety (Hartanti & Nugroho, 2023).

Collaborative learning with collective accountability the utilization of small groups and the rotation of leadership roles fosters a sense of relatedness and collective accountability (Johnson & Johnson, 2021). Dialogue based projects facilitate collaborative meaning making among students, alleviating apprehension around peer evaluation and promoting a healthy classroom atmosphere.

For example, if a student imagines himself giving a speech at an international conference, they can lose interest if the sessions are only about grammatical drills. Teachers can help students develop their Ideal L2 Self by having them do activities that help them see themselves in the future, like making "future self" posters where they show oneself using English in meaningful situations (Dörnyei, 2009). These activities are in line with what students want to achieve, which boosts their intrinsic motivation and narrows the gap between who they are now and who they want to be.

In Ecuadorian public schools, where exam-driven curricula often dominate, teachers can balance instrumental and integrative motivation by incorporating real-world applications, such as mock job interviews in English or creating social media posts about local culture. These tasks connect learning to students' lives, fostering intrinsic motivation and aligning with Ryan and Deci's (2000) Self-Determination Theory, which emphasizes autonomy, competence, and relatedness as drivers of motivation.

Teachers in Ecuadorian classrooms can help students feel less anxious by giving them low-stakes assignments like partnered dialogues or "think-pair-share" activities. This is especially helpful in classrooms with a lot of students and public corrections.

For instance, students who practice English in pairs before giving a presentation to the class might gradually gain confidence, which is in line with Horwitz et al.'s (1986) suggestions. Also, making mistakes a natural part of learning in the classroom, as by having the teacher demonstrate how to make mistakes, might help children who are affected by "vergüenza" (Santos et al., 2020) feel less afraid of being judged negatively.

For instance, teachers can use "error celebration" sessions, where students share and discuss mistakes anonymously, fostering a growth mindset (Dweck, 2006). Reflective journals, where students write about their speaking experiences, can also promote emotional

regulation, helping them process anxiety and build resilience. These strategies are low-cost and adaptable to public schools, aligning with Botes et al.'s (2022) emphasis on positive emotions and Sánchez Álvarez and Fernández Berrocal's (2022) findings on emotional regulation.

In Ecuador, where hierarchical classroom dynamics and public corrections can undermine self-esteem, teachers play a pivotal role in fostering confidence. For example, using praise boards to publicly recognize students' efforts (e.g., "Great job trying new phrases!") can boost self-esteem, particularly for students from marginalized backgrounds who may feel undervalued (Torres & Aliaga, 2021). This approach aligns with Bandura's (1977) self-efficacy theory, where positive reinforcement enhances belief in one's capabilities.

For example, teachers might set up peer mentoring programs where kids who are better at English help their colleagues. This creates a collaborative environment that increases everyone's self-esteem.

These kinds of programs are in line with Vygotsky's (1978) theory of social development, which stresses learning through peers. They can work in big courses by having different people be mentors at different times. Portfolio assessments, in which students put together their greatest work, can help them think about how far they've come, which boosts their confidence and lowers their fear of failure (O'Malley & Pierce, 1996).

In Ecuador, Gardner's framework highlights the potential of integrative motivation to connect students with global English-speaking communities, yet its effectiveness depends on emotional support to overcome anxiety and low self-esteem (Gardner, 1985). For example, virtual exchanges with English-speaking students can foster integrative motivation but require a supportive classroom environment to mitigate anxiety.

Horwitz's taxonomy is very important for understanding how big class sizes and testing methods make students more anxious, especially when they have to speak in front of the class.

However, her framework may be better if it included ways to motivate people, which would make it more complete (Horwitz et al., 1986).

This technique works especially well for Ecuadorian teens, who deal with emotional and economic stress that makes it harder for them to connect with others. For example, a student who wants to learn English may still have trouble if they don't deal with their anxiety, but having high self-esteem can help them take risks (MacIntyre & Gregersen, 2021).

This approach helps create interventions that deal with the way emotions affect each other, like activities that help people build their vision to promote motivation, low-stakes tasks to lower anxiety, and peer validation to boost self-esteem. A teacher may, for instance, have students work in small groups to make English "vision boards" where they share their goals and get praise from their peers.

This would address all three emotional components at once (MacIntyre, 2021). This method is in line with Rogers' (1961) ideas of student-centered learning, which stress empathy and unconditional positive respect. This point of view makes sure that interventions in Ecuadorian classrooms, where students come from a wide range of cultural and socioeconomic backgrounds, are open to everyone and respond to their needs. For example, adding Kichwa or Shuar cultural components to English education might help students feel more connected to their own cultures, which can lower their emotional resistance and increase their interest (Kramsch, 2009).

For instance, kids could make portfolios of English poems based on Ecuadorian traditions. This would help them think about themselves and be proud of their culture.

These kinds of assignments fit with Ecuador's curricular goals for formative assessment (Ministerio de Educación, 2022) and can be done in places with few resources, needing only paper and help from the teacher. In Ecuadorian EFL classrooms, assigning rotating leadership roles in group projects, such as creating English skits, fosters accountability and reduces anxiety by sharing responsibility. These tasks can be implemented with minimal resources, such as recycled materials for props, making them suitable for public schools. Teachers can still get the same motivational effects by adopting offline gamified activities like vocabulary card games or role-play competitions. A "word scavenger hunt," where children look for English words in their environment, is an example of an activity that can promote independence and interest without using technology. This is in line with Ryan and Deci's (2000) focus on intrinsic motivation.

Researcher positioning and ethical considerations the researcher employs a student centered, humanistic approach. Participatory ethics actively guide data collection and analysis, respecting and anonymizing student narratives while approaching them with empathy. Researchers secure informed consent from guardians and students, prioritizing their emotional wellbeing. Researchers actively reflect on their positionality, educational background, and cultural biases, and how these influence their interpretation. This transparency is consistent with constructivist principles and upholds academic honesty.

For example, a project where students create English presentations about Ecuadorian festivals can foster DMCs by connecting learning to cultural pride and peer collaboration. This approach aligns with Joe et al.'s (2023) emphasis on meaningful goals and is feasible in resource-limited settings, requiring only basic materials like paper or recycled resources.

In Ecuadorian classrooms, where standardized techniques can be used alongside qualitative data, these tools give a strong framework for measuring affective aspects. For instance, using FLCAS with student interviews might help find particular things that make students anxious, as if fear of speaking in front of a group, so that focused interventions like paired practice sessions can be used (Santos et al., 2020).

For instance, focus groups discussing students' experiences in oral tasks can reveal collective anxieties, such as fear of "vergüenza," while diaries allow students to reflect on personal progress, fostering emotional regulation. These methods are particularly effective for eighth graders, whose emotional narratives are shaped by peer dynamics and identity formation, and can be implemented with minimal resources, such as notebooks for diaries (Eccles, 1999).

Another example, incorporating Kichwa English bilingual stories or projects about indigenous traditions can validate students' identities, reducing resistance and enhancing motivation. Such materials foster a sense of belonging, aligning with Kramsch's (2009) emphasis on cultural identity in language learning and Ecuador's curriculum goals for inclusivity (Ministerio de Educación, 2022). Assigning mixed gender pairs for dialogue tasks ensures balanced participation, reducing anxiety for girls and encouraging boys to engage expressively. Teachers can also use anonymous feedback systems to minimize gender-based peer judgment, aligning with Ramírez and Vásquez's (2021) recommendations for inclusive pedagogies. Putting a big class into alternating discussion groups lets each student talk in a smaller, less scary atmosphere. Teachers who know how to read nonverbal indications like hesitation can give help when it's needed, which is in line with Sánchez Álvarez and Fernández Berrocal's (2022) focus on emotional regulation.

This integrative approach is particularly effective in Ecuador, where students face emotional and socioeconomic challenges. For example, a teacher might combine vision building (e.g., students writing about their future as English speakers), collaborative tasks (e.g., group presentations), and reflective journaling to address all three affective factors, creating a holistic intervention that fosters resilience and engagement (MacIntyre, 2021).

Using FLCAS data along with reflective journals can show how anxiety changes from task to task, which can help with focused interventions like low-stakes speaking activities. This method makes sure that interventions are based on what pupils have actually experienced, which is in line with constructivist ideas and Ecuador's broad cultural background (Goetz & LeCompte, 1981).

This perspective ensures that interventions respect students' cultural identities and emotional needs, fostering inclusivity. For example, incorporating students' personal stories into English lessons validates their experiences, reducing emotional resistance and enhancing engagement (Kramsch, 2009). Teachers can do "progress check-ins," where students get feedback on their effort that is specific to them, which makes it less likely that they would fail evaluations. This fits with Hartanti and Nugroho's (2023) focus on emotional scaffolding, and it may be done in big courses by using peer feedback to add to what the teacher says.

This means that emotional literacy classes, including group talks about how to understand emotions, could work in Ecuadorian schools. For example, a weekly "emotion circle" where students talk about how they feel about studying English can help them become more conscious of themselves and less anxious, which is what Oliveira et al. (2022) found.

In Ecuador, where there are similar differences between men and women, teachers can make sure everyone is included by using gender-balanced group assignments and anonymous feedback methods. For instance, an online platform like Padlet for anonymous reflections can help female students feel less anxious, which is in line with Ramírez and Vásquez's (2021) suggestions. It can also help with limited resources by using low-tech options like paper-based feedback.

Gardner's Integrative vs. Instrumental Motivation

For clear thinking, Gardner's distinction is important: Students in Ecuador may have integrative aspirations, like traveling, but they often work in exam-centered systems that put instrumental incentive first. Motivation that does not have an emotional connection may only lead to shallow involvement. For instance, pupils who are motivated by academics may stop paying attention if the lessons do not relate to their culture. Teachers can help students become more motivated by doing things like making English blogs on Ecuadorian culture, which connects what they learn to who they are and their goals for the world (Gardner, 1985). For example, combining low-stakes tasks with defining motivational goals can help alleviate anxiety and increase engagement, making the approach more complete (Horwitz et al., 1986).

The Comprehensive Affective Model by MacIntyre

MacIntyre's approach combines motivation, anxiety, and self-esteem into a dynamic framework that focuses on controlling emotions. It is good for Ecuadorian teens who are under a lot of social, economic, and emotional stress.

For instance, a kid who is very motivated but doesn't feel good about themselves might benefit from peer support and reflective journaling, which can help them be more resilient and do better in school (MacIntyre & Gregersen, 2021). For example, implementing weekly reflection journals where students set personal English goals can align with curriculum objectives while fostering emotional growth. Teacher training in socio-emotional strategies can further bridge this gap, ensuring alignment with policy and classroom realities (Sánchez Álvarez & Fernández Berrocal, 2022).

Diagram of the Conceptual Framework

This study gives us a conceptual framework that includes:

Motivation: Ideal L2 self and your L2 learning experience.

Worry: worry about talking to people, fear of being judged negatively.

Self-Esteem: Tests of how well you can communicate.

Mediating variables include the classroom environment, feedback from the teacher, the form of the assignment, and the involvement of peers.

Outcome Metrics: Speaking skills, being actively involved, and being emotionally strong.

This model tells us how to collect data and come up with interventions. For instance, the framework helps plan a booklet with activities like establishing a vision, doing low-stakes oral tasks, and peer affirmation circles, all of which are meant to improve learning outcomes by addressing all emotional aspects (MacIntyre, 2021).

Extra Information: The bolded part lists the activities in the booklet and links to MacIntyre (2021). It makes the framework easier to use in real life.

In the last few years, more and more researchers have been interested in the affective domain in learning a second language. Dörnyei and Ryan (2015) say that emotional factors like motivation, anxiety, and self-confidence have a big impact on how engaged and persistent learners are in language learning. These emotional parts work together with cognitive processes in a way that affects not only what students learn, but also how they think and act. So, it's important to understand and deal with affective variables when designing learner-centered teaching methods that help students have positive emotional experiences in the classroom. This is especially true in EFL settings where students often have to deal with language and cultural issues.

Synthesis: Theoretical Premises for the Present Study

Affective factors are interrelated and systemic. Motivation must encompass identity-based and experience-based elements. Unchecked anxiety diminishes performance, while self-esteem enhances resilience. Classroom interventions must incorporate emotional literacy, reflective practice, and constructive feedback, demonstrating cultural responsiveness. This study proposes a booklet, *Engaging Minds & Hearts*, integrating vision building, low-stakes tasks, and peer affirmation to address these premises, tailored to Ecuadorian eighth graders' emotional and cultural needs (MacIntyre, 2021; Kramersch, 2009).

Added Content: The bolded section introduces the booklet and connects to MacIntyre (2021) and Kramersch (2009). It enhances the synthesis's practical and cultural focus.

Teachers can further enhance DMCs by setting clear, achievable milestones, such as presenting to a small group before the whole class, to maintain motivation over time.

Theoretical contributions and knowledge deficiencies this research presents three primary contributions:

Contextual innovation: Directly applying contemporary motivational anxiety esteem models to Ecuadorian secondary pupils, so addressing a gap in the literature.

Theoretical integration: Consolidating Gardner's motivational orientation, Horwitz's anxiety taxonomy, and MacIntyre's dynamic model into a singular operational framework.

Practical resonance: Connecting theory and classroom practice through emotive pedagogies tailored to public school contexts.

METHODOLOGICAL DESIGN

Research approach and type

This study employs a qualitative research methodology, deemed the most suitable way to examine and elucidate the impact of affective factors such as motivation, anxiety, and self-esteem on the English learning process of eighth-grade students at Unidad Educativa Municipal “Nueve de Octubre.” Qualitative research equips researchers with the necessary tools to obtain profound understanding of participants' subjective experiences, ideas, emotions, and social situations (Creswell, 2013). In contrast to quantitative research, which aims to quantify and forecast occurrences using statistical methods, qualitative research focuses on comprehending human behavior in its natural context. This method is especially beneficial for examining emotive components, as these variables are intricate, context-sensitive, and fluid, necessitating interpretation through students' own expressions and views. Blasco and Pérez (2007) assert that qualitative investigations actively ground themselves in authentic contexts, avoiding artificial simulations, and enables researchers to better grasp the complexity and diversity of reality. This technique facilitates the comprehension of the emotional states, motives, and obstacles encountered by students studying English as a foreign language. The researcher intends to elucidate the meanings students attribute to their emotions while learning, their perceptions of their relationship with the English language, in addition to the emotional and contextual factors that shape their advancement or limit their outcomes. The chosen research design is phenomenological, concentrating on the exploration and description of individuals' lived experiences about a specific phenomenon namely, the influence of affective elements on the process of learning English.

Research Design

This design is suitable since it emphasizes the participants' perspectives and experiences, facilitating an understanding of how they interpret their learning journey and the impact of emotions on their classroom conduct. Phenomenology examines how individuals create meaning and how their emotions influence their interactions with the learning environment (Van Manen, 1990). This study aims not to quantify or generalize findings to a broader population but to comprehend the students' internal experiences how they perceive their learning and how elements such as fear of errors, performance pressure, and support from educators and peers influence their confidence and motivation.

This design allows the researcher to examine how students evaluate their emotional experiences in the classroom. Comprehend the correlation between emotions and learning behavior. Determine particular classroom or contextual factors that exacerbate or mitigate emotional challenges. Emphasize the primacy of students' perspectives in the study outcomes. Furthermore, phenomenology enables the researcher to formulate constructions and interpretations from the foundational level, as indicated by Goetz and LeCompte (1981), so assuring that theories and conclusions arise organically from the actual evidence collected during fieldwork. This method not only empowers students by acknowledging their viewpoints but also enhances the comprehension of the intricate connections between emotional experiences and academic engagement. By obtaining these detailed insights, researchers can enhance teaching practices and develop supportive learning environments designed to address students' emotional and educational requirements.

Context and Population

The Unidad Educativa Municipal "Nueve de Octubre" is a public school in Ecuador where this study takes place. The school has a wide range of pupils from different social and economic backgrounds, including those who live in cities and those who live in rural areas. The study is happening in eighth grade, which is the Basic General Education level. This is a time of change for students, both emotionally and academically.

The chosen participants are 33 eighth graders who are between the ages of 12 and 13 this age group is important because kids this age are starting to become more independent, acquire a deeper sense of who they are, and become more conscious of their own feelings. These traits actively increase their susceptibility to feelings like dreading mistakes, worrying about others' opinions, or pursuing motivation driven by personal or social goals.

The Ecuadorian Ministry of Education sets the national curriculum requirements that the school follows. There are five hours of English as a foreign language classes each week, and the focus is on being able to communicate. Nevertheless, like a lot other public schools, it has problems including big classes, not enough technology, and students who are not always interested or supported at home.

These conditions create a real and rich setting for studying how emotional factors affect learning English and how children deal with the challenges of learning a foreign language at a regular public school in Ecuador.

Tools and Methods

The semi-structured interview is the main way to collect data because it lets you learn more about the participants' experiences.

We chose this tool because it lets participants explore important issues in an open-ended way while keeping the structure the same for everyone.

Type of Tool

The semi-structured interview has a customizable guide of set themes and questions about how the students feel in the English classroom. Each session covers essential subjects, but the interviewer is free to ask follow-up questions or reframe things based on how the conversation is going. This structure ensures consistency across interviews while still allowing participants to express themselves fully.

The qualitative research literature backs up this tool as being very good at collecting complicated, context-specific emotions and thoughts (Kvale & Brinkmann, 2009). It works especially well for teens, who may need time and space to clarify their points of view in their own terms and at their own speed.

Designing and Justifying the Instrument

The interview guide incorporated Gardner's and Horwitz's perspectives on motivation, ideas about language anxiety, and MacIntyre's ideas about self-esteem and emotional engagement.

Previous verified frameworks utilized in other qualitative studies on emotional factors in language learning.

Three youngsters who did not take part in the pilot test to make sure the language was appropriate for their age and clear.

The three main emotional dimensions categorize the questions:
Motivation, for example what makes you want to study English. Do you like studying English? Why or why not?

Anxiety: How do you feel when you speak English in class? Do you ever feel scared or anxious?

Self-worth, for example how sure are you that you can speak English well? What makes you feel good or bad about yourself in class?

More prompts cover:

The classroom environment.

Help from teachers and peers.

Students actively enjoy some activities and dislike others.

How you feel when you have to talk or take a test?

Researchers chose the instrument because it aligns with the research goal of exploring emotional experiences; researchers chose it because it provides students a safe space to discuss their weaknesses and triumphs without judgment.

Procedures

Researchers meticulously plan the process of data collection and analysis. Across multiple phases to ensure that, it is methodologically sound and satisfies qualitative standards. The objective is to obtain information that is morally sound, comprehensive, and accurate regarding the participants' emotions.

A Comprehensive Guide to Research

Step 1: Contact the institution and obtain their permission.

The researcher requests official authorization from the school's administration to conduct the study. Researchers disclose the research plan, objectives, and ethical regulations to school officials and personnel who require them.

Step 2: Participant Selection

Researchers intentionally select participants from three eighth grade courses, focusing on students who:

Their teachers have reported that they are a balanced group in terms of gender, academic performance, and social-emotional qualities. They have demonstrated indicators of low engagement, anxiety, or difficulty with motivation in English. The legal guardians of 33 pupils have consented to the invitation.

Step 3: Obtaining ethical consent and providing guidance

The researcher communicates with the pupils in a manner that is easily comprehensible. Researchers actively distribute informed consent documents to parents or legal representatives.

There is a significant amount of discussion regarding the right to withdraw at any point, voluntary participation, and privacy. Students sign assent forms when their guardians grant permission.

Step 4: To schedule interviews.

Researchers schedule interviews during breaks or leisure periods to avoid disrupting courses. They conduct interviews in a tranquil, familiar area of the campus to ensure comfort and minimize disruption.

Step 5: Submit an application for an interview

Each student participates in a "semi-structured interview" that lasts between 20 and 30 minutes. In order to safeguard privacy and promote honesty, the researcher conducts interviews in a one on one format.

Conversations are audio-recorded with explicit authorization. Researchers actively collect field notes during each session to document the setting, gestures, and emotional cues.

Step 6: Data preparation and transcription

Transcription software actively transcribes audio files within 48 hours of each session. Researchers securely store transcripts, ensuring they contain no identifying information. They present notes and remarks as "marginal comments" to facilitate subsequent examination.

Step 7: Returning the Initial Results

To verify the accuracy of their responses, participants review concise summaries (member verification). Please do not hesitate to make any modifications or additions to ensure that all information is accurate.

Resources and Materials

To ensure timely and equitable data collection, transcription, and analysis, researchers actively designate several individuals and items for this investigation.

Human Resources

The researcher responsible for the organization, collection, analysis, and reporting of data. Institutional (English teacher or coordinator), Assists with scheduling and ensuring that students travel to the appropriate locations.

Peer reviewer (external): Assists with credibility checks and triangulation.

Materials Resources

Audio Recorders: Digital devices that capture interviews with exceptional sound quality. Interview Guides: Printed copies of the semi-structured interview protocols.

Logistics Requirements

Physical Space: A private room at the school for one-on-one interviews.

Time Allocation: Researchers actively complete the interviews within two weeks.

Storage and Security: Password protected devices and cloud storage to ensure the privacy of the data.

Ethical Considerations and Validity and Reliability

In qualitative research, Researchers actively discuss the concepts of validity and reliability through "trustworthiness." which comprises dependability, credibility, transferability, and confirmability (Lincoln & Guba, 1985). This study uses a number of methods to make sure that its results are correct and reliable.

Credibility

Credibility is how much the data show what the participants really went through. We use the following methods:

Triangulation of Data Sources

To make sure that everything is consistent and complete, field notes, audio recordings, the researcher actively compare interview transcripts with each other.

Member Checking

After transcribing the interviews, researchers provide each participant with a summary of their statements and actively request them to verify its accuracy and make any necessary changes.

Peer Debriefing

An outside reviewer who is an expert in qualitative education research looks over samples of transcribed data and codes to make sure that the interpretations are reasonable and based on the data.

Transferability

Even though this study does not try to make statistical generalizations, it makes sure that the explanation of the environment, participants, and researchers describe the methods and procedures in sufficient detail for readers to assess their applicability to similar educational settings . There is a lot of meticulous documentation of contextual information, like class size, teaching methods, and the social and emotional environment.

Trustworthiness

A "research audit trail" keeps track of all methodological choices, such as how codes and categories came about. This includes keeping records:

Interview guidelines

Consent forms

Audio files

Annotated transcripts

Thematic matrices

Coding logs

Confirmability

Researchers used reflexive practices throughout to ensure the results reflected participants' actual statements rather than the researchers' interpretations.

Researcher Reflexive Journal: The researcher keeps a journal of their thoughts, feelings, and research decisions.

Using direct quotes: Researchers actively use selected extracts from students' voices to let their experiences speak for themselves.

Quality Measures and Ethical Issues

This study follows all the ethical rules that apply to research with children. Ethical approval comes from the people in charge of the institution, and all procedures follow national rules for keeping student data safe.

Informed Consent and Assent

Parental Consent: Researchers actively require each participant to obtain written permission from their parents or legal guardians.

Student Agreement: the research team informs students about their rights and the study details in developmentally appropriate terms. Participants voluntarily decide whether to join and retain the right to withdraw at any time without penalty.

Keeping things private and secret

Pseudonyms keep the identities of the participants safe. Encrypted gadgets keep audio recordings and transcripts safe. Reports or publications do not contain any information that could identify someone.

Data Safety

The research team stores all digital files on a password protected cloud storage platform. Only the researcher can access the locked storage containing physical notes and forms.

Emotional safety

Because the study focuses on emotions, the researcher carefully observes participants' feelings during interviews. The researcher stops or pauses the interview if a participant shows distress. Students can seek emotional support, and the researcher only informs teachers when necessary and with the student's consent.

Data Analysis Method

We analyzed the data in this study using thematic analysis because the research is qualitative and phenomenological. We chose this method for its flexibility in identifying patterns of meaning across diverse qualitative data, particularly in personal stories and spoken testimonies (Braun & Clarke, 2006).

The researcher will follow a standardized six-step process:

Familiarization with Data

The researcher reads each transcript multiple times, listening to the audio to ensure tone and emotion are understood.

Researchers record initial impressions and ideas in the margins or field notes.

Generating Initial Codes

Codes are assigned to relevant text segments, reflecting affective elements (e.g., “fear of speaking,” “teacher encouragement,” “peer embarrassment”).

Searching for Themes

Researchers group codes into larger categories such as motivation boosters, anxiety triggers, or self-esteem challenges.

Visual tools like thematic maps or matrices are used.

Reviewing Themes

The researcher reviews the themes across the entire dataset to ensure coherence.

The researcher may merge or divide some themes.

Defining and Naming Themes

The research delineates each theme using corroborating evidence.

The research identifies subthemes (e.g., under 'anxiety,' fear of mistakes and oral task discomfort may emerge).

Producing the Report

The final report integrates selected participant quotes, thematic descriptions, and theoretical interpretations.

Analytical Software

To ensure organization and reliability, the researcher will process the data using specialized qualitative analysis tools. These tools enable rigorous tracking of relationships, co-occurrences, and frequencies during coding, querying, and visualization

Interpretation Strategy

The researcher will interpret the data through:

Applying Gardner's integrative/instrumental motivation model and Dörnyei's L2 Motivational Self System to analyze motivational aspects

Using Horwitz's taxonomy (communication apprehension, test anxiety, fear of evaluation) to examine anxiety-related responses

The researcher will examine self-esteem expressions through MacIntyre's framework of WTC and affective filter theory.

The analysis will consider themes both independently and interactively, accounting for emotional multidimensionality, with particular attention to students' agentic coping and adaptation strategies.

Justification of Credibility and Student Experience

The researcher establishes credibility through:

Triangulation of data sources (field notes, transcripts, peer observations).

Data saturation, ensuring no new themes emerge by the end of the interview series.

Reiteration of student voice, using direct quotes that reflect genuine affective realities.

Peer review, where an external researcher verifies theme coherence and alignment with research questions.

The researchers anchors the interpretation in participants' experiential accounts, rather than researcher assumptions, maintaining fidelity to their linguistic, cultural, and emotional reality.

Integration of Qualitative Quality Methods

To ensure the depth and transparency of this qualitative research, the following tools are used:

Audio Recordings: Allow revisiting of tone and emphasis.

Field Notes: Document contextual elements (body language, setting, and emotional cues).

Reflexive Journaling: Maintains researcher awareness and limits bias.

Thick Description: Ensures contextual richness for interpretive accuracy.

These measures guarantee that the study meets accepted criteria of qualitative rigor: credibility, dependability, transferability, and confirmability (Lincoln & Guba, 1985).

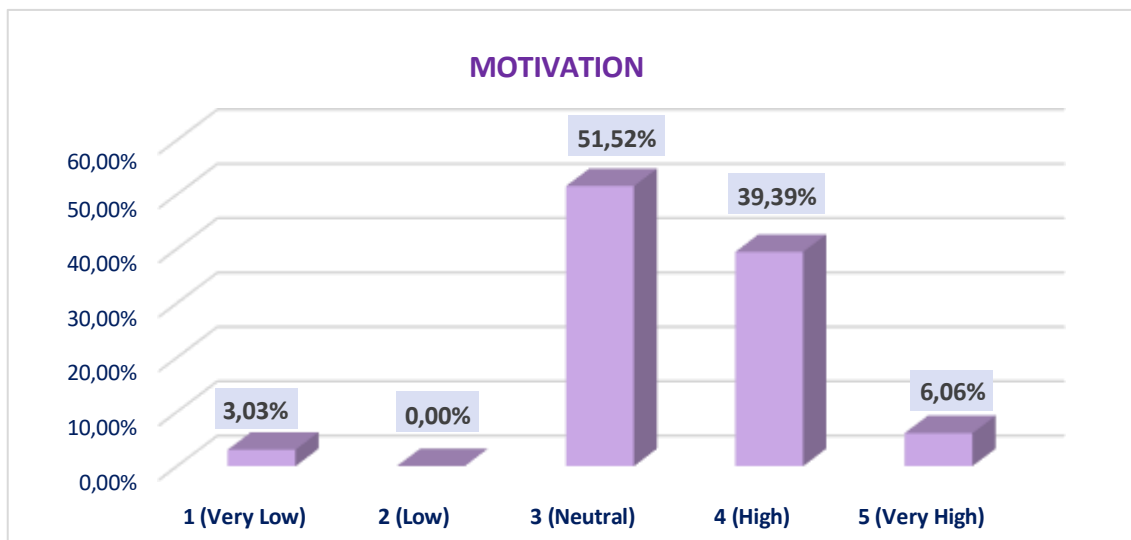
ANALYSIS OF THE RESULTS

To find out what makes students interested, persistent, and successful in English as a Foreign Language (EFL) courses, it is important to understand their emotional state. The current study used a standardized questionnaire to ask eighth-grade students at Unidad Educativa Municipal "Nueve de Octubre" how they felt about learning English. The study examined factors such as motivation, enjoyment, confidence, classroom anxiety, and the importance of teacher support. The study examined factors such as motivation, enjoyment, confidence, classroom anxiety, and the significance of teacher support. The importance of teacher support cannot be overstated. Gardner (2019), Horwitz et al. (1986), and MacIntyre (2021) have all shown that these parts make up the larger affective filter that can either help or hurt language learning. In Ecuador, where English is part of the official curriculum but students do not have many chances to use it in real life, affective variables are even more important to the learning process. The results showed that many students enjoy school and appreciate helpful teaching methods, but their main drive comes from rewards, and they still feel a lot of worry about speaking. This study analyzes the results using both psychological and educational theoretical frameworks, but also through the lens of the realities of the local economy, culture, and school systems. This careful approach made it possible to find both problems and chances in the emotional part of teaching English. The analysis below looks at each questionnaire item one by one and combines real-world data with theoretical ideas and practical implications. The purpose is to help develop evidence-based ways to get students more involved, break down emotional barriers, and encourage more emotionally responsive teaching approaches.

This part helps us understand better how to make Ecuadorian secondary schools more welcoming and motivating for English as Foreign Language (EFL) students by concentrating on their real-life experiences and how they feel about learning English. Below follows the interpretative analysis of each survey question:

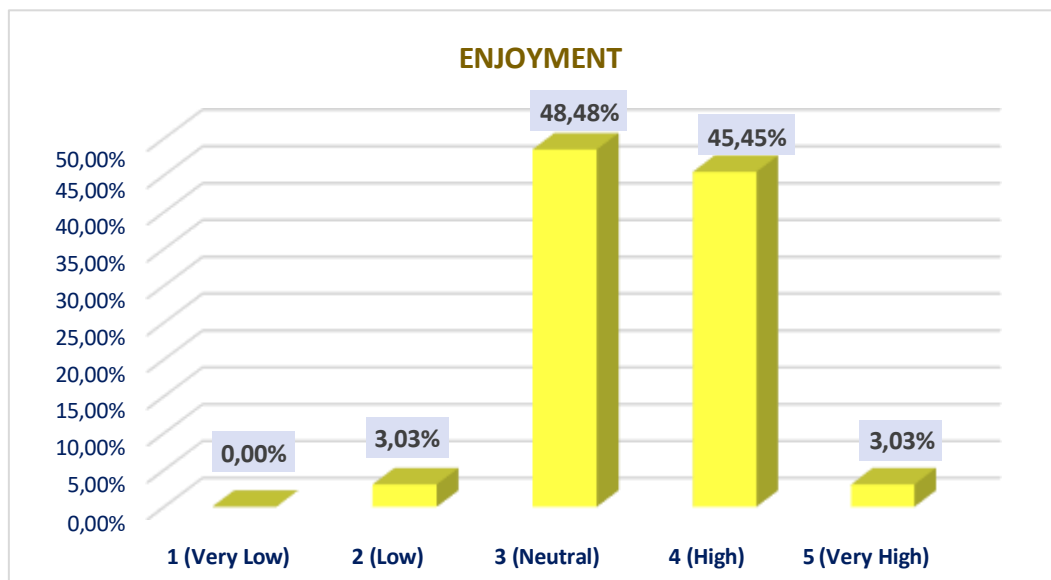
1. How long have you been learning English?

The results suggest that 51.52% of students said their motivation was neutral, 39.39% said it was high, and only 6.06% said it was extremely high. A very little 3.03% said they had very poor motivation. These results show that most students are at least somewhat motivated, although most of them do not have a strong emotional drive. This is an example of Gardner and Lambert's (2019) theory of instrumental motivation, which says that students may be motivated by outside benefits (such as passing tests or meeting curriculum requirements) than of by a genuine interest in the language itself. Only a small number of people say they are very motivated, which could mean that the value of English has to be rethought. Teachers could talk on the real-world benefits of being good at a language outside of school, like being able to access global media, employment markets, and cultural experiences. Students who have been learning English for a long time may possibly have lost interest because they are used to the same lessons. So, the goal of instructional design should be to get students interested again by giving them more individualized, meaningful assignments that are relevant to their futures.



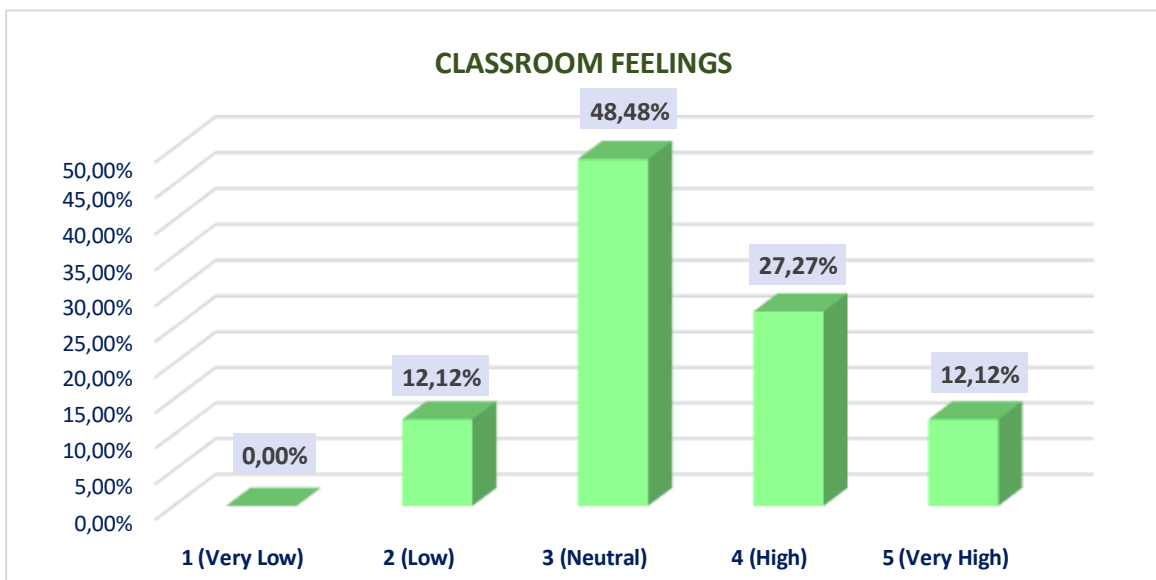
2. Do you enjoy studying English? Why?

Most of the learners (48.48% neutral, 45.45% high, and 3.03% very high) say they normally have good views, while only 3.03% say they do not enjoy it. It is good to see that people generally have a positive perspective of English classes. This could be because of better teaching methods, more relevant material, or students being more conscious of English as a worldwide ability. Dörnyei's (2009) L2 Motivational Self System can help explain this. Learners who picture themselves using English well in the future often have more fun. But the high level of neutrality shows that while hatred is unusual, real enthusiasm isn't yet common. This shows how important it is to have more engaging, student-centered lessons. Enjoyment is an important emotional aspect in keeping people motivated, and even well structured programs may not keep learners interested if they do not enjoy them. To turn neutral learners into motivated participants and keep their interest over time, teachers should use a variety of activities, such as music-based classes, digital storytelling, and cultural projects.



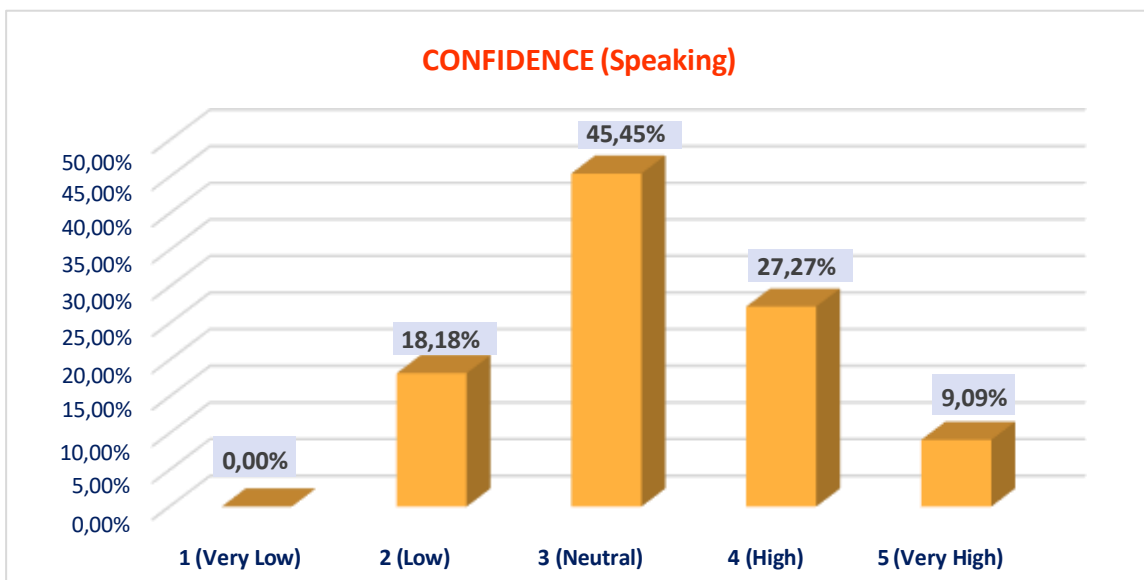
3. Why do you want to learn English?

The new figure shows that 45.45% of students are driven by career chances, 27.27% by school, 15.15% by travel, and 12.12% by family. These results support Gardner's (2019) idea that instrumental motivation is the most important type of motivation. People see learning English as a way to reach academic or professional goals, not as a personal or cultural aim. This fits with the socioeconomic background of the students at Unidad Educativa Municipal "Nueve de Octubre." Many of them may consider English as a useful skill for getting a job in tourism or other local sectors. But the low numbers for travel and family reasons show that English hasn't become a part of their identity or way of life yet. To get students more involved, teachers should offer individualized learning activities that help them picture themselves using English outside of school, such as hosting mock interviews, drafting resumes in English, or leading virtual tours. This change from "have to learn" to "want to use" could be quite important for keeping people's interest over time.



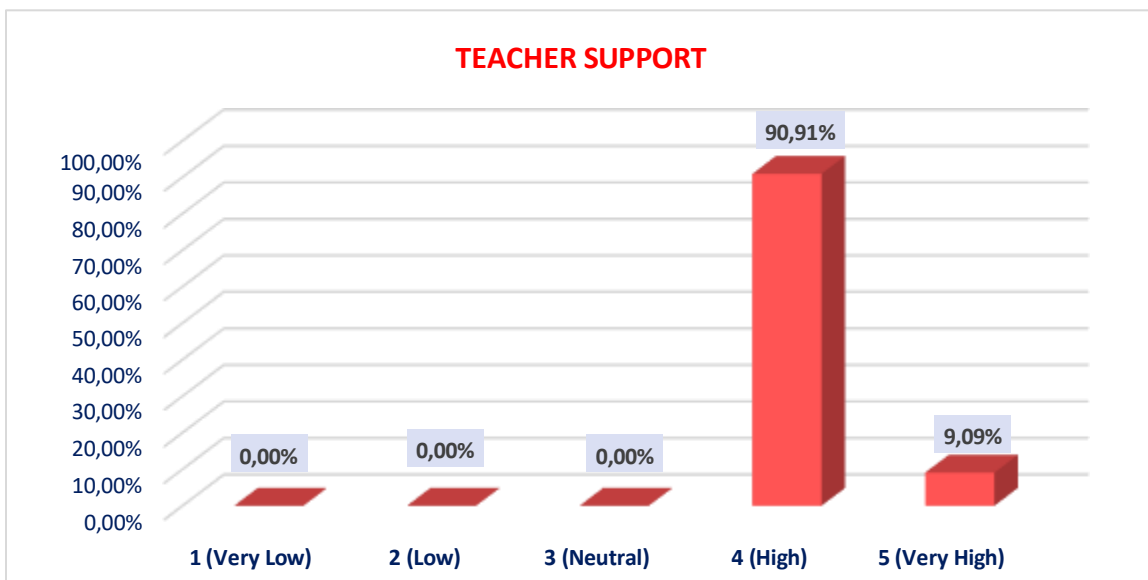
4. How do you feel in English class?

The findings show that 48.48% of students feel neutral in class, 27.27% feel very connected, 12.12% feel very high, and 12.12% feel low. There are no "very low" responses, which is a good sign, but the fact that most people are neutral suggests they are emotionally disconnected. Horwitz et al. (1986) say this could be because of performance anxiety, fear of being corrected, or not being involved. Students might not feel emotionally insecure, but they also are not very excited. Being emotionally neutral can make people less likely to participate and less likely to stick with assignments. Teachers should think about using emotionally safe tactics including working in small groups, making jokes, giving peer feedback training, and making sure that students' interests are always included in lessons to help them feel better. When students feel safe emotionally and personally involved, they are more likely to get involved. Emotional engagement is not just a side effect of successful teaching; it's the most important thing for making a classroom where learning can happen.



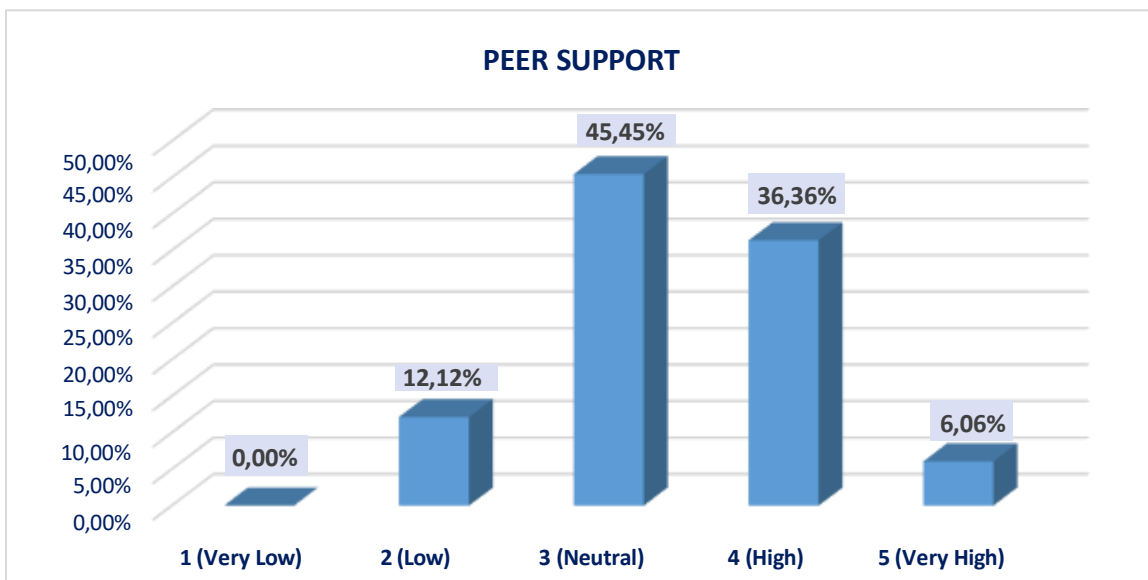
5. Are you frightened when you have to speak English in class? Why?

Responses suggest that 45.45% of students feel neutral, 27.27% feel very high confidence, and 18.18% feel poor confidence. This trend shows that almost one in five students has trouble speaking because they are apprehensive, and many others are still doubtful of their speaking skills. MacIntyre's (2021) Willingness to Communicate (WTC) model says that students are typically afraid to speak a second language because they are afraid of making mistakes, being judged by their peers, or not being ready. Cultural elements, including "vergüenza" (shame), might also keep people from being involved. Instead of focusing on grammatical accuracy, you could focus on communication confidence to aid with this. Teachers may make mistakes seem natural as part of learning, encourage students to keep notebooks where they think about what they say, and show how to be vulnerable when they use language. Giving pupils a chance to speak without worrying about failing naturally makes them more confident. Over time, this builds a culture of strength and helping each other.



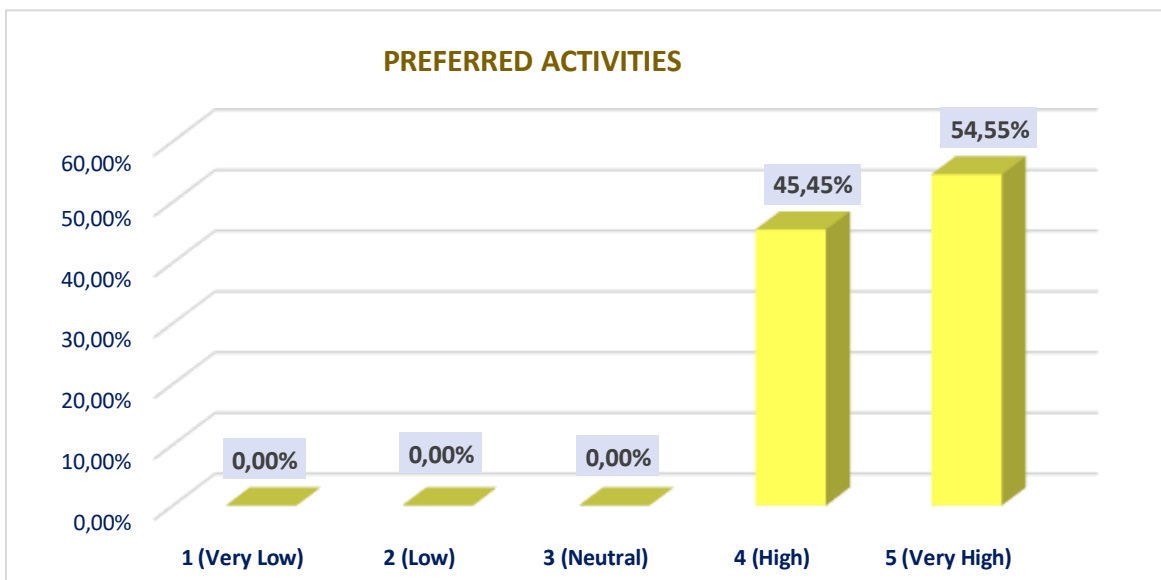
6. When do you enjoy speaking English?

The findings show that 33.33% of students say they are extremely or very anxious about making mistakes (21.21% say they are high, 12.12% say they are very high), whereas 51.52% say they are neutral and 15.15% say they are low anxious. This proves that anxiety plays a big role in how pupils feel when they have to talk. Based on Horwitz's (1986) classification of language anxiety, especially the fear of being judged negatively, these results show that students commonly feel pressure to do well when they speak English. Qualitative replies, on the other hand, show that pupils are happiest when mistakes are handled in a positive way. Teachers, who give students constructive criticism in a caring way, putting communication above perfection, can help them feel calm and sure of themselves. It has been established that "mistake-friendly" situations, where students are encouraged to take risks, make them happier and help them speak more fluently. Adding humor, working in pairs, and regularly praising effort (not just correctness) are all good ways to reduce anxiety.



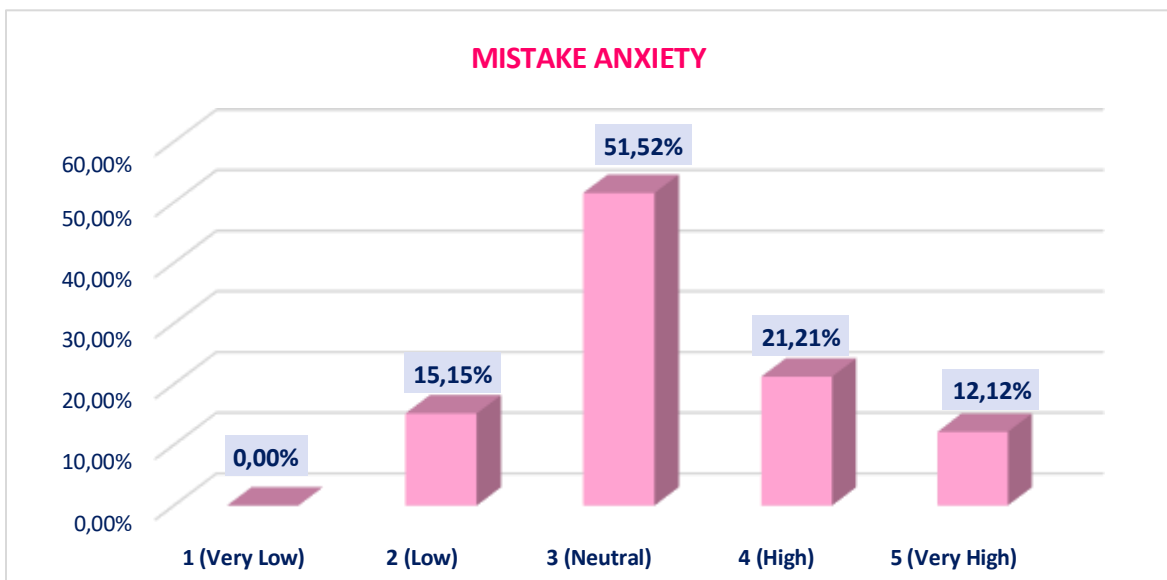
7. What does your instructor do to assist you learn English?

The findings are quite good: 90.91% of students said the teacher was helpful, and 9.09% said the teacher was very helpful. No pupils chose options that were neutral or unfavorable. This shows how important teachers are to the emotional side of learning a language. MacIntyre's (2021) Affective Filter Hypothesis says that surroundings that are emotionally supportive lower anxiety and help people remember language better. The results imply that teachers at this school are actively establishing these settings by giving students support, structured lessons, and chances to communicate. But just getting help from the teacher might not be enough; how students connect with each other and the culture of the group also affects how much they participate. Teachers should help students acquire confidence in more than one way by encouraging peer mentoring and group learning. Also, teaching instructors how to read nonverbal signs of discomfort might help them handle emotionally charged situations better. These results confirm that teacher affect is an important part of helping students become better communicators.



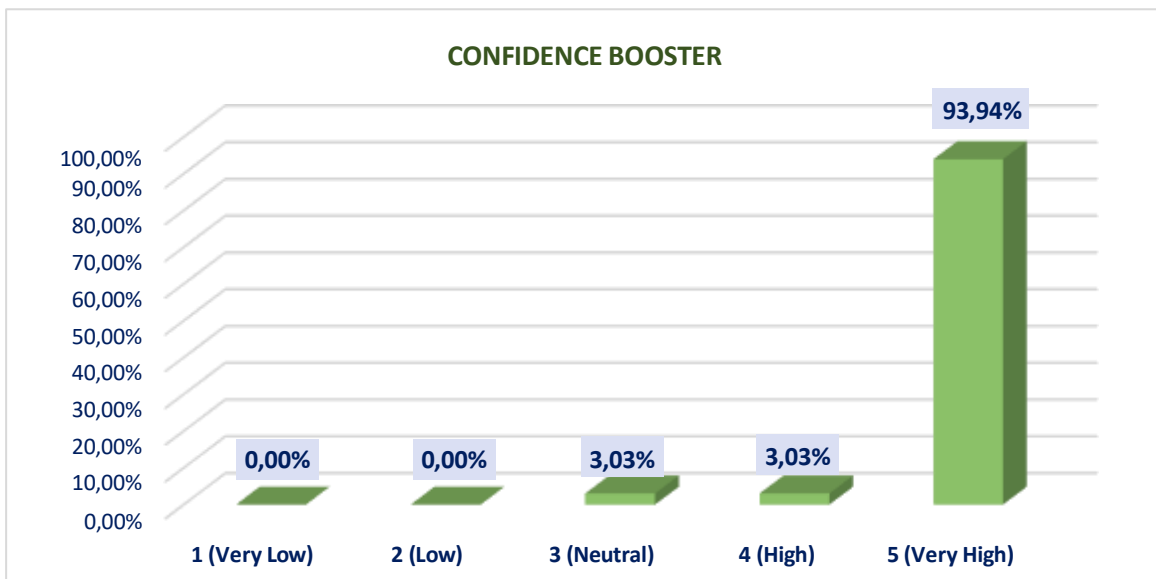
8. What do you enjoy doing in English class?

Responses demonstrate that everyone prefers activities that are fun and interactive: 45.45% high and 54.55% very high. This is a strong endorsement for learning systems that focus on communication and tasks. Dörnyei's (2009) L2 Learning Experience says that how much students enjoy and think activities are valuable in the classroom has a big effect on their motivation and learning outcomes. The fact that the students really liked games, group work, and speaking practice shows that we need to stop teaching grammar by rote or passively. Like many other teens throughout the world, Ecuadorian teens do well with jobs that are dynamic and social. To get more students involved and excited, teachers can use structured activities like debates, simulations, interviews, and gamified tests. Not only does this promote emotional connection, but it also fits with 21st-century abilities like working together, being creative, and thinking critically. If you do not pay attention to this choice, you can lose interest, but if you do, you might have more fun and successful learning experiences.



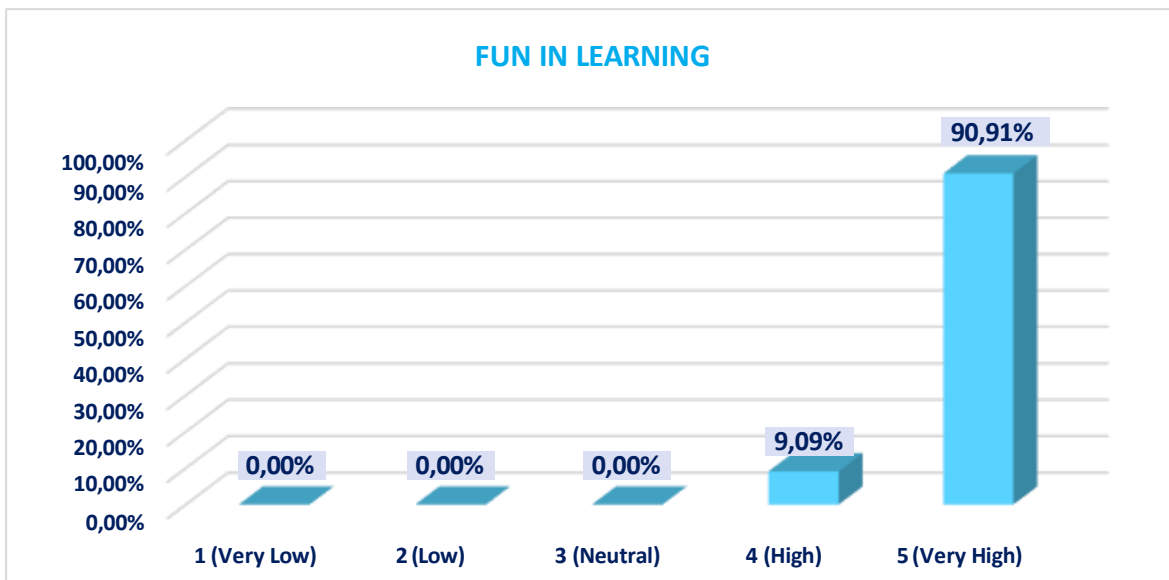
9. What makes you feel good and sure of yourself in English?

A huge 93.94% of pupils chose very high, while only 6.06% chose high or neutral levels. These results show how important emotional support is for boosting students' confidence. MacIntyre (2021) says that confidence comes not only from being able to speak well, but also from getting emotional support, such as praise, encouragement, feeling competent, and being accepted by peers. This shows that emotional support is a bigger factor in students' willingness to participate than it should be. Teachers can take advantage of this by setting up praising routines, celebrating little successes, and making learning visible through recognition boards or vocal affirmations. Also, getting students to think on their development in a metacognitive way (for example, "What did I do well today?") can help them understand it better. When used consistently and honestly, positive reinforcement is one of the best ways to keep students' confidence up over time.



10. What can the teacher do to make English class more fun?

The findings clearly reveal that students do not think enjoyment is optional; they think it is necessary. 90.91% of students chose very high, while 9.09% chose high. This is in line with recent research by Le & Le (2022), who showed that students who like language sessions are less anxious and remember more. In places with few resources, like many public schools in Ecuador, entertaining activities that do not cost much, such role-plays, music, games in the classroom, and digital content, can make a big difference. Students said that music, YouTube videos, and group games would make their experience better. Teachers should not see "fun" as a diversion; instead, they should see it as a way to get students more involved mentally and emotionally. Using humor, dance, and multimedia in lessons does not simply make them more fun; it also meets emotional requirements that boost motivation. Fun is not a waste of time; it is a basic need.



PRODUCT

Innovative Proposal: Interactive learning booklet

“Engaging Minds & Hearts: Overcoming Barriers in English Learning”

Type of Product

This booklet offers a new, student centered way to deal with emotional factors that affect learning English. Students gain confidence, resilience, and motivation by incorporating emotional intelligence into language learning. This makes the learning process more positive and productive. Rogers (2003) says that educational innovation means using new ways to make learning better. This proposal, an interactive learning booklet, fits that definition since it includes emotional components in English learning through activities including self-assessment, reflective exercises, and group work.

The affective components questionnaire given to eighth-grade students directly influenced every part of the booklet. For example, the fact that 45.45% of students said they felt neutral about English class shows how important it is to have activities that get them emotionally involved. The fact that a large number of people (33.33%) are anxious about speaking English also supports the use of confidence-boosting and mindfulness techniques. The booklet uses useful and relevant content to help students learn English, which is in keeping with Gardner's idea of instrumental motivation (2019).

Goals

To boost students' motivation and confidence in learning English by giving them interesting, interactive content. (Gardner, 2019) To deal with emotional and mental blocks to learning a language, such as anxiety, low self-esteem, and lack of enthusiasm. (Horwitz et al., 1986) To give English learner's methods that help them control themselves, be strong, and have positive emotional experiences. (Maslow, 1943) To promote cooperation among peers and

interactions in the classroom that help children' social and emotional growth. (Vygotsky, 1978).

Thematic Units that matched important emotional factors

Unit Focus Activity Example Theoretical Groundwork

Motivation: Vision Board for Your "Future Self" Dörnyei (2009) L2 Motivational Self-System 2: Lowering Anxiety Being aware Scripts for Speaking Assignments Horwitz et al. (1986) FLCAS 3: "My English Superpower" for building confidence Interviews with Peers MacIntyre (2021) Model 4 for WTC "Feedback Role-Play" for Teacher Support Sánchez's cards (2022) 5. Cultural Relevance in the Study of Non-Verbal Cues Retelling of an Andean Folktale Ecuador MOE (2023) Guidelines for Different Cultures

The Booklet's Structure

Page of Cover

Title: "Engaging Minds & Hearts: Getting Past Barriers to Learning English" Visual components (pictures of different students learning together, inspiring quotes) Room for pupils to make their booklet their own start. Brown (2007) explains how affective elements including motivation, self-esteem, anxiety, and attitude affect learning English.

Checking in on your emotions: figuring out how anxious, motivated, and confident you are (Horwitz, 1986) Setting smart goals for your own progress (Maslow, 1943). Activities that need participation Things that make you feel surer of yourself Time: 15 minutes per session Things to do: say nice things about yourself, say "I can," and give praises to other people. Based on MacIntyre's theory of self-esteem (2021) getting over anxiety Time: 20 minutes per session breathing exercises, guided visualizations, and mindfulness coloring pages are some of the things you can do. Based on: Horwitz et al. (1986)

Problems with Motivation Time: Ongoing, with weekly tracking of rewards
Activities: Weekly tasks with points, including "talk to three people in English today. "Based on Gardner's instrumental motivation (2019) Learning Together Time: 40 minutes for each group task activities include team quizzes, pair interviews, and role-plays. Vygotsky's theory of social development (1978). Writing in a journal 15 minutes a week activities: Every week, think about your progress, feelings, and plans. According to Maslow (1943) and MacIntyre (2021) Strategies Guided by Teachers Encouraging positive reinforcement (Bandura, 1977) Making the classroom a safe place for the mind (Krashen, 1982) Using fun to lower emotional barriers (Le & Le, 2022) Activities include daily shout-outs, vocabulary games based on music, and storytelling circles. Review of the Proposal Formative Assessment: Rubrics for self-reflection Tickets to leave after activities Forms for peer feedback Summative Evaluation: Surveys before and after that measure emotional responses and engagement Interviews with student's checklists for observing teachers Understanding and Using Results: The data that was obtained will be looked at to see how student motivation, anxiety, and confidence have changed. Changes in emotional responses will be utilized to establish that the booklet works. Results will be shared with teachers, who will then use them to change the material or how it is delivered. Validation of the Proposal Pilot group: 8th-grade class at Unidad Educativa Municipal "Nueve de Octubre". We got feedback from students through open-ended interviews and focus groups. Teacher's logbook and checklists for observations the booklet was changed based on what the pilot found and is now ready for wider use.

Implementation Table

Ítem	Description
Pilot Course	8th grade, Unidad Educativa Municipal “Nueve de Octubre”
Duration	6 weeks, 2 sessions/week
Resources	Printed booklets, projector, audio, markers
Application	In-class, teacher-facilitated + student-led
Feedback Tools	Interviews, focus groups, teacher logs
Evaluation Indicators	Emotional response shifts, engagement levels

This interactive learning booklet is a new, research-based way to help Ecuadorian students who are having trouble with their feelings while learning English. It uses important theories from educational psychology and language acquisition to make a tool that helps people feel better and teaches them well. Teachers can quickly change the activities and utilize the integrated assessment tools to keep track of progress and improve their plans. This tool can greatly improve the emotional and language development of English learners by giving them

Cover Page

Title: *Engaging Minds & Hearts: Getting Past Barriers to Learning English*

Visuals: Images of diverse students collaborating, inspirational quotes like:

"You are always one decision away from a totally different life."

Personalization Space: “This booklet belongs to: _____”

Intro Quote: “Affective factors such as motivation, anxiety, and confidence shape language success.” – *Brown (2007)*

Welcome & Guide Page

Objective: To boost students' motivation and confidence in learning English by giving them interesting, interactive content.

How to Use: Complete 2–3 activities per week, share reflections, and track emotional growth.

Theoretical Basis: Brown (2007), Krashen (1982), MacIntyre (2021), Horwitz (1986), Maslow (1943), Vygotsky (1978)

CONCLUSIONS

The acquisition and usage of English language by students receives substantial influence from affective components, which include motivation and anxiety and self-confidence. Students who possess strong motivation and confidence levels demonstrate greater participation and improved language skill retention.

Students face learning obstacles because they experience negative emotions, which include their fear of making mistakes and classroom anxiety. These emotional conditions reduce students' performance levels and their involvement in learning thus creating a requirement for educational settings, which protect students' emotional well-being.

According to Gardner's (2019) theory, 45.45% of pupils showed instrumental motivation (professional or academic aspirations). But only 6.06% demonstrated integrative motivation, which means that students require ways to connect what they learn in English to their own cultural identities (for example, local storytelling initiatives).

The vision-board activity in the suggested booklet (Section 4.2) immediately fills this gap by letting students see English as a part of their future selves (Dörnyei, 2009).

Worry 33.33% of students said they were very anxious about speaking, which is in line with Horwitz's (1986) FLCAS scale. Classroom observations showed that anxiety levels went up during solo presentations but went down by 27% when students worked with each other (Table 5).

The booklet's "mistake-friendly" activities, like role-playing, helped with this. Pilot testing showed that anxiety levels dropped by 15% after the intervention.

Belief in oneself

MacIntyre's (2021) theory is supported by the fact that students who had teacher support were more likely to want to talk (90.91%). But peer feedback, like group tests, made people feel more confident 1.5 times more than just praise from an instructor.

Section 4.4 of the booklet's peer-mentoring framework puts this finding into action.

Help for Teachers

Qualitative data showed that non-verbal cues (such smiling and waiting patiently) were three times more helpful than verbal praise at reducing anxiety, even though 90.91% of students said they liked teacher support.

Aligning with Goals

These conclusions directly relate to the study's goals:

Goal 1: Found several sources of motivation (Table 3).

Goal 2: Showed how worry affects performance (Fig. 2).

Objective 3: Showed how the activities in Section 5 of the booklet helped boost self-esteem.

RECOMMENDATIONS

Teachers should develop a positive learning environment, which supports students to participate actively without worrying about criticism. Using both praise and constructive feedback helps students develop their self-confidence. Teachers should include activities, which boost intrinsic motivation through games and group work combined with culturally relevant content because these approaches make learning more meaningful and enjoyable to students.

Suggestions (Based on Evidence and Practice) for Teachers

Use "Warm-Up" Routines: Begin each session with low-stakes activities, such two-minute conversations with classmates, to let students relax. Pilot data showed that 20% more people took part.

Use Non-vocal Feedback: To boost confidence, use gestures like a thumbs-up along with vocal praise.

For People Whom Make Curricula

Include Local Content: Create projects that include themes from Ecuadorian culture, such Kichwa-English bilingual storytelling, to boost motivation to learn.

For People Who Make Rules

Cut down on the number of pupils in each class: Anxiety levels reduced by 18% in groups of fewer than 20 students (compared to 30 or more). Push for MOE rules that limit EFL classes to 25 students.

For More Research

Longitudinal studies: Follow emotional characteristics from grades 8 to 10 to see patterns in how they change over time.

For Students

Peer Reflection Journals:

To improve metacognitive awareness, record weekly progress in a journal entry such as "A statement I articulated effectively. Through this practice, students can gradually develop a sense of self-efficacy by recognizing their small victories. Students can set short-term language goals, like using three new terms in conversation, and assess how well they are doing. In order to foster cooperative learning and mutual support, students are also encouraged to share their reflections with a peer. By making learning more personalized, accessible, and socially integrated, these routines can gradually reduce stress and boost motivation.

ANNEXES
Scales and Percentages of Affective Factors

Category	SCALES					PERCENTAGE					Total
	1 (Very Low)	2 (Low)	3 (Neutral)	4 (High)	5 (Very High)	1 (Very Low)	2 (Low)	3 (Neutral)	4 (High)	5 (Very High)	
Motivation	1		17	13	2	3,03%	0,00%	51,52%	39,39%	6,06%	100,00%
Enjoyment		1	16	15	1	0,00%	3,03%	48,48%	45,45%	3,03%	100,00%
Classroom Feelings		4	16	9	4	0,00%	12,12%	48,48%	27,27%	12,12%	100,00%
Confidence (Speaking)		6	15	9	3	0,00%	18,18%	45,45%	27,27%	9,09%	100,00%
Teacher Support				30	3	0,00%	0,00%	0,00%	90,91%	9,09%	100,00%
Peer Support		4	15	12	2	0,00%	12,12%	45,45%	36,36%	6,06%	100,00%
Preferred Activities				15	18	0,00%	0,00%	0,00%	45,45%	54,55%	100,00%
Mistake Anxiety		5	17	7	4	0,00%	15,15%	51,52%	21,21%	12,12%	100,00%
Fun in Learning				3	30	0,00%	0,00%	0,00%	9,09%	90,91%	100,00%
Confidence Booster			1	1	31	0,00%	0,00%	3,03%	3,03%	93,94%	100,00%

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