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

TEMA

**AFFECTIVE FACTORS INFLUENCING ENGLISH LANGUAGE
LEARNING IN STUDENTS OF 10TH GRADE**

Research project prior to obtaining the degree of Master in Pedagogy of National and Foreign Languages, with a major in English Language Teaching

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I CERTIFY

The research work has been reviewed in all its parts, and I consider that it meets the requirements and sufficient merits to be submitted to the public presentation and evaluation by the designated Examining Board.

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The research work has been reviewed, approved, and authorized for printing and binding on the topic "**AFFECTIVE FACTORS INFLUENCING ENGLISH LANGUAGE LEARNING IN STUDENTS OF 10TH GRADE**". Prior to obtaining the Master's degree, it meets both the content and format requirement for the student to present the thesis defense.

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DEDICATORY

This work is dedicated to my parents, Bolívar and Fermina, for their unconditional love, their sacrifice, and for being my example of perseverance. This goal achieved is, in large part, thanks to their teachings and constant encouragement. I also dedicate this to my children, Renata and Josué, who are the reason for my efforts and my daily motivation. Your trust in me motivated me not to give up. To my siblings, Norman, Olivia, Rigoberto, and Darwin, for their patience and support throughout this long journey. To God, for the strength and wisdom He granted me at every stage to those who believed in me even when I doubted myself. Their faith was my anchor. To my teachers and mentors, who generously shared their knowledge and instilled in me a passion for research.

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Y EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DE

INGLÉS

TEMA: "FACTORES AFECTIVOS QUE INFLUYEN EN EL APRENDIZAJE DEL IDIOMA INGLÉS EN ESTUDIANTES DE 10º GRADO".

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RESUMEN EJECUTIVO

El estudio busca identificar el impacto de las variables afectivas en el aprendizaje del inglés, en particular en estudiantes de décimo grado de educación básica general. La necesidad de abordar esta cuestión radica en la comprensión de que, además de las habilidades cognitivas, la motivación, la ansiedad lingüística y la actitud hacia el idioma y el aula son factores emocionales que determinan el rendimiento o el fracaso académico. El problema principal radica en que no existe información precisa sobre cómo estos estados internos afectan el rendimiento en las cuatro habilidades lingüísticas: escuchar, hablar, leer y escribir. El objetivo principal del estudio fue evaluar y definir el alcance y la naturaleza de este impacto afectivo en el dominio del inglés de los estudiantes. Se utilizó la metodología de investigación-acción participativa, que incluyó una metodología mixta. Se realizaron pruebas previas y posteriores para diagnosticar el primer caso y evaluar sus efectos. También se realizaron entrevistas semiestructuradas y grupos focales. Los resultados de las pruebas previas demostraron un bajo rendimiento y la presencia de barreras afectivas en el proceso de aprendizaje del inglés. El resultado es una guía de actividades titulada "Cómo hablar inglés sin miedo", que también servirá para mejorar los factores afectivos mediante ejercicios colaborativos e interactivos. Tras el uso de la guía, se observó una mejora significativa en el rendimiento de los estudiantes en las pruebas posteriores, con una puntuación media de 1,3 sobre 10. La intervención pedagógica no solo mejoró el rendimiento académico de los estudiantes, sino que también mejoró su enfoque emocional y su confianza en el uso activo del inglés. En resumen, la tesis subraya que los factores afectivos desempeñan un papel crucial en el aprendizaje del inglés. La intervención pedagógica actual no solo mejoró los resultados académicos de los estudiantes, sino que también promovió sus estados emocionales y aumentó el afecto que tenían hacia los angigramas, las experiencias estudiantiles y el uso activo del inglés.

DESCRIPTORES: Factores afectivos, habilidades del idioma, propuesta pedagógica

ABSTRACT

This study aims to identify the impact of affective factors on English language learning, particularly among tenth-grade students in school. Addressing this issue is essential, as it recognizes that beyond cognitive abilities, emotional factors such as motivation, language anxiety, and attitudes toward the language and the classroom significantly influence academic success or failure. The main problem lies in the lack of accurate information on how these internal conditions affect performance across the four language skills: listening, speaking, reading, and writing. The main objective of the study was to assess and define the scope and nature of this affective impact on students' English proficiency. A participatory action research methodology was applied, incorporating a mixed-methods approach. Pre- and post-tests were administered to diagnose initial conditions and evaluate the effects of the intervention. In addition, semi-structured interviews and focus groups were conducted. Pre-test results revealed low performance and the presence of affective barriers in the English learning process. As a result, a guide entitled "How to Speak English Without Fear" was developed. This resource is designed to enhance affective factors through collaborative and interactive activities. Following the implementation of the guide, a significant improvement in students' post-test performance was observed, with an average increase of 1.3 points on a 10-point scale. The pedagogical intervention not only improved students' academic performance but also positively influenced their emotional engagement and confidence in using English actively. In conclusion, the research underscores the crucial role affective factors play in English language learning. The proposed pedagogical approach enhanced both learning outcomes and students' emotional attitudes, fostering greater motivation, positive learning experiences, and increased willingness to use English in meaningful contexts.

KEYWORDS:

Affective factors, language skills, pedagogical proposal



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INTRODUCTION

Relevance of the problem

The teaching-learning process of a foreign language such as English is not so much limited to the knowledge of grammatical rules and vocabulary. It is a process in which there is a dynamic relationship between certain cognitive, social and, fundamentally, affective aspects (Hegedüs & Sebestyén, 2023). The latter are the emotions, attitudes and motivations of the learner in relation to the language and the learning process, which greatly influence the successful or unsuccessful outcome of the learning process. Indeed, the affective sphere can both facilitate and inhibit the process of acquiring proficiency in the use of the language (Quijano, 2023).

Especially in the present educational environment, when English is an inevitable 'key' to unlock the possibility for English speakers to engage in the global communication and gain access to various academic and career opportunities, it becomes crucial to examine affective aspects of learning English (Tran et al., 2024). More specifically, the present research is concerned with the affective variables implicated in learning English among the 10th-grade pupils. This stage of adolescence is marked by a set of physical, psychological, as well as social transformations that determine the further interdependence of students in regard to learning in general and foreign language learning in particular.

Based on this, the present work has this research: learning of English as a foreign language, and psycholinguistics as a subline of research. This line of research was chosen because it aims to know the influence that affective factors have on the performance of students in the learning of the English language.

It is possible to mention some researches related to the topic that were successful in their application. In the work carried out by Gooding (2022), the dimensions of learning techniques and motivation in the teaching-learning process of the English language were evaluated in a group of high school students. The results indicated that the establishment of motivational techniques and strategies for teaching greatly improved the students' academic performance in English language learning.

Similarly, the paper by Ramos and Maya (2022) demonstrates the significance of children's games not only in the early development of children but also in their motivation for learning foreign languages, particularly English. The aim of the research was to analyze the importance of traditional games in English language teaching, in order to provide useful knowledge for the learning of English in elementary school children. Among the most significant findings are that children's games used as didactic resources for the teaching and learning of the English language motivate primary school students to learn, facilitate the performance of challenging tasks that require creativity, allow collaboration among peers, to help those with lower skills in the effort to achieve success; in addition, they help to balance emotionally, reducing negative psychological experiences such as anxiety and frustration.

Regarding affective factors, the Ecuadorian Curriculum for English Language Teaching establishes that this component is present in the realization of activities with other classmates. These activities include games, tasks and cooperative work, which help the motivational components to grow and improve learning (Ministerio de Educación, 2022).

In order to encourage students to recognize the value of different viewpoints, collaborative pair and group work can be used to structure tasks. Teachers can and should include authentic oral and written texts from a variety of local, regional and international contexts, then ask learners to respond to what they read. Participation from the community

can be established and encouraged. Learners can be given questionnaires about what they find interesting, giving them power over what they get to learn, and in the process improving intrinsic motivation to the material. Most importantly, teachers must be the example in their room – the teachers themselves must be open to accepting various opinions, respectful of the diversity in their classroom and sensitive to making sure that an inclusive environment is maintained within the classroom.

As students work together and voice and accept opinions, they learn the fine art of respecting viewpoints different from their own and begin the journey towards developing empathy and curiosity about other cultures, races and ethnicities, while appreciating and valuing the similarities and differences between all human beings.

Exploring the reality of tenth grade students, one needs to mention that these are children who experience transitional stages towards becoming adults and they are in search of their identity; they are under social pressure and they are exploring more of their experiences. Therefore, the self-generated emotion like anxiety, frustration, confidence, enthusiasm and the likes to play a cordial role in determining their motivation, their perception about themselves as learners and even their performance in the learning of English (Hegedüs & Sebestyén, 2023). Knowing the nature of such affective factors and how they work in 10th grade students will help to reveal potential obstacles to students' progress and understand what sorts of educational activities foster more engaging, inspiring, and meaningful instructional contexts.

Research idea

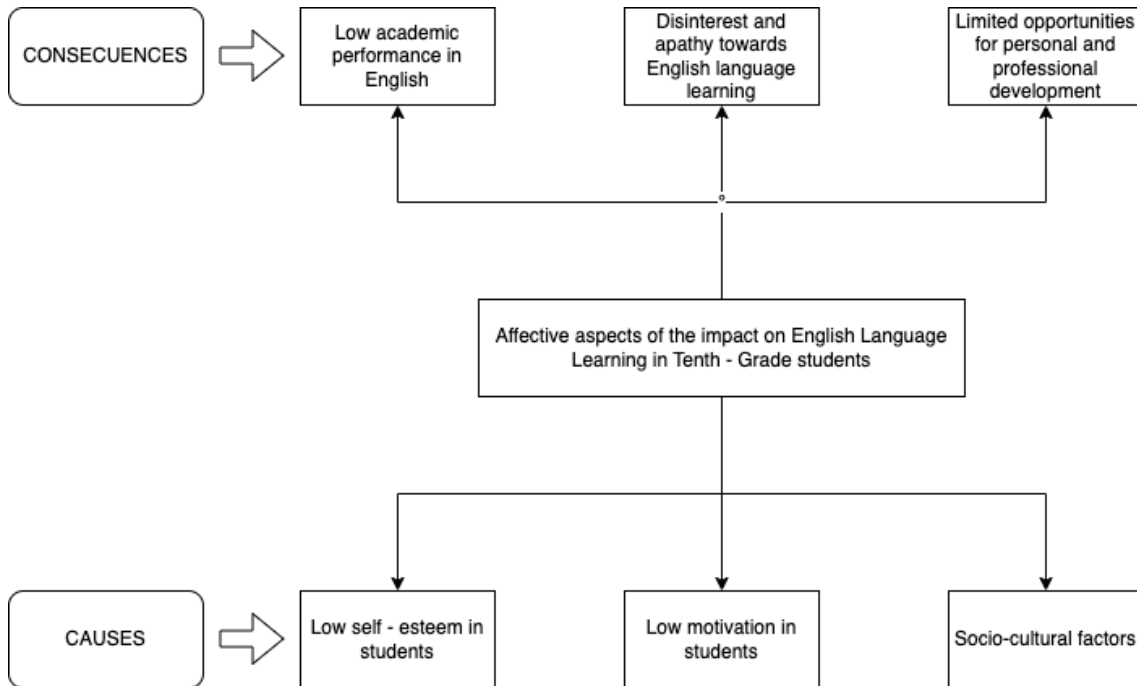
This research is warranted since the affective dimension has not been given the attention it requires in English language learning processes. It is common knowledge that knowledge-related components, including memory, attention and learning approaches,

are considered to be pivotal in the learning of a foreign language; however, affective factors do not always attract the same level of concern. However, there is growing evidence that motivation also plays a role in English language learning, that it affects the learner's attitude toward the target language and culture, that the learner perceives himself or herself as a learner, and that intelligence has little to do with learning a second language.

Leaving out the affective factor in learning English might affect students, in many respects, with regards to their language learning. Problems like anxiety could for instance keep student from accessing prior knowledge, limit contribution in class and may even impact their performance in tests. On the other hand, lack of motivation results to work loss, non-interested attitudes, disinterested and finally the complete drop out of learning sessions. On the other hand, learning environment that portrays confidence, enthusiasm, and self-esteem would act as a positive stimulus to students' intrinsic motivation, encourage more risks and be more meaningful than learning in the traditional authoritarian style.

The findings of this study are optimistic to help in the advancement of policy on the teaching of English language. These findings point to the directions in which affect can exert effects on 10th grade students' learning and if they are known, it would be easier to develop better approaches to education that would ensure that motivational aspect is considered, anxiety levels are in check, and student self-concept is positive. This research can also help in the training of English teachers through availing to them how they can determine the affective needs of their students. Similar to this, the findings of the study may be useful to parents as they can assist their child during learning.

Problem statement



Graph 1. Problem tree

Source: Own source

English foreign language learning has emerged as educationally essential in every country, and the same applies to Ecuador. The Ecuadorian Higher Basic Education curriculum recognizes the importance of English as a tool for global communication and the integral development of students, emphasizing the development of the four language skills (Quijano, 2023). More specifically, the four skills of comprehension, production, reading and writing. But nevertheless, although the process of integration of the English language into the curriculum, the mentioned challenge of teaching and learning this language still remains to some extent problematic, especially regarding the question of motivation (Findikh & Büyükkarci, 2023).

In certain settings, students' English learning may be assimilated by sociocultural factors such as lack of exposure to the English outside classroom, negative attitudes toward

American culture, or the perception that English is a difficult language to learn. These are factors that can determine students' motivation, and generate resistance to learning. For this reason, it is essential to discover what causes the decline of the motivation of 10th grade students towards learning English in order to find strategies to subvert this demotivation to favor more effective learning (Ramos y Maya, 2022).

This thesis explores the learning affective 'dimension' of learning, investigating how the emotions, attitudes and motivation of students affect their language learning process. Knowing how to solve the problem of demotivation and others factors in English language learning in the Ecuadorian educational context is important since it helps us develop pedagogical interventions to stimulate students' interest, participation and engagement with the language. The aim of this research is to supply empirical evidence for decision making in education, and to contribute to the improvement of English teaching and learning in Ecuador.

On this, the following research problem is raised: How do affective factors, in relation to teaching methodologies, didactic resources, educational context and sociocultural factors, influence motivation towards learning English in 10th grade students in Ecuador?

The target group of this research are 10th grade students (approximately 15-16 years old) of the Julio Ernesto Celi Educational Unit in Ecuador, specifically 32 students who present challenges in their English learning associated with affective factors such as low motivation, anxiety or self-esteem. The choice of this group is based on its representativeness, since it embodies the most frequent problems faced by Ecuadorian adolescents in learning English. The study adopts a participatory action research approach that goes beyond mere analysis to propose a concrete intervention through an activity guide specially designed for their real context. The potential impact of this intervention lies in the fact that the improvement of their emotional skills, such as self-confidence,

could generate lasting positive effects that transcend the academic sphere, favoring their integral development and intercultural openness.

Objectives

General Objective

To explore the influence of affective factors on the learning of English by 10th graders in Ecuador during the last semester of 2025.

Specific objectives

- To diagnose the current situation of affective factors influencing English language learning in the 10th-grade students of a particular educational institution.
- To design an activity guide that improves the affective factors in the English language learning process
- To validate the proposal by applying an activity guide to students of 10th grade of Julio Ernesto Celi High school

CHAPTER I

THEORETICAL FRAMEWORK

Learning a foreign language (such as English) is a complicated process that combines cognitive, social, and affective issues. While language skills are necessary, the learner's emotional state, attitude, and self-perception determine his or her motivation, persistence, and ultimately success. In this theoretical framework we turn to humanistic theory, which views language learning as an affective experience in which the human subject plays a critical part in the process and acknowledges that individual is capable of growth and self-actualization. In an effort to understand how factors as motivation, anxiety, self-esteem and self-concept can affect English language learning in 10th grade students, we explored various research and emotion-based learning theories. The basis for understanding the relevance of inclusion of social emotional learning in English language teaching to make learning spaces more effective, motivating and meaningful for students is presented in this chapter.

Previous studies

This chapter can begin by reviewing the research conducted by Tran et al. (2024), which focuses on the influence of emotions on English language learning. The study assessed Social-Emotional Learning practices across three weeks by observing teaching methods in a grade 10 English classroom using the Social-Emotional Learning Classroom Observation Sheet adapted from the Rubric for 10 Teaching Practices that Support SEL published by Yoder and Gurke in 2017. During three weeks the observer studied eight 45-minute classes reviewing how teachers often support social emotional learning. The results show this teacher excels at making lessons person-focused and speaking affirmatively while creating a supportive environment for students to learn. The study

finds inconsistencies in how the teacher implements student responsibility and choice while also showing needs for better self-assessment and balanced teaching methods. The findings suggest that teachers need to use consistent positive methods while teaching SEL elements and balance instruction methods to enhance EFL learning spaces.

It is observed that the teacher observed is adept at creating a positive, student-centered learning environment, however, the areas for improvement are: inconsistency in promoting student responsibility and the need to balance teaching methods. This analysis therefore not only confirms the importance of SEL in English language learning, but also provides specific information on how teaching practice can be optimized to enhance learning. The section in the context of this research will be used as a starting point for further discussion on how emotions and social-emotional learning could be integrated into the English language classroom to create more motivating and meaningful learning spaces for students.

Another study presented by Hegedüs and Sebestyén (2023) focus their investigation in affective factors. The research looks at how educational groups differ when foreign language classes make up a large part of their special classes. Authors examine NCM 2019 scores from the 10th grade (83,751 participants) using SPSS statistical tools in quantitative research. The records show 5.9% of 3029 students with learning disorder and 9% of 4284 students with ILBD study at schools with many foreign language lessons per week. The findings show students in special education classrooms achieve better reading and math scores than typical students yet score below students in special curriculum classes.

The students in the special education classrooms, they read and they do math better than typical students, but you score lower than the place that you share, in the special curriculum classes. Hegedüs and Sebestyén (2023) make an important point in the context

of the present research that affective factors should be considered in the field of English language learning. This stems from an understanding of how emotions, attitudes and sense of self contribute to the learning process, and is used to design and implement improved teaching strategies that develop all students, including those with special educational needs.

At the national level, the research carried out by Chicaiza (2024), who focused on analyzing the different factors that influence the learning of English as a foreign language in an Ecuadorian educational institution. Since it has been shown that some students tend to have problems with their academic performance, the present study was developed using a mixed method (quantitative-qualitative). Therefore, a semi-structured interview guide was used to interview the English teachers. A questionnaire was also administered to the students to determine the academic factors that influence the teaching of a second language (L2). The participants in the research were English teachers and students in the 8th, 9th and 10th years of basic higher education. The results of the semi-structured interview and the questionnaire showed that academic factors such as teacher training and availability of teaching materials had some influence on the teaching and learning process, from which it was concluded that there was no significant influence. However, the factor of attitudes on the part of students and teachers had a highly significant influence, as it was shown that motivation on the part of the teacher is very important when it comes to teaching. On the other hand, the interest of the students is fundamental for the training to be significant.

The study shows that teacher training, and availability of teaching materials, play some role, but not however much as attitudes. This implies that in addition to the material resources available and scholastic preparation, the environment of learning must be characterized with positive and motivating so that both teachers and students feel

committed to the teaching learning process. Therefore, the present research is grounded in Chicaiza (2024) who offers empirical evidence for the importance of care factors in learning English. These findings further support the necessity to incorporate social emotional learning into language teaching and help motivate teachers, ignite student interest and create a positive and supportive way to learn. This study is also a key reference for the understanding of the reality of English language learning in Ecuador and as a guide for the educational policy and teaching practice's decision making.

On the other hand, in the research conducted by Uquillas and Córdova (2021), the analysis of affective factors in oral production among EFL students is addressed. Currently, there are several techniques in the general teaching-learning process and in the acquisition of a second language; however, talking about the affective filter is still a myth, since it has been proven in research that the student requires not only to learn the conventional learning processes, but also that, for the acquisition of a second language, the person must remain motivated, self-confident and without anxiety, so that learning is dynamic and not rigid, as it happens with the acquisition of the native language. The information gathered is based on descriptive-bibliographic research, to go into the opinions and research of authors on this subject of the influence of the affective filter in the development, mainly of the oral production in the learning of English, where it was obtained that, the more affective coercion of the student, the better will be his consolidation in the learning of the English language, and much more in what refers to the oral production.

Finally, it can be mentioned the work done by Ramos et al (2024), which addresses the different factors that influence the teaching and learning of EFL. English is considered the most important language nowadays, although it is not the one with the largest number of speakers, it is the one that, due to its use, covers more places around the world. In Mexico this language is also considered of utmost importance, where one of the main

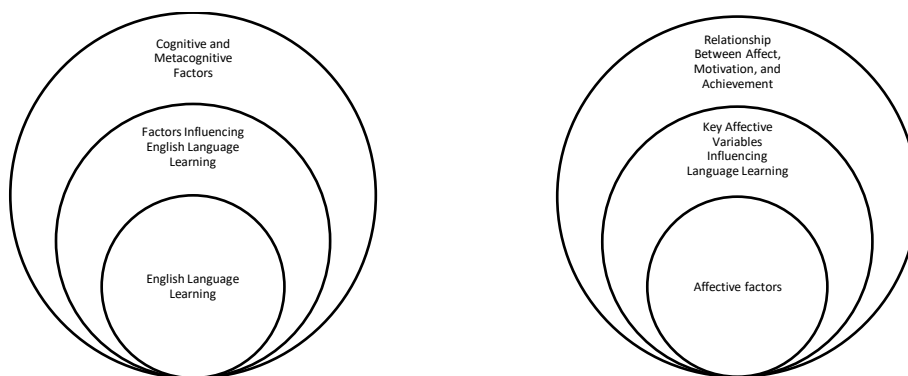
reasons is due to the territorial proximity to the United States, which in turn derives from the Treaty between Mexico, the United States and Canada (T-MEC), before which several programs were implemented to promote the learning of this language in public schools. For this reason, the objective of this article is to show the different variables that we found around the teaching-learning process of English in Mexican schools.

The method used for this research was the collection of research articles, review papers, web pages, journals, etc. (Scielo, Dialnet, Google Scholar, Elsevier) that addressed the topic presented, so that, subsequently, a reflection on the information gathered could be carried out. The review showed that there are several factors that influence the teaching-learning process of English that have not had the expected results, among them: the number of students in the classrooms; the teachers, from which derive several problems such as: the professionalization and teacher training, the overload of hours, the didactic preparation of their classes, the methodology used, as well as the lack of resources.

Conceptual framework

Before beginning with the theoretical framework of the research, it is necessary to establish the variables that will be analyzed in this section. These variables are shown in the following figure.

Figure 1
Logical organizer of variables



Dependent Variable: English Language Learning

Understanding English Language Learning

Different scientific fields study how people learn a new language yet its complexity resists simple explanations. Experts created multiple learning theories of foreign language acquisition during recent decades with unique techniques and study methods. This exploration includes both existing theories of second language acquisition and their relevant factors.

The study of a foreign language (including English) is a complex process that connects thought, social, and emotional problems. Although they require language skills, the motivation, attitude and self-perception of the learner is influenced by his or her emotional state which, in turn, is also the key to his or her persistence, and ultimate success. In this theory we resort to humanistic theory where language learning is considered an affective process where the human subject has a very important role to play in the process and where he or she understands that one has the potential of developing and attaining self-actualization. We examined and discussed different research and emotion-based learning theories in an attempt to understand how motivation, anxiety, self-esteem and self-concept factors can influence the learning of the English language among 10th grade students. This chapter provides the foundation upon which the need to include social emotional learning in English language teaching can be understood in order to make learning environments more productive, inspiring, and significant to students.

Definition and Components of Language Learning

Learning a foreign language, including English, is way more than learning a vocabulary list and grammar rules by heart. It is a dynamic process that brings to a complex entity element of cognition, social, and, most visibly, affective factors (Hegedus and Sebestyen,

2023). Defining language learning is to explain an intentional process of knowledge acquisition and skill growth in a systematic and often didactic setting. This is contrary to the unknowing way of learning language that is accomplished through the process of communication as it occurs with nature but very closely interwoven though successful pedagogy. Learning a language is in essence the process of becoming communicatively competent - in other words capable of using the language correctly, well and appropriately as a means to actually communicate and express oneself.

These elements of this competence can be generally divided into two mutually supporting areas: linguistic competence and pragmatic competence. Linguistic competence is the internalized or implicit learning of the formal structure of the language itself. The ability to code is what enables the generation of meaningful utterances. This encompasses the following foundational elements: phonology, the system of sounds and principles of their combination, morphology, organization and construction of words, syntax, the principles of the arrangement of sentences and word orders within a sentence, semantics, meaning of words, phrases, and sentences; and the lexicon, the mental vocabulary warehouse (Ministerio de Educación, 2022). A student can have a high language competence, good grammar, ability to conjugate the verbs correctly or repeat grammar rules but he/she will not cope at all in a normal conversation. Pragmatic competence closes this gap.

Knowledge of how to employ language in different social and cultural settings in order to accomplish certain communicative objectives is termed as pragmatic competence. It entails knowing how to interact, cultural nuance, turn taking, the different levels of formality, and how best to achieve language functions like apologizing, persuading, requesting, or refusing, in a polite manner. In the Ecuadorian curriculum, learning English should not be a goal per se but the tool of communication with the outside world and the development of students in general (Ministerio de Educación, 2022, p.15). This view

naturally attaches importance to practical competence, since it links the use of language to its end goal, which is human interaction and understanding. The difference between the literal translation of a sentence and knowing whom, when, and whether you can say it bluntly is known as the difference between knowing and knowing how to say. The combination of these two competences is that which converts a language learner into a language user.

This holistic perspective of learning a language agrees with the humanistic theory on which this research is based. Humanistic theory that originated as a response to psychoanalysis and behaviorism places the person at the core of learning activity and values the possibilities, freedom, and ability of the individual to self-realize oneself (Gooding, 2022). It urges teachers not to simply begin and end with the acquisition of language skills but to consider language acquisition as also a process of a person aiming at constructing as well as the entire being of a person striving to develop. It encourages a learning process in which high self-esteem, intrinsic motivation, and autonomy are fostered and where learning is regarded as a crucial part of both learning and personal development of the learner as well as the idea of using English as their final destination (Ramos & Maya, 2022). Thus, the elements of language acquisition are not mere words of grammar, they are closely connected with the emotions and motivations of the learner and also with the self-view.

Within these learning theories, mention can be made of the humanistic theory, which goes hand in hand with the motivational and affective component of the students. Humanistic theory (which began as an alternative to psychoanalysis and behaviorism) holds the individual the center of the learning process and appreciates the individual's possibilities, freedom and capacity for self-realization (Gooding, 2022). In contrast to those theories

that consider only external stimuli or the subconscious, humanism centers upon human subjective experiences, the feelings involved and the search for meaning.

Humanistic theory of language learning encourages us not to stop at the mere learning of language skills, but to think of the language learning in terms of a person's efforts to build as well as a whole being's quest for growth. The approach promotes a learning environment where high self-esteem, intrinsic motivation and autonomy are promoted seeing the learning experience as essential to both learning and personal development of the learner and use of English proficiency as their ultimate goal (Ramos & Maya, 2022).

Humanistic theory

In this sense, humanistic theory is, in part, based on a set of principles that separate it from all other psychological currents and that have far-reaching consequences for how we approach language learning (Quijano, 2023). The educational process is first of all seen as centered on the individual. This means paying special attention to the needs, interests and experiences of the students and encouraging each one to know himself as a unique individual. Learning isn't something that is imposed from outside, but a phenomenon that is born from the inner workings of the person as a whole, where they simply want to grow.

Secondly, subjective experience is valued. According to Tran et al (2024), the student's emotions, perceptions and beliefs are recognized as a fundamental part of his or her learning. The knowledge is not simply obtained objectively; understanding how that knowledge is woven into each person's personal experience is part of it. Third, there is a belief that students are very capable. There is a foundation that all students can learn and grow despite challenges or things that have not been positive in the past. An educator is

someone whose job it is to help students find their potential and develop it with the help of teaching tools and support to achieve the goals.

Moreover, freedom is encouraged of a personal, cordial, and constructive type and responsibility is taken for the challenges posed. Student autonomy in their own learning is promoted thus applying their decisions, exploring different paths and taking responsibility for their actions. It means a learning environment where students can safely experiment, fail and learn from it (Yonai & Blonder, 2024). Finally, self-realization is sought. Learning is regarded as a process in which a person discovers what he or she is doing, and seeks understanding and personal growth. It is not only that the student must learn the knowledge and skills out there, but also the student should be able to develop his identity, value and the purpose of his life.

Two figures stand out as fundamental pillars in the development of humanistic theory and its applications in education: Abraham Maslow and Carl Rogers. Their ideas differ in approach, but both end at the conception of the human being as an individual who can grow and realize himself. Abraham Maslow is known for his "hierarchy of needs", which suggests that human motivation is arranged in a pyramid, beginning with basic needs (physiological, food, sleep), which include safety (protection, stability) at the bottom (Sok et al., 2021). Satisfied needs lead to higher-order needs, such as those of belonging and love, i.e., affinity and affection; the need for esteem, expressed in recognition and respect; and finally, the need that basically corresponds to the need for self-actualization, i.e., the search for the development of one's own potential and transcendence.

In the educational sphere, Maslow's theory reminds that the student must first have his or her basic needs satisfied in order that he or she achieves his or her maximum potential for learning. It is choosing to create a learning environment in which they feel safe, accepted and valued. If a student feels threatened, insecure or rejected, he won't be able to

concentrate on learning English or any other subject. Maslow and Rogers' ideas have made a big impression on the humanistic education and inspired educators to create learning environments that foster student's personal growth, self-esteem and autonomy. This means, in English language learning, an approach that extends beyond the learning of language skills to address each student's confidence, motivation and potential.

Application of humanistic theory to language learning

Humanistic theory's person-centered approach and desire for personal growth towards the betterment of the individual as well as his environment provides a magnificent and reflective theoretical lens to enable us to comprehend no less comprehend and enhance language learning (Albert, 2022). The humanistic perspective about learning looks upon it not as an accumulation of grammatical knowledge and vocabulary but as an integrated process, in which the learner's emotions, motivations and personal advancement play a part.

The need for personal development and self-esteem is one of the pillars of the application of humanistic theory to language learning. Language learning isn't just about learning skills of language; it's about self-discovery and personal growth. When a student embarks on the English language learning voyage, new challenges, more obstacles to overcome, and a growing knowledge of who he or she is all become part of the learner's repertoire. This process will increase their self-esteem and boosts a sense of accomplishment and empowerment.

Another important aspect of it is establishing a positive supportive learning environment. It should be a space in which the English classroom is a safe, respected and valued place for students (Nur & Imaniar, 2023). It encourages collaboration, and empathy and all that open communication implies, thus creating an atmosphere of trust to encourage taking

risks, make mistakes, and learning from them without fear of being judged or criticized. The students are naturally encouraged to participate actively, to be free to express themselves and to develop their full potential in this environment.

Another really important aspect of the application of humanistic theory is the promotion of autonomy and intrinsic motivation. We want students to be the protagonists of their own learning, what fascinates them, without them knowing or feeling the need to learn English. They are encouraged with strategies that allow them to make decisions, set goals and choose the resources and activities that best suit their needs and learning style. It also emphasizes communication and interaction. The study of English goes beyond the study of grammar and vocabulary; it aims to teach students to speak, to understand the world from an intercultural perspective and to experience communicative skills. The language is used in real and useful contexts so that students can interact with each other and are encouraged to become more fluent and confident in our language, either orally or through the written word.

Domains: Listening, Speaking, Reading, and Writing

The learning of a new language is operationalized and expressed with the formation of four major skills which are often divided into two mutually complementary groups: the receptive skills of listening and reading and the productive skills of speaking and writing. These areas are not stand-alone islands of knowledge but are highly intertwined and interdependent to provide a system of organized communication. The English Language Teaching Curriculum of Ecuador explicitly focuses on the growth of those four language components as the core of learning and understands English as the key to communicating worldwide and as a part and parcel of students development (Ministerio de Educación, 2022). An effective, holistic language pedagogy should therefore be able to deal with all

four domains evenly, appreciating the challenges they face as well as their overall strength.

Listening and reading skills are the receptive skills that receive and decode linguistic input, which is the heart of all language acquisition as it is the critical basis upon which learners take in the information they need to understand. Listening is neither a passive nor a passive process, but rather a complex and an active process, in which meaning is constructed out of a flow of sounds (Brinkmann y Kvale, 2020). It obliges the listener to decode phonemes, identify stress-patterns, intonation patterns, divide the auditory information into words, and decode meaning in real time, frequently over background noise or foreign accents. In most cases, particularly where the exposure of the language learners to real-life English is limited, outside the classroom, listening comprehension is a major challenge, and creates a considerable amount of apprehension as they are unable to listen to spoken language, which does not feel so long and in control.

Reading is also a receptive ability, but one can go at a slower pace. It includes recognizing written symbols, vocabulary, syntactic organization, and, most importantly, engaging with the text in order to create meaning. It also gives the learners the chance to take a break, reconsider, and re-read the input, which may make it seem easier. But it comes with its share of difficulties, including struggling with new writing systems, the intricate sentence constructions, and cultural importations into the text. The two skills are also the main driving forces behind the comprehensible input, which is one of the major concepts in second language acquisition, without which subconscious acquisition cannot take place (Albert, 2022).

On the flip side are productive skills of speaking and writing across which learners share what they think and imagine with others. Speaking is by far the most challenging aspect of language acquisition since it requires the combination of several different mental

processes in the face of a real-time interaction. A speaker needs to conceptualize information, find necessary words and syntaxes, syntactically organize them and physically produce sounds with an understandable pronunciation and fluency; he or she must not only monitor his or her own speech but also react to his or her communication partner. This high level of cognitive load, and the fear of making errors in a group, is what makes speaking one of the main causes of foreign language anxiety, something that is very well-documented within the research (Findikh and Buyukkarci, 2023).

Learners also often complain that they fear to make mistake speaking or writing in English that it can make them unable and afraid to take part in the classroom, as they cannot and do not want to express themselves (Quijano, 2023, p. 12). Although writing generally allows greater time to plan and make revisions, it must be precise, well-organized, and knowledgeable of discourse conventions, genre, and audience. It commits to memory what speech makes a temporary thing, and frequently perhaps causes learners to think that their error is all too apparent and condemned.

The strength of these four domains is based on the fact that they are connected with one another. Growth in one ability always helps and strengthens growth in another. Extensive reading leads to vocabulary and grammatical awareness and directly influences writing development in complexity and accuracy. Similarly, phonological awareness that comes up as an outcome of listening practice is also a necessity of intelligent speaking. In the humanistic approach to learning, in which language learning is considered an integrated process, and the feelings, motivations, and personal progress of the learner have a role in this process, it is natural to encourage activities that combine these abilities (Albert, 2022, p. 25).

Language Learning vs. Language Acquisition

One of the most significant theoretical differences in the sphere of the Second language Acquisition (SLA) and the one that underlies the whole pedagogical approach of this study is the distinction between language acquisition and language learning. This dualism, which was best identified by Stephen Krashen, is an essential key to understanding why classic approaches to instruction frequently fail and why affectively-oriented intervention is so promising.

Krashen has introduced Monitor Model where these two processes are two different and independent processes. Acquisition of languages is an unconscious process. It is the one that allows children to learn their first language informally. It happens on its own as the emphasis of communication is on substantive communication as opposed to the structure of the utterance. There is no conscious understanding of the rules that the person is internalizing, rather they gain a hunch of what is right. Fluency and intuitive, spontaneous language use is the result of acquisition. On the contrary, learning a language is a deliberate procedure. It is a planned learning of a language, usually in an organized classroom. It is being familiar with the language--its rules of grammar, conjugations, and words. The outcome of learning is explicit knowledge that serves as an internal editor or monitor, which checks and corrects the output elicited by the acquired system (Krashen, 1982).

This difference is not an academic difference; it has serious classroom implications. An excessively learning-centered curriculum--instilling grammar rules, memorizing vocabulary, and assuming that accuracy is a more important than conversation--can result in students with an ability to pass tests on paper. The reason behind this is that their conscious knowledge (learning) is hard to retrieve within a very short period when the situation requires them to speak in real time. This experience is a direct driver of foreign

language anxiety because students are aware of the rules that they cannot easily use, becoming frustrated and deeming themselves a failure (Findikh and Buyukkarci, 2023). As mentioned in the problem statement, students may view English as a language that is hard to learn and that perception is based on a lack of connection between what can be learned and the capacity to apply it.

Krashen theorized that there is an internal, mental block that can prevent the passage of comprehensible input to the language acquisition device of the brain. It is the emotional state of the learner which drives this filter. When a student feels anxious or unmotivated and/or has low self-confidence the filter is always fulfilled, i.e., up, or strong and the input cannot be stored as part of acquisition. On the other hand, a student who is not stressed, stimulated, and within a safe and secure environment has the filter set low, which means that input is subconsciously processed and the result is actual acquisition (Uquillas and Cordova, 2021). This theory is the scientific explanation of this thesis: negative affective factors do not only render learning unpleasant: they actually inhibit the efficient functioning of the subconscious acquisition process.

Yet Krashen has no separation that has felt the critics. Line between acquisition and learning, according to many researchers, is more open than he proposed, particularly in adolescents as well as in adults with advanced cognitive ability. With appropriate conditions, conscious learning may become acquisition through practice. Additionally, clear understanding of regulations might prove beneficial in correcting a written text or creating a formal speech. It is, then, not aimed at abandoning learning, but at designing a classroom setting in which learning is the main generator of proficiency, and conscious learning plays a strategic role in that achievement.

Factors Influencing English Language Learning (Beyond Affect)

Although the affective domain is the key aspect of this study, it is imperative to note that the area exists within an intricate ecosystem of other affecting elements. To fully grasp the issues experienced by students in 10th grade, it is important to consider these variables that are interdependent and may either support or impede a language learning process, often in parallel with emotional conditions.

Cognitive and Metacognitive Factors

Cognitive and metacognitive processes control the mental apparatus of learning. Cognitive variables entail the bare 9 mental capabilities the individual needs to handle new information. These are memory (working memory to store information throughout the task and long-term memory to store and retrieve the information), attention (focusing on the information that is relevant to the task, regardless of distraction), and processing speed (Sok, Shin, and Do, 2021). A student whose working memory is impaired, e.g., may not be able to hold a complicated sentence in memory until it can be analyzed, whether on the grammars side or the meaning side, which (obviously) would directly influence not only comprehension but production as well.

Metacognitive factors are perhaps more important to academic success. Metacognition, sometimes called the thinking about thinking, is the executive mechanism that enables the learner to control personal learning. It involves the following three very important steps, namely, planning (what one wants to learn by the end of listening or reading a passage or to make sure that one is being accurate when speaking or writing), monitoring (what is one learning or can he say that he is doing his task properly once he finishes it) and evaluating (what one thinks worked well or not well about what approach he takes to

the task after finishing it, listening or reading a passage or speaking or writing) (Flavell, 1979).

Lack of these self-regulation strategies among students usually results in an inactive learner who cannot detect the areas that they have failed in and modify their approaches. The absence of strategic awareness, as Chicaiza (2024) would seem to imply, can strengthen the sense of incompetence, thus complicating it with low self-esteem and anxiety. In the present study, the metacognition development is implicitly supported by the activity guide since tasks involving planning (e.g., storyboarding a vlog), monitoring (e.g., peer feedback sessions), and evaluation (e.g., reflection questions after each activity) require different levels of concentration.

Sociocultural and Environmental Influences

This is because learning a second language is not a solitary, internalized cognitive process but is extensively influenced by social and environmental context, within which the learner finds himself or herself. These are the ecosystem of learning that can either serve a student or suffocate the student. Cognitive, social, and affective aspects rely on each other and are interdependent as (according to the research conducted by Hegedus and Sebestyen (2023)) the learning environment is the key to tackling the challenges that learners face. These environmental and sociocultural factors, in their interaction with affective variables, tend to be the antecedent of the anxiety, demotivation and low self-esteem which the current thesis aims to counter.

The conceptual foundation of this view is drawn in large part by sociocultural theory of Lev Vygotsky (1978) according to which all cognitive development, such as language learning is initially social and later individual. The mediators of learning are social interaction with better-informed peers (e.g., teachers, peers) and cultural instruments

(e.g., language, technology). In this perspective, the classroom is not a learning container although it is a community of co-constructing knowledge.

This corresponds directly to the postulates of the Ecuadorian curriculum, which define that the affective component is achieved through activities with other classmates, such as games, tasks and cooperative work, which is known to help with the development and better learning of the motivational components (Ministerio de Educación, 2022, p. 12). Through its focus on group discussions, collaborative game design, and peer feedback, the proposed activity guide will capitalize on this social mediation and build a community that encourages risk-taking and eliminates the affective filter.

Several key sociocultural and environmental factors exert a powerful influence on language learning outcomes:

- **Socioeconomic Status (SES):** The socioeconomic background of a student is one of the main factors that define the ability to have access to the resources that are central to language learning. This means access to quality text books, tutoring, efficient internet, computers and educational programs. Higher SES students may be greatly benefited by extracurricular exposure like educational travel, international summer camp, or the availability of English-language media at home that offer rich input that is easily comprehensible to students when outside the classroom. On the other hand, disadvantaged students i.e., those who are in the focus group of this study and who might not have access to the internet at home have a significant opportunity gap. This gap can directly contribute to an inadequacy and anxiety complex because they see their peers moving forward with resources that are out of reach.
- **Cultural and Community Attitudes:** The position held by the family, peers, and community at large of a student in regards to his/her learning English is either a

strong extrinsic motivating factor or a major hindrance. In case English is considered an important key to success in academic and professional sphere, students will most likely be encouraged and supported at home. But when perceived as not relevant to local life, as a danger to cultural identity, as a subject of overwhelmingly difficult study, these negative attitudes may be absorbed by the student, causing resistance and demotivation. According to the problem statement, one of the sociocultural factors which may predetermine motivation of the students, and create resistance to studying is negative attitudes towards American culture, or a belief that English is a very hard language to learn. The activity guide reverses this by changing these perceptions through making English learning an entertaining, low stress and self-interest activity.

- **Education History and School-level Policies:** This is, perhaps, the most immediate effect of the environment on the students in this study. As the studies conducted by Chicaiza (2024) and Ramos et al. (2024) demonstrate at the national and international levels, the teaching-learning process may be hindered by institutional factors in numerous ways. According to the findings of the following researches, problems like too many children in the same classroom, teachers not having the adequate training on new methodologies, absence of didactic instructions and materials, excessive workload on teachers, and communicative and interactive activities are almost impossible to effectually apply in the classroom. These constraints often lead an educator to revert to a previous, grammar-translation style of learning where memorization is given priority over communicating, a model which is identified by this thesis as a primary cause of student anxiety and discouragement. The activity guide is a structured and flexible

resource that can assist teachers to address some of these material and methodological constraints.

Learning Styles and Strategies

Every learner has a preferred approach to processing information. Learning styles refer to these general preferences (e.g., visual, auditory, kinesthetic). While catering to styles can enhance engagement and motivation, their direct impact on ultimate proficiency is debated. More impactful are learning strategies, the specific actions and techniques learners consciously employ to make learning more efficient.

Oxford (1990) categorizes these into:

- **Cognitive Strategies** (e.g., repetition, deduction, analysis, taking notes).
- **Metacognitive Strategies** (e.g., planning for a task, self-monitoring, self-evaluation).
- **Social Strategies** (e.g., asking questions, cooperating with peers).
- **Affective Strategies** (e.g., self-encouragement, managing anxiety).

A student's affective state directly influences their strategy use; an anxious learner is less likely to employ social strategies for fear of judgment. Therefore, teaching effective strategies is not just a cognitive intervention but an affective one, empowering students and fostering autonomy.

Age, Aptitude, and Exposure

Age is one of the most controversial aspects of SLA, and much of the debate surrounds the Critical Period Hypothesis (CPH). According to this hypothesis, there is a biologically specified time period, typically terminating at puberty, wherein the acquisition of language happens without any effort and to a level about which native speakers are

competent. In contrast to the powerful version of the CPH, there is evidence that younger students tend to be more successful in eventually achieving more native-like pronunciation and intuitive grammar.

This does not however imply that older learners like the 10th-grade adolescents in this work are incapable of high achievement. Older learners have considerable compensatory strengths such as a higher cognitive maturity, fuller metacognitive strategies and richer knowledge of their first language with which they can make comparisons and translations. Their main difficulty lies, in many cases, not in the cognitive one but in the affective one: risk-taking in order to practice the language can be suppressed by increased self-consciousness and fear of error. Thus, this age group should be targeted at providing a low-anxiety environment that will alleviate all these affective barriers and exploit their analytical and strategy execution strengths.

Aptitude is a strong indicator of the speed of learning in the formal, teaching context. The apt Student will normally master the material easily in a short time as compared to the low apt student. This can have a direct influence on affective factors; a student unable to master new concepts with new effort may become frustrated and have low self-esteem, convinced they are bad at languages. On the other hand, a student whose learning is easy will have confidence and an increased level of motivation. The pedagogical conclusion is not merely to teach the apt only, but to come to terms with the reality that all aptitudes differ and must be instructed with differentiation and intensive affective assistance to ensure that all students can share in achievement. The diverse nature of activities in the guide (e.g., musical, logical, interpersonal) is meant to appeal to a range of strengths so that students with different aptitude profiles can find areas to excel.

Exposure is a measure of the amount and quality of the target language input. It is the basic fuel of the acquisition process as stressed by the concept of comprehensible input

developed by Krashen. Natural ability or even the best teaching will not result in fluency without enough exposure. The quality of the exposure is important: is it clear, interesting and significant to the learner? Is it academic, or natural and communicative? In this context, where the students lived in Ecuador, a major challenge lies in the absence of exposure to English beyond the classroom, a major environmental constraint that can be identified in the problem statement. This absence restricts their use of the language to a couple of hours per week, severely restricting their capability to become automatic and proficient. This lack of input may cause a lack of motivation since the language becomes abstract and does not seem to be a part of their day-to-day lives. The activity guide specifically targets this by saturating the classroom with an abundance of diverse, rich, and captivating content in the form of movies, podcasts, music and virtual tours, effectively simulating an immersive setting and delivering the required amount and quality of exposure to make a purchase.

How Affective Variables Influence Language Learning Outcomes

Affective variables are not peripheral influences to the language learning process, they are central dynamic influences that pervade all cognitive and social interactions that the learner has with the new language. They affect learning outcomes profoundly, systemically and frequently in a deterministic way, as the gatekeeper to success or failure. Although some predisposing factors such as age, aptitude and exposure influence the stage, the performance is influenced by affective factors, namely motivation, anxiety and self-esteem, which dictate whether the intrinsic potential of a student and the opportunities presented to him are to be used to the fullest or wasted. The studies done of the 10th-grade students of Julio Ernesto Celi High School showed consistently the presence of these emotional and attitudinal restraints as the major obstacle to their achievement, which requires a pedagogical response centered on emotional security.

The most direct theoretical framework for understanding this influence is Stephen Krashen's Affective Filter Hypothesis (1982). Krashen posits the existence of an internal, mental barrier that regulates the amount of comprehensible input that reaches the brain's language acquisition device. This filter is controlled by the learner's emotional state. When a learner experiences high anxiety, low motivation, or has weak self-esteem, the affective filter is "raised" or strong. In this state, even high-quality, comprehensible input is blocked from being processed for acquisition. The learner may understand the lesson cognitively (learning), but the input fails to become integrated into their intuitive, communicative competence (acquisition). Conversely, when the learner is relaxed, motivated, and self-confident, the filter is "low," allowing input to flow freely and be acquired subconsciously. Uquillas and Córdova (2021) directly link this to oral production, finding that "the more affective coercion of the student, the better will be his consolidation in the learning of the English language," confirming that emotional state is a prerequisite for linguistic development.

Independent variable: Affective Factors

Affective factors influencing English as a foreign language learning

Affective factors in humanistic theory are important for the process of English language learning of various affective factors within the framework of humanistic theory. These learner factors (which are related to learner's emotions, attitudes and self-perception) are determinants of the learner's success in learning the language. Some of the most relevant affective factors are discussed in more detail below.

The Role of Emotions in Cognitive Processing and Language Acquisition

Emotion based learning theories acknowledge this influence and view emotions as factors that either foster or block learning and what educators can do with emotions to generate a more effective and perceptive learning environment. The following are some of the most relevant learning theories based on emotions.

Emotional Intelligence Theory

Daniel Goleman's Emotional Intelligence then started a revolution in the way we think about intelligence - away from the IQ-obsessed focus to the idea of emotional intelligence (Costa & Faria, 2023). Specifically, Goleman argued that a good working life, both personally and professionally, is determined not only by cognitive skills, but also by the ability to interpret and manage one's own and other people's emotions. He called this his skill, emotional intelligence, and it would become a key factor in learning, adapting to the environment and general well-being.

Goleman breaks emotional intelligence down into five fundamental components:

- **Self-awareness:** The ability to detect and to perceive the own emotions, as they are the source of their own thoughts, behaviours and relationships with other people. This consists in being aware of one's own strength and weakness, one's own personal values and its motivations.
- **Self-regulation:** It is defined as the ability to handle one's emotions, controlling over one's impulses able to cope with change, and becoming optimistic. This means controlling the anger, being able to calm down, being able to lift up your happiness, remain motivated even when you have obstacles.
- **Empathy:** The ability to understand other people's feelings, perspectives and needs, to acknowledge the feeling of being in someone else's shoes, and at the

same time to be sensitive to what others are feeling. It is the ability to listen actively, to interpret non-verbal language, to understand different points of view and to respond to another person in a considerate and respectful way.

- **Motivation:** Motivation is the ability to motivate oneself to do something, has a positive attitude, perseveres in the face of difficulties, and constantly earns personal and professional growth. It includes being able to set a realistic goal, maintain enthusiasm, overcome procrastination, and a learning from failure.
- **Social skills:** This is the ability to connect with others, build better relationships, speak clearly, work in a team and resolve disputes well. It's about the ability to start and maintain a conversation, to talk about something and be understood, to persuade and convince others, to collaborate and negotiate (Ahmad et al., 2023).

Goleman posits that emotional intelligence is a significant factor for success in anything from academics to working in at least one of the aforementioned fields. Students with high emotional intelligence have better control over stress and anxiety, concentrate on their studies, can work in teams and peacefully settle conflicts. This facilitates more favorable learning environment because they are also more likely to have positive relationship with peers and teachers.

Emotional intelligence is something that can be particularly important when learning English. Self-awareness and self-regulation can help students to be less concerned about making mistakes and more eager to participate in class and make the most of the teacher's instruction. Only when they are motivated will they persist with language learning despite difficulties, and empathy and social skills will enable them to communicate better with native speakers and understand other cultural perspectives. Goleman's theory of emotional intelligence is a useful lens through which to view the importance of emotions in learning English. Firstly, emotional intelligence can be developed at the student level

during language teaching and this enables a more effective, motivating and meaningful learning environment to be created in which students learn not only a new language but also other important life skills.

According to this, it can be seen that the motivational component plays an important role in English language teaching. These factors must be analyzed correctly in order to greatly improve the learning aspects of the English language.

Key Affective Variables Influencing Language Learning

Motivation

According to Quijano (2023), the role of motivation, or that inner drive that encourages people to do something and strive for a goal, is crucial for learning English. It is the impetus that drives curiosity, that propels learners past the challenges to get to proficiency and that helps them stay on the road. When we consider the motivation of a language learner who is trying to learn English as a foreign language, motivation happens when a learner wants to learn skills required to communicate in English so that he can understand the world around them, interact with other cultures or to achieve his personal and professional goals.

In education, there are two main types of motivation: intrinsic and extrinsic. The language and culture are terms that arise from within the learner from his or her own interest in the language and culture, the pleasure of learning and personal satisfaction inherent to learning. An intrinsically motivated learner doesn't learn for learning's sake; that individual is drawn to the challenge of mastering English, and seeks out situations where he or she can practice and get better. Motivation of this type is said to be this autonomous and also associated with a higher commitment and persistence in learning.

Extrinsic motivation, however, takes place based on factors external to the student – needing to pass an exam, getting a better grade, following parents’ (or teachers’) expectations. Extrinsic motivation is useful to get the learning process started probably and when things get tough is good for effort sustainment, but it is not very powerful, nor is it lasting, as intrinsic motivation. But if they choose to study English, an extrinsically motivated student is likely to abandon the study of English as soon as he or she meets the external goal that was motivating to him or her (Sok et al., 2021).

There is no doubt about the importance of motivation in learning English. Engaged students learn better, persevere in the face of difficulty and are more likely to succeed. Attention, concentration and effort in learning depend on the student's motivation. For example, several studies have shown that intrinsic motivation is associated with deeper, more sustained and more meaningful learning. To foster motivation in the English classroom, educators can implement a variety of strategies:

- **Connect learning to students' interests:** English language learning needs to be relevant to the lives of students. Using topics on which they are interested — music, sports, movies, or technology — teachers can generate activities and projects that provide reasons for them to come to the language.
- **Keep activities varied and dynamic:** Monotony can be the enemy of motivation. Activities and resources need to be varied to keep students interested and involved in learning. Incorporating games, songs, videos, discussions and collaborative projects into the learning environment creates a dynamic and stimulating learning environment.
- **Create a positive and supportive learning environment:** Fostering a climate of respect, trust and collaboration is the way to create motivation. To do that,

students need to know they can speak their minds and be willing to take a risk and make a mistake without feeling punished or scolded.

- **Encourage autonomy and active participation:** When students can make decisions, set goals and take part in their learning the students have more passion. A good implementation of strategies will allow them to choose the resources and activities that are more consistent with their needs and learning style (Zhang, 2022).

Anxiety

Anxiety, or feel of uneasiness, tension and worried in the face of unthreatening situations, can be a real barrier to learning English (Que et al., 2024). Anxiety, in terms of language learning, is the result of some learners being afraid of, insecure in, and tense when about to perform such public speaking, class participation, testing, engaging with native speakers. Foreign language anxiety can have several causes, among which the following stand out:

- **Fear of making mistakes:** Fear of making mistakes when speaking or writing in English cause most students to experience anxiety. This fear can start to prevent them from participating in class, unable and afraid to express themselves, and contributes to slowing down their learning progress.
- **Pressure to perform academically:** Pressure from parents or teachers, or even the expectation of good grades themselves, can also put a lot of pressure on students and create anxiety, especially in assessment situations.
- **Previous negative experiences:** A student can become anxious or stressed out when he or she has had, say bad experiences in the past (being ridiculed for making mistakes, being frustrated when not able to communicate properly).

- **Lack of self-confidence:** Foreign Language Anxiety can have to do with low self-esteem and lack of confidence in the ability to be able to go, and speak in this foreign language. Some students, if they conceive of themselves as 'bad at languages', or if they believe they cannot learn English, may become more anxious to use the language when presented with them (Findikh & Büyükkarci, 2023).

The impact of anxiety on learning English is significant. Anxiety affects the ability to learn, makes it difficult to concentrate, makes it difficult to get through school, and can even prevent you from speaking. For anxious students, speaking English might limit their practice and improvement in communication skills because they might feel inhibited to speak English. The other thing is that anxiety can form a kind of loop, fear of failure leads someone not to do certain things with English, like maybe they are in certain situations that trigger their need for English and they avoid that situation and all of a sudden they have less time to practice and that feeds their anxiety a little bit more.

Self – esteem

A major part of learning English is self-esteem, or that feeling of personal worth and one's confidence in one's own abilities. It's a learner's self-worth, the way he or she sees and accepts him or her and the confidence he or she has in his or her own personal abilities to learn and survive through the difficulties of language study (Wieiawan, 2023). English language learning is closely related to self-esteem. High self-esteem students are more able to learn, willing to take more risks, more persistent when things don't go well, and more likely to respond to the new knowledge and experience. Self-esteem influences class participation, motivation, and academic performance. Students with a sense of self confidence tend to actively participate in activities, withstand to reach out their goals and do well in studies.

Meanwhile, students with low self-esteem find it hard to learn English. Self-confidence at times can create them so much insecure that they will avoid going to class, insecure in how to express themselves and also insecure in how to learn and speak a new language. It affects their motivation, academic performance and their learning progress (Simanungkalit & Likuyang, 2023). This is to be noted that self-esteem doesn't come with a fixed and immutable character, as it is a personality which can be developed as well as fortified with appropriate context. Enhancing students' self-esteem and self-confidence can come from experiences in learning that has led to success, recognizing achievement and receiving support from educators and peers.

To strengthen students' self-esteem in the context of learning English, educators can implement a variety of strategies:

- **Recognize and value their achievements, no matter how small:** Students must feel appreciated for even their little value.
- **Encourage active participation and decision making:** Allowing students to become actively involved in their learning and to own their own decisions about what and how to learn helps to increase their self-esteem and a sense of autonomy.
- **Provide constructive and encouraging feedback:** Specifically clear and improvement-oriented feedback is what we should be offering. It should be avoided to be destructive and be praised in the positive parts of the student's work and have concrete suggestions for progress (Wieiawan, 2023).

For English language learning, self-esteem is a very important affective factor. As students with high self-esteem think they are more capable than they really are, this should also enhance their participation, academic performance and learning progress. If implemented, such strategies will make the learning environment more effective, and

facilitate the development of student self-esteem as well as their confidence and potential in their language.

Empathy and Emotional Intelligence

Emotional intelligence, according to Goleman and used in the thesis, is associated with self-awareness, self-regulation, empathy, motivation, and social skills. High EI learner is able to deal with frustration and anxiety associated with the learning process. More so, empathy, the skill to feel what another person feels and share it, is an essential part of effective communication and the development of the helpful peer relations that define a good learning community.

CHAPTER II

METHODOLOGY

To address the specific objectives outlined in the research document, the following methodology was employed. This methodology was designed to explore the influence of affective factors on English language learning among 10th-grade students in Ecuador, diagnose the current situation, design a pedagogical proposal, and validate it through practical application.

Research approach

According to Hernández et al (2020):

The mixed approach was selected because emotions, attitudes, and motivations that The qualitative research approach was adopted as a method of study to probe into the affective factors relating to English Language Learning by 10th The mixed approach in research is characterized by its emphasis on understanding the meanings, experiences and perspectives of individuals in their natural context. This approach seeks to explore the complexity of social phenomena through flexible and emergent methods, such as interviews, observations and discourse analysis, allowing for an in-depth and contextualized interpretation of the data (p.45).

This research approach intended to encode the participants' lived experiences and viewpoints to create rich and detailed details about how affective factors influence the learning process. Qualitative research deals with the meanings, experiences, and perspectives of participants in setting in which they are naturally involved. This was an ideal study to use this approach because affective factors (i.e., motivation, anxiety, self-

esteem) are highly personal and context dependent, requiring a method that values fine grained, detailed findings over statistical generalizations.

Research type

As action research, the research was designed as a participatory process of solving very realistic problems and simultaneously generating knowledge. The difference between action research and classical research is that action research does not focus exclusively on theory-building; it focuses more on practical application. The aim is not only to understand a problem, but also to have solutions to the problem. In this study, the research process using action research was to work closely with 10th grade students and their English teachers to investigate how affective factors such as motivation, anxiety and self-esteem affect English language learning (Albert, 2022).

In particular, because of the direct involvement of the researcher in the educational context, action research was very appropriate for this study because the challenges arising from the affective dimensions in the classroom were identified and practical solutions were presented in the classroom. With a cyclical plan, act, observe, reflect nature of action research, the findings were timely and actionable. Based on the findings, the researcher formulated the design and implemented a pedagogical intervention aimed at increasing students' emotional and motivational engagement in the learning process.

Participants

This was a study conducted with a sample of 32 10th graders from Julio Ernesto Celi School. Participants were purposefully selected from this population of students who have difficulties with motivation, anxiety, or self-esteem in their English language learning. Because of its appropriateness, the sample size was large enough for a

qualitative study that would provide an opportunity for detailed data collection and analysis while remaining manageable.

The research was carried out at the Julio Ernesto Celi school in the province of Loja, in the Espindola canton, parish of Jimbura, in the 10th grade of General Basic Education, because the authorities and parents collaborated with their signature authorizing the research. This is the largest class in the institution, with 32 students. It is a group of students with difficulties in affective factors. For this study, an interview was applied to eight groups of three members and two groups of four members. After analyzing the interview questions, the students chose a representative from each group to answer and the interview could be recorded. The student's division is shown in the next table.

Table 1
Population and sample

Population and sample	
Total: 32 students	
Men	18
Women	14

For the classroom observation, a rubric was elaborated to be used during the application of the activity guide and, afterwards, focus groups will be applied to check if the activity guide was successful. A pretest and posttest will also be applied.

Data collection methods

To gather data, the following qualitative techniques were employed:

- **Interviews**

Semi structured interviews were conducted to the students to know their experiences in English language learning and what motivates, frightens them and their self-perception in English. By asking questions that opened up rather than closed down student thinking about their experiences with seeking help in science, rich and nuanced data around how they thought and felt about it could be generated. This instrument is guided by 8 questions related to affective factors and their influence on students' performance.

- **Observation**

Classroom observations were carried out to document teacher-student interactions, student participation, and the overall classroom environment. The observations focused on identifying how affective factors manifested during English lessons, such as students' levels of engagement, confidence, and anxiety. The instrument to be used for this data collection technique is the observation guide. This guide has structured in 8 statements on a scale, which will be evaluated based on the perception of the teacher evaluator. An observation guide is an instrument that helps to systematically collect information about a specific phenomenon or behavior (Albert, 2022). This tool directs the observer's attention to certain relevant aspects and provides a structure for recording information in an organized manner. It may include questions, indicators, scales or rubrics to facilitate observation and subsequent analysis.

- **Focus Groups**

Focus group discussions were conducted with small groups of students to explore their collective experiences and perceptions of affective factors in English language learning. The interactive nature of focus groups allowed students to build on each other's ideas, leading to deeper insights and a more comprehensive understanding of the issues. The focus groups were evaluated with an 8-question guide, taking into consideration the contents of the activity guide. An observation guide is a tool that helps to systematically

collect information about a specific phenomenon or behavior. It is used to focus the observer's attention on relevant details and record them in an organized manner (Brinkmann & Kvale, 2020).

- **Pretest and posttest**

Using pretests and posttests in the study is essential to judge the impact of the recommended intervention on students' feelings and how much English they learn. The instruments were used with 32 tenth-grade students from Unidad Educativa Julio Ernesto Celi, who were grouped into two groups of 16 each, a control group and an experimental group. It's structure is shown in Annex 4.

The students took a pretest prior to using the activity guide, so their original motivation, anxiety and self-esteem connected to English learning could be established. As a result of the diagnostic observations, the researchers could see which students were struggling emotionally and could compare these early conditions between the two groups. A posttest was taken just after the intervention to assess how the learning activities in the guide had any impact. Those in the experimental group took part in activities to help their emotional well-being and English education, while those in the control group stayed with the regular course. Analyzing the results from before and after the intervention showed that the experimental group improved, confirming that the intervention worked.

The reason for conducting pretests and posttests was not only to measure how much students learned, but also to catch signs of important emotional changes within the students (Uquillas & Córdova, 2021). With these tools, subtle changes in students' feelings, opinions and desire to join in could be identified which are important parts of the learning methods used in this research. Besides, by comparing the statistics and

themes of both instruments, the research helped confirm that following emotional pedagogical strategies results in included better and more meaningful student learning.

Data analysis

The data from the interviews, observations, and focus groups were analyzed using thematic analysis. This involved transcribing the interviews and focus group discussions, coding the data to identify common themes, and categorizing the themes into major affective factors in English language learning. Further context and support for the findings derived from the interviews and focus groups was also obtained from the observational notes. The thematic analysis helped to elaborate on the students' experiences, highlighting the emotional and motivational difficulties and possible strategies to overcome them.

An analysis was performed by looking at the Pretest and Posttest scores of both groups to measure the impact the activity guide had on students' emotions related to English. A Student's t-test for independent samples was chosen, making it suitable to check if there are real differences between the means of two groups. To start, pretest scores from all 32 students, separated into the experimental group and the control group, were collected. This part of the scores was collected to show each student's starting scores and emotions (such as their motivation, anxiety and self-esteem). Following the period of using the didactic guide with the experimental group, a posttest was given to everybody under the same circumstances.

Both sets of data were typed into a spreadsheet and then evaluated using SPSS or Excel software. For each group, we calculated the means and standard deviations for the results before and after the intervention. Furthermore, a t-test was run to check whether the pretest and posttest data within each group were different and to compare the posttest

marks between the two groups. With the t-test, researcher checked if the differences between scores were unlikely to be due to chance ($p < 0.05$) so they could form a conclusion. Should the results indicate that the experimental group improved statistically more after activities than it did in the beginning and then the control group after its study, this would prove that the activities helped the students' emotions and English learning.

Results

Before the intervention, the pretest was conducted to help design a baseline of affective conditions and the British foreign language learning ability in the students. This pretest offered information about their motivational levels, their anxiety use in situations with English, and their total self-efficacy in terms of languages usage. The posttest was administered after using the activity guide, which applied the principles of the humanistic theory and emotional intelligence, to understand the changes in these dimensions, as well as determine whether the instructional strategies chosen could have any measurable effect or not.

Both groups, the experimental and the control, with 16 students each, were assessed in the pretest and the posttest procedures in similar conditions. Whereas, the experimental group performed the activity-guide in their English classes, the control group proceeded as usual with the curriculum and no further intervention was done. The results were compared in the further stage that allowed determining statistically and pedagogically significant differences between the two groups.

Pretest and posttest results

This section gives an in-depth discussion of the typed result of the 10th grade students of a high school by the name of Julio Ernesto Celi High School, both the pretest and the posttest. The primary aim of the presented analysis will be to assess the efficiency of the

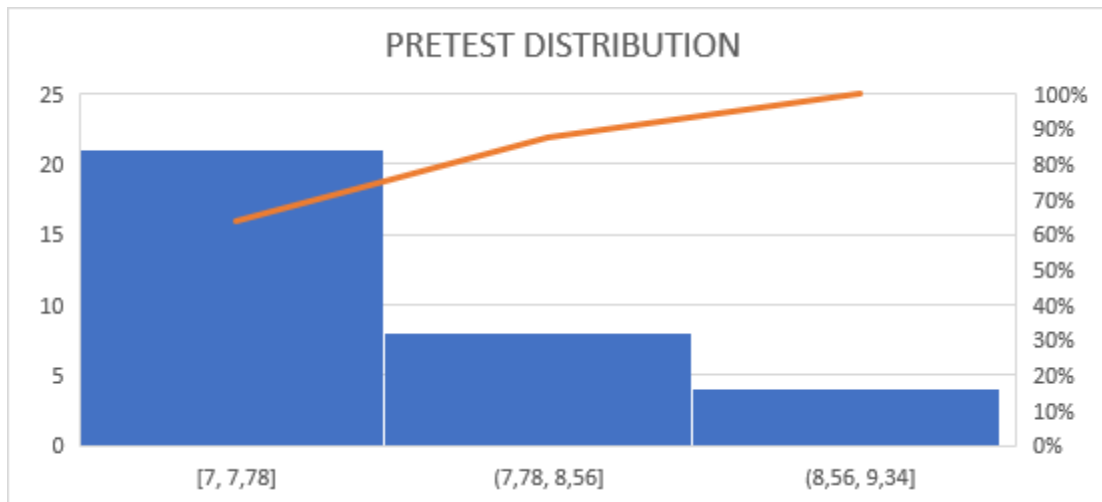
pedagogical intervention applied, an activity guide aimed at targeting the affective contributors to the process of acquiring English language, namely, motivation, anxiety, and self-esteem. This evaluation was done in two stages. To start, there was a pretest before implementation of the activity guide. This preliminary evaluation aimed at determining the initial status of the students both emotionally and scholastically concerning a foreign language acquisition of English. A posttest was then applied to the same group after a number of sessions with a proposed activity guide so that it was possible to measure the effect of the intervention.

As the descriptive statistics of the pretest and posttest scores indicates, there was a significant increase in overall student performance after inclusion of the activity guide. The pretest means were 7.58, and its SD is 0.71 with the range of 7.0-9.1. These findings indicate that before the intervention, the majority of students were weak in their proficiency in the English language and might be experiencing affective barriers, including lack of motivation or high-stress levels, as already determined during interviews and observations in the classroom setting. The posttest scores on the other hand recorded an amazing improvement as the range was 8.0-10.0 with an average 8.94 with lower SD of 0.53. Such an increase in average performance of over 1.3 points on a 10-point scale indicates not only those students have gained more knowledge and learned the rules of applying English language, but also that they have improved their effectiveness as a group. The lower standard deviation indicates the possibility of the similarity of performance by learners, which might be attributed to a greater involvement, lack of fear of failing as well as high classroom involvement as a result of the affective-based intervention.

Pretest

Figure 2

Pretest distribution



The pretest scores provided initial data to be utilized as a diagnostic tool identifying some of the affective and cognitive gaps in the English language learning process in the students. Most of the students having scores of between 7.0 and 8.0 with only a small number of students scoring above 8.5 indicated affective barriers hampering higher academic performance. These conclusions placed confirmation on the qualitative data that was collected at the initial phases of the research, which included the testimonies of students who expressed that there is a great amount of anxiety in the classrooms, a strong insecurity to speak English and an overall feeling that English was a difficult and threatening language.

In educational terms, such baseline data reinforced that the learning experience in the traditional classroom that existed before the intervention was not responsive enough to the emotional needs of the students. Missing differentiated instruction, few students participation, and teacher-directed approach probably was a contributing factor in this plateau in performance. Passive behaviors were observed in most students who were reluctant to participate or speak, and the students were prone to making statements that

made them express self-doubt. These pretest results thus created the awareness of the necessity to find another way of pedagogical practice, one that would cover not only the level of language learning, but also the emotional well-being.

Based on this graph, it is easy to see that most students landed in the 1st range of the distribution, (7.00 to 7.78), which consists of more than 60% of my sample (roughly 21 students). This confirms the previously deduced statistic that the mean of the scores was 7.58 in the group and the majority of the students gathered right above the acceptable base goal in performance. These scores indicate that on the baseline, students were performing at a poor level of English proficiency, which is most probably limited by affective components (low self-confidence, high anxiety, or non-intrinsic source of motivation).

The second gap (7.78 to 8.56), represents a population of about 9 students, or approximately 27 percent. These are students with mediocre performance who can also make some subgroup with high language skills or emotional adjustment. Nevertheless, they would have also been most probably affected by external/ internal obstacles since they were yet to reach high performance stages.

The maximal scoring bracket (8.56 to 9.34) retains just a few learners, approximately 3 students or less than 10 percent of the total. The other students are the outliers of the group and could have had more exposure to English, positive affective dispositions and support networks. Although their outcomes are promising, they also highlight how high performance among this group was relatively uncommon prior to the intervention.

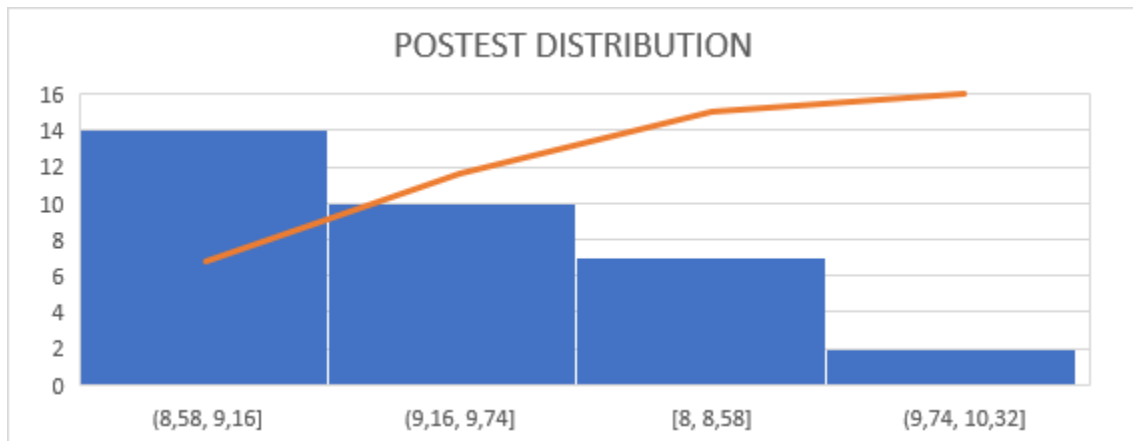
The line of cumulative frequency in the graph sheds lighter on the distribution as it makes apparent that almost 90 per cent students worked below 8.6. Such a number can be taken as an indication that targeted instructional interventions are required. Assuming that

affective variables including motivation, anxiety, and self-esteem were not met, most students would probably continue to hold down to this lower-performance category with minimal progress.

Posttest

Figure 3

Posttest distribution



Answers to the posttests gave some solid data on the effectiveness of the positive effect of the activity guide, which was designed to apply emotionally responsive teaching practices reflected in the humanistic theory and the emotional intelligence theory by Goleman. Increase in the test scores (on average 1.36 points) proves much better engagement of the learners and less psychological barriers in the classroom.

Specifically, some of the students who had registered scores that were close to the passing score (7.0ns7.2) were promoted to meaningfully higher scores (8.5 or above) in posttest demonstrating remarkable self-improvement. This change is critical particularly in the light of self-esteem. Before the intervention, a lot of students had a negative belief in their abilities. The implementation of the confidence-building activities, cooperation with peers, and favorable attitude of the teacher stimulated the building of a safer and encouraging environment to learn. Students in their turn were able to become more open

to using language risks, classroom communication, and active involvement in the communicative practices.

Likewise, the anxiety-building rules incorporated into the guide (e.g., role-play, games, and non-evaluative-speaking tasks) helped students use the English language in a less-stressful environment. Students were positively responsive to such ways, as shown by the posttest scores, being able to speak fluently and correctly as well as acquire emotional resilience in the process. The general decrease in variance in performance (indicated by decreased standard deviation of 0.71 to 0.53) suggests also a less dispersive environment where lagging learners could no longer be left behind.

The posttest distribution shows a significant change to better performance levels in the post test as opposed to the pre-test. The 8.58 to 9.16 interval has 14 students; that is, about 42 percent of the entire sample. This demonstrates that almost half of the students achieved at this intermediate-high level and that could have reflected a vast increase in academic levels. The resulting improvement in the scores may not be only due to cognitive improvement but also to the contributing effect of the intervention in the field of emotional atmosphere. Such students were probably better motivated and less anxious in classrooms, and both factors meant that they more easily acquired target languages.

The second interval that has the results of those students with the values between 9.16 and 9.74 will consist of 10 individuals, which will make up only about 30 percent of the population. The learners show solid academic performance and testify of the effectiveness of the activity guide in promoting higher-order thinking in relation to the English language. The high level of performance is probably the result of higher self-confidence, better management of emotions, and engagement in their participation throughout the lessons. These findings establish that students did not just learn but were also developing

the psychological resilience that would ensure their longer-term achievement in academia.

In the third interval, 8.00 to 8.58, there are 7 students approximately 21 percent of the total. This subgroup indicates that not only those who had severe difficulties during the initial period or who showed the smallest engagement made considerable progress. The fact that they moved to higher scoring levels indicates that the activity guide has helped the students who score low initially. This result confirms the inclusive nature of the intervention which was based on the idea of emotionally and cognitively scaffolding all learners without reference to their initial background or emotional tendency.

The distribution at the highest level, the range between 9.74 and 10.32 has a small number of students (2), but an achievement that is valuable to the school. Such learners scored almost perfectly or perfectly, a score level that was not experienced during the pretest. The fact that they become high achievers shows that the learning environment turned to be conducive to achieve excellence. The activity guide might have presented these students with the platform to expand their potential through availing charged emotionally beneficial conditions enabling students to take the lead and strategically engage, and develop beyond barriers of internal constraints.

The cumulative frequency line of the graph affirms that with just over 70% the students had overcome 8.58 and close to 90% had easily crossed 8.00. Comparing the pretest distribution with the posttest results, which show a strong positive shift in achievement at the individual and group levels, the posttest results evidence also show almost all the learners to be above the historic 7.8 level. Score curve has moved much to right signifying not only academic increase, but also greater emotional interest in language learning process.

This is an indication of a more balanced classroom setting as the students of different initial performance levels rose up. Results clustering around the 9-point range point not only to improvement, but mutual ability to learn that has been previously restrained by an affective barrier. Two of the key elements of the intervention (motivation and self-esteem) seem to have been reinforced among the students as a whole. A large number of learners claimed to have become more confident, more motivated, and not scared to use English as much as they were before—a qualitative outcome that also corresponds to the posttest measures.

Also, the visual trend implies that the emotional safety in the classroom promoted higher academic risk. The students became more ready to communicate, use English to express themselves, and take learning engagements as they understood that they would not be judged when mistakes are made. Such empowerment resulted in improvement of performance and improved classroom harmony. The result of high achievers in the high range further demonstrates that the intervention worked not only to boost the lower performers, but to enable already driven students to achieve new heights of excellence.

The decreasing standard deviation of 0.71 during pretest and 0.53 during posttest remains to indicate that the students performed less heterogeneous, and their performance was more coordinated. This statistical decrease in the variance integrates with the visualization of a squeezed and higher in scores distribution. The result is the classroom in which academic parity and mutual emotional development is enhanced.

Pedagogical implications an discussion

The outcomes of the preset and post-test of 10th undergraduates in Julio Ernesto Celi high school provide realistic and substantial pedagogical implications in English language teaching, especially in environment where the level of performance of the students is dependent on emotional, psychological and social dimensions. The high-level gain in the

posttest scores when affective-centered activity guide was used is enough evidence to conclude that affective factors cannot be said to be peripheral but central in determining the success of English as a Foreign Language (EFL) acquisition. Such results indicate critical implications that should be considered by educators, institutions, and developers of the curriculum in developing their plans to teach.

The outcome, in the first place, underlines the significance of emotions in learning of a second language. Most students would initially focus in the lowest performance zone (ranging between 7.0 and 7.78 in the pretest), which means that it is a learning environment where anxiety, low self-esteem, and the absence of motivation dominated. These findings as informed by humanistic theory and Goleman model of emotional intelligence clearly indicate that in cases where these emotional blocks are left unchecked, they will greatly become an obstacle to language acquisition. Conversely, with the introduction of the activity guide, more than 70 percent of the students shifted to the next performance level (went beyond 8.58) indicating the potential that a supportive and emotionally skilled teaching method possesses.

Such a shift means that a pedagogical methodology has to be switched out of traditional and grammar-focused learning and onto generalist methodology based on emotional, social, and psychological aspects. One of the challenges that the teachers should know is that learning is not only a matter of mental activity but something that goes deeper, through the feelings, beliefs, and perceptions of themselves that students have. It is important that the classroom environment is conducive not only to the academic teaching but to emotional growth as well where students can feel appreciated, respected, and secure enough to take risks without fear of condemnation or failure.

The other implication is that there is a need of structured emotional scaffold in the EFL classroom. The complexity of the activity guide that addressed anxiety in the classroom

through cooperative work, non-criterial work, and reflective activities endeavored to decrease classroom anxiety, self-awareness and enhancement of emotional regulation. Such tactics gave the students strategies to help them more effectively manage fear of failure and fear of performing, leading to resilience and perseverance. This kind of scaffolding is particularly applicable in adolescence, which is the stage of emotional imbalance and identity formation. Affective pedagogy is one of the requirements educators should receive training on as far as addressing the emotional needs of every student is concerned.

Further, the findings show that motivation cannot be fostered externally, the only way is caring about it. The activity guide incorporated the element of intrinsic motivation, where learning was related to the interest of the students, the freedom to make decisions in the classroom setting, as well as perceiving the tasks as life-relevant. It is the posttest scores increase that shows students became more involved, eager to take part when they got the personal relevance and emotional satisfaction within the learning process. Thus, classroom activities must be made such that they will spark the curiosity, sense of achievement, and self-expression of students.

The fact that the standard deviation of posttest scores is smaller signifies that affective-centered teaching enhances the issue of equity in learning by reducing the performance gaps. The students who at the beginning had poor performance demonstrated significant improvements, implying that students who at lower levels learn to develop affective satisfaction within them may be able to bridge the learning gap and even transcend the level they hitherto attained. This corresponds to the rationale of inclusive education and confirms that emotional well-being is one of the premises of academic equity and justice.

Interviews results

To enhance the work on how affective factors can impact English language learning process, eight semi-structured-style interviews with students in the tenth grade at Julio Ernesto Celi High School were conducted to provide more information about English language learning. Such interviews were quite useful qualitative data that completed the quantitative results of the pretest and the posttest in showing the emotional and psychological levels underneath the motivation behind students to study English as a foreign language. The interview questions were directed to four most fundamental affective categories, as motivation, anxiety, self-confidence, and attitude. Interpretation of student responses was done in line with the thematic analysis, where there were recurring patterns and the students made meaningful statements mainly to pinpoint the affective needs and challenges of the learners.

Motivation

One of the most common threads in the answers of students concerned the perceived value of English to open up opportunities in the future. The instrumental motivation shown by most of the interviewees acknowledged English as an important tool towards higher education, employment, and communication between countries. An example is a student who expressed that she would like to learn English as it would keep her future job. Nevertheless, even though knowing the usefulness of the language, some of the students even acknowledged the lack of motivation during the classes as they could not find engaging materials or did not feel a visible improvement. This contrast between the understanding of the importance of English and feeling no motivation in the everyday life indicates the gap between external and internal sources of motivation.

It was found out that some students were motivated more when the educators included dynamic or interactive lessons in classes. A student reasoned, “When the teacher uses

songs or games, not the book I feel more interested". This means that methodology is paramount in maintaining motivation especially among adolescents who require environments that are psychologically challenging to keep them motivated. Interviews concluded that motivation is dynamic and adaptive to the situation in the classroom, and students need to feel successful to learn when they relate the education to their hobbies and personal lives.

Anxiety

One of the biggest obstacles in the learning of English language revealed to be anxiety among the students who took part in the research. Each of the eight participants referred to at least one incidence in which they felt nervous, insecure or frightened of using English in the classroom. Oral participation, fear of errors and being publicly corrected were the most frequent causes of anxiousness. One student said, I am very scared whenever I am asked to speak in front of the classroom because I do not want anybody to laugh at me in case I say something incorrect. This is an indication of the well-established phenomenon of language anxiety where the learners relate the speaking to exposure and fear of negative assessment.

The other learner had mentioned that he would not participate most of the time since he felt that whatever he said was wrong and he felt embarrassed. These emotional reactions denote a high affective filter that does not allow the students to be proactive and risks making step towards acquiring the language. Interestingly when the students spoke they expressed that their feeling of anxiety was decreased when there was positive feedback given by their teachers, working in small teams or having their peers encourage them. This implies that anxiety is the situation, which could be counteracted by the sensitive teaching interventions of a teacher and his classroom atmosphere founded on respect and compassion.

Self-confidence

Self-confidence as a theme also was linked to the perception of students concerning their mastery of language. Many of the interviewees stated that they were uncertain whether they could learn English, and they had the inclination of comparing themselves unfavorably to their peers. One learner said, "Sometimes I feel as though I would never be as good speaking the English language as others". This is the internalized faith that leads to low self-esteem and it makes students reluctant to engage in the improvement even when they have the skills they need.

Nevertheless, other students said that they felt more confident when they became successful in a small way. As an illustration, one of the respondents said, "The pleasure of understanding what to do in listening activity made me feel proud of myself. These answers help us to understand that positive reinforcement and experiences of success have a significant and necessary role in the development of self-confidence. What is important is that students did not have to do anything extra to feel empowered; instead, awards given in recognition of their efforts and progress, regardless of its scope, were crucial to their emotional development and motivation."

Attitude

The attitude of the students learning English was mixed but positive signs were recorded as they felt some emotional support on the part of the students. Some students admitted that they were not very positive towards English initially as they considered it either hard work or irrelevant. However, the same students have reported that their attitude towards learning was reformed when the teacher presented new strategies of making learning more meaningful. As one of the students confessed, "he used to be bored, but now he likes English more because of the involved activities where they can express themselves."

There was also the appearance of attitudes being shaped by the attitudes of the teacher, their disposition and emotional availability. Various interview subjects pointed to the perceived importance of having a teacher whom they felt would be available and willing to listen to them, and able to empathize with them. One learner said, When the teacher hears us and treats us in a gentle way I become more encouraged. This depicts a cause-and-effect correlation between teacher affectivity and attitude of students, and this supports the idea that the affective factors are not just personal internalized qualities, but they are highly influenced by the sociological environment.

Discussion

The qualitative research in the eight interviews emphasizes the great importance of the affective factors contribution to the English language learning process. Analyzing the results, one can conclude that experiences, perceptions, and emotions of the students are closely intertwined with their academic success. These findings are in line with the past research presented in the theoretical framework, which proves the hypothesis that motivation, anxiety, self-confidence, and attitude are influential factors in the success of learners in the context of learning about a foreign language.

Among the most remarkable results is that related to motivation. The students were obviously aware of the instrumental purpose of studying English to facilitate their future academic and job opportunities. Nevertheless, despite such awareness, most participants reported not being able to find daily motivation in the classroom, especially in cases when instructional approaches were dominated by traditional, textbook-based teaching. This is similar to Chicaiza (2024), who concluded that interest and attitudes of teachers and students are more decisive than the availability of materials. As can be seen through the interviews, in the cases where the teachers included dynamic activities--e.g., games, songs, or group work--the intrinsic motivation of the students grew. The finding indicates

that motivation is not a personal variable but a dependent construct in a classroom which could be fostered under motivating methodologies.

The interviews also showed that there is an anxiety that is a constant obstacle to active participation. Students claimed to be anxious during the situation when they were asked to talk in front of their colleagues because of fear of speaking incorrectly and being mocked. This finding concurs with the findings of Findikh and Bldgkarc (2023) who determined that speaking anxiety was included in the top five affective needs in EFL classrooms. The interviews, however, also underline that such fears can be alleviated by positive feedback, learning in small groups, supportive attitude of the teacher. This shows that anxiety is not a matter of personal disposition alone but also of classroom climate. Students affective filter can also be reduced by teachers who actively make a safe environment and therefore enable true use of the language.

Regarding self-confidence, the interviews indicated a weak self-concept among a number of students where some students lacked confidence with the idea of them, perhaps, never being able to embrace proficiency in English. This is similar to what was noted by Wieiawan (2023), who proved how low self-confidence restricts academic performance and engagement. However, the interviews are also used to depict how self-confidence could be earned by getting small achievements and appraisal of work. Learners reported being proud and more likely to work further when they felt that they had a handle on an experience or were complimented. This validates the humanity-based approach adopted by humanistic theorists like Rogers, focused on the potential of positive reinforcements and self-actualization opportunities with respect to education.

The type of attitude was an area of change that became dynamic. Although there was initial evidence of negative or non-responsive attitude of students towards English, this attitude changed later to a more positive disposition as soon as teachers introduced

participatory and affective-based approaches. The interviews indicated the attitudes of students were not only an individual choice, but the teacher (doing resulting into emotional availability) and the environment of the classroom directly impacted the attitudes of students. This result lends support to the conclusion expressed by Tran et al. (2024), who emphasized that social-emotional learning activities are vital in developing inclusive and encouraging learning environments. Students were much more warmly disposed to his learning English when they felt listened to, respected, and emotionally supported.

Focus group results

The aim of the focus group sessions was to confirm the findings obtained using the implementation of the activity guide and to elicit the combined experiences of the students in regard to the influence of the intervention on their learning experiences. These discussions were held with a total of eight groups, four-member groups, and each member functions as a qualitative source to aid and give meaning to the results of the pretest and posttest measurements. The topics that have been identified in the focus groups emphasize the success of the affective-based approach towards working with the students in terms of motivation, anxiety, self-confidence, and general attitude to learning the English language.

The six groups asked how the activities planned by the teacher had assisted them answered that the strategies used helped to eliminate their fear of speaking in English. Students highlighted that it was possible to practice communication under the conditions of having no interpersonal apprehension as they enjoyed role-playing, debates, and group discussions. Nonetheless, two groups confessed that although activities were not difficult to follow, they nevertheless experienced a difficulty in getting accustomed to speaking in front of people, and in another language, in particular. This is an indication that though

the activity guide was effective with regard to fear among most students, there was still a slim proportion of students who still required more support as regards to overcoming long held insecurities as regards to oral production.

Concerning the motivation issue, students emphasized certain activities which kept them interested during the lessons. These incorporated arguments and debates, role plays, group works, video watching, and music listening. That students have come up with huge numbers of activities that they found motivating proves that the guide was inclusive to various learning preferences and interests. It was especially useful that multimedia and interactive approaches helped to maintain attention and an engaging learning environment in the classroom. This type of approaches agrees with the philosophy of humanistic approach to pedagogy, focusing on flexibility, responsiveness to students, and the relation of the teaching/students practice to their lived experience.

Considering their emotional reactions to progress, students stated that they were happy and proud upon being able to communicate with confidence and being free of fear of making mistakes. This affective change signifies that the intervention did not only enhance language skills with the learners but also made them feel good about themselves and their achievement. Being able to see their progress in their eyes strengthened their self-esteem and motivated them even more to take part in increasing an upward spiral of emotional well-being contributing to academic success.

Concerning the ability to conquer fears, seven groups had a common opinion that the activities organized by the teacher were essential to diminish the degree of fear. They characterized the activities as encouraging, involving and which focus on gaining their interest. Although, one group confessed that they nevertheless considered some activities to be complex because they did not know a lot about the topic before the training. This deviation demonstrates that in most aspects guided was more effective, but variations in

the level of knowledge and preparation of the learners need to be bridged in future variations. It also emphasizes the need of differentiated instruction in a way that facilitates the fully participation of all the learners and enhance equal benefits of the strategies applied.

Among the factors that contributed to them feeling competent to learn English on the one hand and to being free to use it on the other hand, students mentioned the play-like character of the activities, the trust they developed with the teacher, the encouragement and positive saying they receive as well as the positive feedback, and the encouragement they receive at all points during the process. These answers demonstrate that the affective stance of the teacher was significant as much as the activities. By establishing a positive environment in which errors were perceived as a learning experience, the students adopted a more positive internalized self-concept concerning themselves as learners of English.

Lastly, answering questions of what could help students become motivated in long-term, students repeatedly focused on the attitude of the teacher. They appreciated activities which were compatible to their interests, the sense of trust built within the classroom, set a reasonable goal, and the acknowledgement of personal progress. These answers ensure that one is motivated when the learners have a feeling of personal application, emotional safety and recognition of their input. It also emphasizes the key importance of teacher-affectivity in developing the classroom climate and commitment of long-term engagement of the learners.

General discussion

The results of the various tools used in this research, including the pre-test, post-test, semi-structured interviews, and focus groups provide an overall picture regarding the

primacy of affective elements in the learning of the English language by tenth-grade students. The combination of these data confirms the premise hypothesis taken at the beginning of the research that the motivational aspect, anxiety, self-confidence, and attitude are not marginal to the learning process but are essentially the determinants of success in the development of foreign language study. The combination of both quantitative and qualitative data makes the reliability of such conclusions even more substantial and adds to their pedagogical importance.

It was found that the pretest and posttest analysis showed a certain marked rise in the performance of students, following the introduction of the activity guide. Pre-test results showed that a majority of the students were at the lower end of the performance scale, averages being 7.5 and the distribution of the scores around the minimum passing grades. Such distribution was indicative of a learning environment prevailed by negative affective states of fear of failure, presence of lack of intrinsic motivation, and poor self-confidence. According to the Affective Filter Hypothesis stated by Krashen, high anxiety and low motivation form a bridge to comprehensible input and inhibit acquisition (Uquillas & Córdova, 2021). The posttest improvement was great after the intervention with the average gaining a vast jump of almost 9.0 and all the scoring sides shifted to higher range. The narrower standard deviation implied that an improvement was observed not only in general among the students, but also the distribution of performances among students narrowed. This shows that the intervention did not only foster academic learning but also equity in the classroom and this supports the notion that affective pedagogy can lead from all learners including initially struggling learners (Chicaiza, 2024).

These findings were enhanced with the interviews having captured the voices and experience of the students. They elicited that there was always a hindering factor of motivation by the lifeless teaching styles and that it could be rekindled with interactive

activities like music, games, and discussions. This correlates with Quijano (2023), who pointed out the importance of motivation as a force that makes one keep persisting during language learning processes, and with Gooding (2022) who showed how motivational strategies can greatly affect the student performance. The other most stable impediment towards the learning process was anxiety, especially concerning oral activities as students who feared making mistakes and being ridiculed hesitated to communicate. The result is consistent with the conclusion by Findikh and Buykkarcci (2023), who rated the use of speaking anxiety in the EFL setting. These problems were also aggravated by low self-confidence in which students exuded lack of confidence in attaining success in the field of English. Nevertheless, interviewees noted made gestures that small successes, positive feedback, and recognition given by the teacher also rendered their confidence greatly raised and another thing was this made interviewees more willing to engage in activities and become more active a finding that was also shared by Wieiawan (2023) who came to the consensus that self-confidence is directly proportional to good academic results.

The results of all instruments taken together indicate a dynamic relationship between affective variable and academic performance. Uncontrolled anxiety increases the affective filter, making it harder to be motivated and encouraging an individual not to become involved because it has negative results related to learning (Que et al., 2024). In contrast, self-confidence in students improves, anxiety decreases, and their motivation increases as they are subjected to positive recognition and supporting instructions that make them perform better. The quantitative gains in the posttest can therefore, be considered as the direct product of these emotional changes as they are seen in the qualitative data. It was a broader context of learning which made students learn more, not because they studied hard, but because they felt safer, more motivated and more confident in themselves and learners of English.

These findings correspond to earlier studies which have been presented in the theoretical framework. This is evidenced by their conformity to the conclusions of Hegedus and Sebestyen (2023) on the necessity of introducing the affective considerations in the academic achievement, in addition to reiterating the arguments of Derakhshan and Fathi (2024) about the relevance of self-efficacy and grit in the maintenance of learner engagement. These unify the humanistic view of Maslow and Rogers as well and reinforce the notion that a sense of emotional security and self-esteem are necessary prior to advanced learning (Sok et al., 2021). In addition, the findings we see in Ecuador corroborate findings elsewhere in the world and widen the scope of theories of emotional intelligence and affective pedagogy to even further socio-economic and cultural backgrounds.

CHAPTER III

PRODUCT

Name of the proposal

How to Speak English without Fear

Product type definition

The proposal consists of an activity guide specifically designed to address the affective factors that influence the learning of English in tenth-grade students. An activity guide, according to Fathi et al (2021), is a practical and structured resource that provides a series of activities aimed at achieving specific learning objectives. This type of product is characterized by its focus on hands-on, interactive, and engaging tasks that can be directly applied in the classroom. The activity guide not only offers a clear framework for implementation but also includes detailed instructions for each activity, making it a valuable tool for teachers.

The guide focuses on the humanistic approach to learning, which prioritizes students' emotions, motivation, and self-esteem. According to Derakhshan and Fathi (2024), the humanistic approach in education promotes a learning environment where students feel valued and supported, which facilitates their integral development. In addition, the guide is based on Goleman's theory of emotional intelligence, which suggests that managing emotions is key to successful learning. Goleman (1995) defines emotional intelligence as the ability to recognize, understand, and manage our own emotions and those of others, which is fundamental in the process of learning a foreign language.

The activity guide also aligns with the principles of humanistic theory, which emphasizes the importance of creating a safe and motivating learning environment. According to

Chicaiza (2024), a positive learning environment encourages students' active participation and reduces anxiety levels, which in turn improves their academic performance. The guide includes activities that promote collaboration, empathy, and open communication, creating a space where students feel comfortable expressing themselves and making mistakes without fear of being judged.

The decision to develop a physical activity guide was based on the specific context of the participating students. Most of them do not have access to the internet at home, and the internet connection at the educational institution is slow and unreliable. These limitations make it difficult to implement digital or online learning tools effectively. Therefore, a printed, hands-on guide was considered the most practical and inclusive solution to ensure all students could fully engage with the proposed activities without technological barriers.

Objective:

To create a positive and supportive learning environment where students feel comfortable participating, expressing themselves, and practicing English without fear of making mistakes, celebrating their achievements and progress.

Specific objectives:

- To provide practical strategies to increase students' intrinsic motivation towards learning English.
- Reduce anxiety levels in the classroom through activities that foster confidence and active participation.
- Implement collaborative and dynamic activities that promote a positive and safe learning environment.

Structure

Introduction

The teaching of English as a foreign language has acquired significant relevance in the current educational context, not only because of its importance as a global communication tool, but also because of its impact on the integral development of students. However, the process of learning English is not only limited to the acquisition of language skills or grammatical knowledge; it is also deeply influenced by affective factors such as motivation, anxiety and self-esteem (Wyoych & Bilewicz, 2024). These factors, which are part of the emotional dimension of learning, can facilitate or inhibit students' progress, especially in critical stages such as adolescence, where physical, psychological and social changes play a determining role.

In the case of tenth grade students in Ecuador, it has been observed that lack of motivation, high levels of anxiety and low self-esteem are common barriers that hinder effective English learning. These problems not only affect academic performance, but also limit students' active participation in the classroom, generating a vicious circle of disinterest and low performance (Fathi et al., 2021). For this reason, it is essential to address these affective factors from a pedagogical perspective that not only considers the cognitive aspects of learning, but also integrates strategies to manage emotions and foster a positive learning environment.

The present activity guide arises as a response to this need. Its main objective is to provide teachers with practical and innovative activities to work on affective factors in the classroom, in order to improve motivation, reduce anxiety, and strengthen students' self-esteem. This guide is based on theoretical approaches such as humanistic theory and

emotional intelligence, which emphasize the importance of emotions and interpersonal relationships in the learning process.

In addition, the guide is designed to be a flexible and adaptable resource that can be implemented in different educational contexts. Through dynamic, collaborative and student-centered activities, it seeks to create a learning environment where students feel safe, valued and motivated to actively participate in their learning process. The guide not only aims to improve English proficiency, but also to contribute to students' emotional and social development, preparing them to face academic and personal challenges with greater confidence and resilience.

Activity guide

The given comparative matrix shows the pedagogical proposal aimed to ensure the development of oral and written communication skills in English with the minimal levels of anxiety and the participation. All of the activities are appropriately planned in order to meet the goals of the research in handling communicative and socio-cultural competencies with practical and creative approaches.

The table summarizes some points of the proposal including needs, materials, time estimate and results or products. It also integrates 3 fundamental dimensions of pedagogy: competencies, indicators and assessment strategies. Competencies show communicative, linguistic, digital, and socio-cultural skills that each of the activities is aimed at developing. Indicators offer observable demonstrations of student advancement, especially in a manner of speech, involvement, and self-confidence. Assessment strategies, in their turn, provide the description of tools and methods, e.g., rubrics, peer feedback, observation, portfolios, etc., which guarantee both formative and summative evaluation of the learning outcomes.

The layout of the proposal allows the proposal to be implemented in a logical way and the matrix, therefore, provides a transparent structure to observe the achievements of students in the classroom practice towards the general aims of the investigation.

Table 2
Proposal Summary

Activity	Goal	Materials	Time	Product/Evidence	Competencies	Indicators	Assessment Strategies
1. English Movie Marathon & Discussion	Listening comprehension, vocabulary, critical thinking, writing, reduce anxiety	Movie + subtitles, projector, worksheets	2 × 60 min	Written & oral reviews, peer notes	Communicative, linguistic, socio-cultural, digital	Students demonstrate improvement in language use, collaboration, and confidence	Observation, rubrics, peer feedback, portfolio
2. English Board Game Bonanza	Reinforce vocabulary, cooperation, spontaneous speaking	Scrabble, Taboo, Pictionary, dice, markers	80–90 min	Prototype games, participation log	Communicative, linguistic, socio-cultural, digital	Students demonstrate improvement in language use, collaboration, and confidence	Observation, rubrics, peer feedback, portfolio
3. Podcast Power Hour	Enhance listening, vocabulary recall, oral fluency	Short podcast, worksheets, phones	60 min	Worksheets, recordings, peer comments	Communicative, linguistic, socio-cultural, digital	Students demonstrate improvement in language use, collaboration, and confidence	Observation, rubrics, peer feedback, portfolio
4. Creative Writing Challenge	Encourage creativity, writing fluency, self- expression	Prompt cards, organizers, feedback forms	70–80 min	Drafts, revisions, peer checklists	Communicative, linguistic, socio-cultural, digital	Students demonstrate improvement in language use, collaboration, and confidence	Observation, rubrics, peer feedback, portfolio

						collaboration, and confidence	
5. Virtual Museum Tour & Share	Cultural awareness, oral presentation, research skills	Virtual museum links, slides, note sheets	2 × 60 min	Presentations, notes, reflections	Communicative, linguistic, socio-cultural, digital	Students demonstrate improvement in language use, collaboration, and confidence	Observation, rubrics, peer feedback, portfolio
6. English Cooking Class	Procedural vocabulary, teamwork, real-life communication	Recipe handouts, utensils, video tutorials	90 min	Cooking demo video, quiz results	Communicative, linguistic, socio-cultural, digital	Students demonstrate improvement in language use, collaboration, and confidence	Observation, rubrics, peer feedback, portfolio
7. Online Debate Club	Argumentation, speaking confidence, respectful communication	Debate topics, guide, timer	80 min	Debate rubric, reflection papers	Communicative, linguistic, socio-cultural, digital	Students demonstrate improvement in language use, collaboration, and confidence	Observation, rubrics, peer feedback, portfolio
8. DIY English Vlog	Oral fluency, creativity, digital literacy	Phones, storyboard template, editing apps	75 min + homework	Storyboard, vlog video, peer comments	Communicative, linguistic, socio-cultural, digital	Students demonstrate improvement in language use, collaboration, and confidence	Observation, rubrics, peer feedback, portfolio

9. Pen Pal Project	Authentic communication, intercultural awareness	Safe email platform, templates	4–6 weeks	Portfolio of letters, mini project	Communicative, linguistic, socio-cultural, digital	Students demonstrate improvement in language use, collaboration, and confidence	Observation, rubrics, peer feedback, portfolio
10. English Song Lyric Analysis	Listening, vocabulary, interpretation of figurative language	Song, lyric sheet, worksheet	60 min	Worksheets, group presentations, exit ticket	Communicative, linguistic, socio-cultural, digital	Students demonstrate improvement in language use, collaboration, and confidence	Observation, rubrics, peer feedback, portfolio

Innovative Proposal Evaluation: To evaluate the impact of the activity guide, a plan is proposed that includes clear indicators, measurement instruments and a timeline. The indicators will focus on students' motivation, anxiety and self-esteem, measuring aspects such as active participation, reduced anxiety when using English and improved self-confidence. Questionnaires will be used (before and after implementation), observation scales to assess classroom behavior, semi-structured interviews to collect qualitative experiences, and performance tests to measure academic progress.

The evaluation will be carried out in three phases: initial diagnosis with an interview (before implementation), implementation of the guide (there are 10 activities divided into the four skills), and final evaluation through focus groups (after implementation). In each phase, the aforementioned instruments will be applied to compare the changes in the affective factors and academic performance. Quantitative data will be analyzed using simple statistics, while qualitative data will be categorized thematically to identify

patterns. Finally, a report will be prepared with the results, conclusions and recommendations. This report will determine whether the guide has achieved its objectives of improving motivation, reducing anxiety and strengthening self-esteem, as well as providing insights for future improvements in the proposal.

Validation

For this thesis, the most appropriate and reliable validation method, as specified in the Thesis Manual of the Universidad Indoamérica, is “Method 3: Validation through the practical application of the proposal”. Specifically, we will use option one: “Verify results that demonstrate a transformation from the initial diagnosis to the total or partial implementation of the proposal with the entire study sample”. This approach is suitable for evaluating progress, since it involves a study group of 32 tenth grade students from the Julio Ernesto Celi Institution, for which an interview was first applied on how affective factors influence the English learning process, then the activity guide was implemented, which consists of 10 lessons and then it was evaluated through focus groups.

To review the full proposal, including the complete didactic guide, please visit the following link: <https://heyzine.com/flip-book/877f4d0679.html>

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

First, regarding the diagnosis of the current situation of affective factors in English language learning, the study demonstrated that students initially faced significant challenges associated with low motivation, high levels of anxiety, and fragile self-confidence. The pretest results showed that the majority of students scored near the lower performance threshold, reflecting the detrimental impact of negative emotions and the lack of engaging methodologies on their learning outcomes. The interviews confirmed that anxiety and fear of ridicule were major barriers to oral participation, while many students expressed doubts about their ability to succeed in English. These findings validate the theoretical perspective that affective variables exert a direct and decisive influence on the acquisition of a foreign language.

Second, in relation to the design of a pedagogical proposal, the activity guide “How to Speak English without Fear” emerged as a practical and effective tool for addressing students’ affective needs. Rooted in humanistic theory and Goleman’s emotional intelligence framework, the guide emphasized motivation, positive reinforcement, cooperative learning, and the creation of a supportive classroom environment. The inclusion of activities such as debates, role-playing, group projects, music, and videos responded directly to students’ interests and helped to create meaningful connections between language learning and their personal experiences. By placing emotions at the center of the learning process, the proposal offered a concrete pedagogical pathway for transforming classroom dynamics and supporting both cognitive and affective development.

Third, with respect to the validation of the pedagogical proposal, the application of the activity guide and its subsequent evaluation through posttests and focus groups confirmed its effectiveness in improving both emotional and academic outcomes. The posttest results showed a significant rise in mean scores, from 7.58 in the pretest to 8.94, with a narrowing of performance variability. This demonstrated not only higher levels of achievement but also greater equity among learners. Qualitative evidence reinforced these findings: interviews and focus groups revealed that students felt happier, more confident, and less afraid of making mistakes. They emphasized that the teacher's supportive role, combined with motivating activities, allowed them to develop a positive attitude toward English and to recognize their own progress. These outcomes demonstrate that interventions targeting affective factors can have a transformative impact on language learning.

Overall, the study concludes that affective factors are central to the English language learning process and must be explicitly addressed in pedagogical practice. Motivation, anxiety, self-confidence, and attitude are not isolated variables but interdependent dimensions that shape students' engagement, participation, and academic performance. When affective needs are neglected, students' learning remains limited, as evidenced by the pretest and interview results. Conversely, when affective needs are addressed through humanistic and emotionally intelligent strategies, students not only improve their linguistic competence but also develop the confidence, resilience, and intrinsic motivation necessary for long-term success.

In broader terms, this research underscores the importance of adopting holistic and inclusive pedagogical models in Ecuadorian education and beyond. Language teaching must move beyond the exclusive transmission of knowledge to become a process that integrates emotional well-being, social interaction, and personal growth. By creating

emotionally supportive classrooms, teachers can foster environments where students learn not only a foreign language but also essential life skills such as empathy, self-regulation, and perseverance. In this way, the findings of the study contribute to the improvement of English language teaching practices and offer valuable insights for educators, policymakers, and parents seeking to empower adolescents in their educational and personal development.

Recommendations

To the teachers, it has been advised to be more humanistic and emotionally intelligent in teaching of language. Lesson planning by teachers ought to be strategic in that other than targeting linguistic competence, lessons lead to motivation, alleviating stress and developing self-confidence among students. Dynamic skills and techniques including role-plays, debates, music and group work among others can mitigate the learner boredom and tediousness in the class. It is also important to establish a secure and embracing learning environment where failures do not represent a source of embarrassment but instead, they form part of learning. Empathy, constructive feedback, and individual progress should be reflected in the practice of teachers, as those are factors that were proven to make a major shift in the desire of students to be engaged and change their attitude towards English in a positive way.

In the case of educational institutions, there is need to ensure that policies and practices be encouraged that focus on integration of affective dimensions in school curricula and in teacher training. Professional development seminars should be undertaken to impart educators with the knowledge and skills required to handle affective factors efficiently including how to minimize anxiety and boost self-esteem among adolescents. Learning environments must also be designed in such a way that they promote emotional well-being where pedagogical tools are more innovative and the use of the traditional textbook-

based learning is less pronounced. Since the intervention used in the study was modified according to the local circumstances by utilizing printed materials, schools ought to focus on issuing high availability of tools that are context-sensitive to ensure that all classes of students can enjoy the benefits regardless of any limitations on technology or wealth.

In case of the students, it should be recommended to implement proactive solutions that help to control their emotions and develop self-confidence in English language learning. The learners ought to be motivated to have realistic expectations, reward small accomplishments and indulge in reflecting to be more conscious of their achievements. Engagements in cooperative activities alongside peer support groups may also make them conquer the anxieties and develop resilience. Learners shall also be promoted to look at mistakes as positive learning experiences as opposed to failure to change their perception over a learning difficulty to a positive one.

In a wider scale, policy makers/makers and curriculum designers ought to understand that affective factors must not be necessarily supplementary, it is at the center stage of language learning. The end results have proven effective in establishing the fact that interventions that are focused on emotional well-being directly score making positive changes towards academic performance. Hence, the inclusion of socio-emotional learning in language curricula should be prioritized by national curricula in which motivation, confidence and resilience as targets of education, become as desired educational outcomes as linguistic mastery.

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ANNEXES

Annex 1: Validation of the Instrument by Experts

Evaluator's Name: : Chanta Jiménez Sara Patricia

Specialty: Docente de Inglés

Academic Degree: __: Magister en Educación con Mención en Evaluación de Aprendizajes

Author:

- Enid Peña Castillo

Title of the research:

Affective Factors Influencing English Language Learning in 10th grade students.

General objective:

- To explore the influence of affective factors on English language learning among 10th grade students at Julio Ernesto Celi High School.
- **Specific objectives:**
- To diagnose the current situation regarding affective factors influencing English language learning among 10th grade students at Julio Ernesto Celi High School.
- To design an activity guide that improves the affective factors in the English Language learning process among 10th-grade students at Julio Ernesto Celi High School.
- To validate the proposal by applying an activity guide to students in 10th grade at Julio Ernesto Celi High School.

INSTRUMENT TO VALIDATE THE INTERVIEW

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI)

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCION INGLÉS

Cuestionario dirigido a estudiantes de décimo Año de Educación General Básica de la
Unidad Educativa Julio Ernesto Celi.

Estimado/a estudiante:

Este cuestionario tiene el propósito de:

Proveer información sobre los factores afectivos en el proceso de aprendizaje del inglés de los estudiantes de Décimo Año de Educación General Básica del Colegio Julio Ernesto Celi.

Introduction

Thank you for participating in this interview! We aim to explore the affective factors that influence English language learning among 10th-grade students at Julio Ernesto Celi High School. Your responses will remain anonymous and will help us improve educational practices.

Instructions:

- Please, provide detailed responses to each question based on your experiences and observations.
- Feel free to answer with specific examples or anecdotes to support your points. Your insights will help us better understand your perspectives and experiences.

INTERVIEW

Institution: -----

Date: -----**Grade**-----

Objective: The objective of this interview is to diagnose the affective factors that influence the English learning process.

Motivation

1. Why do you want to learn English?

¿Por qué quieres aprender inglés?

2. What is your opinion about motivation in the English Language learning?

¿Cuál es tu opinión sobre la motivación en el aprendizaje del idioma inglés?

Anxiety

1. What is your opinion on anxiety in the English class?

¿Cuál es tu opinión sobre la ansiedad en la clase de inglés?

Self-confidence

1. Describe a situation when you feel distressed because you cannot express your ideas in English.

Describe una situación cuando te sientes angustiado por no poder expresar tus ideas en

ingles

2. What do you think teachers or institutions can do to help students manage anxiety when learning English?

¿Qué piensas que los docentes o las instituciones pueden hacer para ayudar a los estudiantes a desarrollar confianza en sí mismos cuando aprenden inglés?

Attitude

3. How do you think attitude helps students in learning English?
 ¿Cómo crees que la actitud ayuda a los estudiantes a aprender inglés?

4. What affective factor do you think is the most important in learning English? And why?
 ¿Qué factor afectivo crees que es el más importante en el aprendizaje del inglés y por qué?

VALIDATION RUBRIC

Instructions: Please, indicate your degree of agreement or disagreement with the statements below by encircling the number corresponding to your best judgment.

1 – Strongly Disagree **2** – Disagree **3** – Undecided **4** – Agree **5** – Strongly Agree

Criteria

The items in the instrument are relevant to answer the study's objectives.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The questions align with each affective factor	1	2	3	4	5

The items in the instrument are stated clearly.	1	2	3	4	5
The instrument's items can elicit stable, definite, consistent, and non - conflicting responses.	1	2	3	4	5
The terms adapted to the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting because participants will be induced to respond to it and accomplish it fully" a "The instrument is engaging, as participants will be motivated to respond and complete it fully.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes _____ No _____

✓ **What items would you add or remove?**

✓ **What other suggestions would you make to improve this instrument?**

Evaluator's Names: Chanta Jiménez Sara Patricia

ID: 1105366841

Academic Degree: Magister en Educación con Mención en Evaluación de Aprendizajes

Signature:

A handwritten signature in blue ink, appearing to be 'Chanta Jiménez', written over a light blue grid background.

Evaluator's name: Juan J. Ortega O

Specialty: Education TIC's

Academic degree: Magister

Author:

- Enid Peña Castillo

Title of the research:

Affective Factors Influencing English Language Learning in 10th grade students.

General objective:

- To explore the influence of affective factors on English language learning among 10th grade students at Julio Ernesto Celi High School.
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- To diagnose the current situation regarding affective factors influencing English language learning among 10th grade students at Julio Ernesto Celi High School.
- To design an activity guide that improves the affective factors in the English Language learning process among 10th-grade students at Julio Ernesto Celi High School.
- To design an activity guide that improves the affective factors in the English Language learning process among 10th-grade students at Julio Ernesto Celi High School.

INSTRUMENT TO VALIDATE THE OBSERVATION GUIDE

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI)

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCION INGLÉS

Guía de observación para estudiantes de décimo Año de Educación General Básica de la
Unidad Educativa Julio Ernesto Celi.

Esta guía de observación tiene el propósito de recolectar información durante la aplicación de la guía didáctica. a los Estudiantes de Décimo Año de Educación General Básica del Colegio Julio Ernesto Celi

Instructions:

- ✓ Keep your observation guide handy.
- ✓ Consider using a notebook or electronic device to record your notes
- ✓ Avoid excessive eye contact or distracting gestures.
- ✓ Take notes discreetly

OBSERVATION GUIDE		
Institution	Grade	Time
Date:		
Objective To collect information during the application of the didactic guide		
AFFECTIVE FACTORS	OBSERVATION	
Motivation The students show enthusiasm and interest in the learning activity.		
Preguntas comunes: The students actively participate in class.		

The students are curious and ask questions.	
Anxiety They apologize frequently for mistakes, even minor ones.	
They avoid eye contact with the teacher or classmates.	
Self-confidence The student perceives himself/herself regarding his/her ability to learn.	
The student express confidence in his/her abilities or is he/she insecure.	
How does he/she react to mistakes or criticism?	
Attitude Students feel confident enough to ask the teacher questions.	
How does your emotional state affect your participation and performance in class?	
The students show positive emotions (joy, enthusiasm) or negative emotions (sadness, frustration)	
Additional observation	
Recommendations	

VALIDATION RUBRIC

Instruction: Instruction: Rate each criterion from 1 to 3, where 3 is "Excellent," 2 is "Very Good," and 1 is "Good."

Criteria

The items in the instrument are relevant to meeting the study's objectives.	1	2	3
---	---	---	---

The elements in the instrument can provide valid information to achieve the objectives.	1	2	3
The instrument has the correct number of items for the construct being measured/studied.	1	2	3
The questions are according to each affective factor	1	2	3
The elements of the instrument allow for obtaining accurate information	1	2	3
The instrument's items can elicit stable, definite, consistent, and non-conflicting responses.	1	2	3
The instruments can produce responses that are coherent and non-conflicting	1	2	3
The instrument is technically sound in its layout or format	1	2	3
The instrument is neither too short nor too long to be applied during the 10-session activity guide	1	2	3
The instrument is interesting because participants will be observed discreetly	1	2	3

COMMENTS AND SUGGESTIONS SECTION

Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes _____ No _____

✓ **What items would you add or remove?**

✓ **What other suggestions would you make to improve this instrument?**

Evaluator's Names: Juan J. Ortega O.

ID: 1713444097

Academic Degree: Magister Education TIC's

Signature: _

A handwritten signature in blue ink, appearing to read 'Juan J. Ortega O.', written over a set of horizontal dashed lines.

Validation of the Instrument by Experts

Evaluator's name: _____

Specialty: _____

Academic Degree: _____

Author:

- Enid Peña Castillo

Title of the research:

Affective Factors Influencing English Language Learning in 10th grade students.

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- To design an activity guide that improves the affective factors in the English Language learning process among 10th-grade students at Julio Ernesto Celi High School.

INSTRUMENT TO VALIDATE FOCUS GROUP

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI)

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCION INGLÉS

Cuestionario dirigido a estudiantes de décimo Año de Educación General Básica de la
Unidad Educativa Julio Ernesto Celi.

Estimado/a estudiante:

Este cuestionario tiene el propósito de:

Proveer información sobre los factores afectivos en el proceso de aprendizaje del inglés de los estudiantes de Décimo Año de Educación General Básica del Colegio Julio Ernesto Celi.

Introduction

Thank you for participating in this interview! We aim to explore the affective factors that influence English language learning among 10th-grade students at Julio Ernesto Celi High School. Your responses will remain anonymous and will help us improve educational practices.

Instructions:

- Please, provide detailed responses to each question based on your experiences and observations.

Feel free to answer with specific examples or anecdotes to support your points. Your insights will help us better understand your perspectives and experiences.

FOCUS GROUP			
Institution	Grade		Time
Date:			
Objective: To validate the results obtained with the application of the activity guide			

1. How did the activities planned by the teacher help you?

¿De qué manera te ayudaron las actividades planificadas por el docente?

2. Describe which activities kept you motivated during the English class?

¿describe cuáles fueron las actividades que te mantuvieron motivado durante la clase de inglés?

3. How did you feel when you made progress in your English learning?

¿Cómo te sentiste cuando lograste un avance en tus aprendizajes de inglés?

4. In your opinion, did the activities planned by the teacher help you overcome your fears?

. En su opinión, ¿las actividades planeadas por el profesor le ayudaron a superar sus miedos?

5. Mention what made you feel that you are capable of learning English without fear.

Menciona qué te hizo sentir que eres capaz de aprender inglés sin miedo.

6. What do you think would help you stay motivated in the long term while learning English?

¿Qué crees que te ayudaría a mantener la motivación a largo plazo mientras aprendes inglés?

VALIDATION RUBRIC

Instructions: Indicate with an x your level of agreement or disagreement for each criterion. The responses provided are intended to improve the instrument.

Criteria	LEVEL 1	LEVEL 2	LEVEL 3
Clarity of the question	Vague, difficult to understand or incomplete questions.	Clear questions, but with some details or missing points	Very clear, structured and complete questionsX.....
Relevance	Questions not directly related to the topic	Partially related questions, but slightly deviated from the topic.	Completely related questionsX.....
Depth of reflection	Superficial questions without reflection or personal analysis.	Thoughtful questions, but do not delve into details or experiences.	Profound questions that show complete reflection on the experienceX.....
Motivation and attitude	Questions do not motivate students to answer assertively	The questions motivate the student to answer the questions	Questions show high motivation to be answered correctlyX.....
Consistency in questions	The questions are contradictory or do not follow a clear logical thread	The questions are consistent, but could be improved in organization or focus.	The questions are completely coherent and follow a clear logical thread ...X.....

COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes _____ No _____

- ✓ **What items would you add or remove?**

- ✓ **What other suggestions would you make to improve this instrument?**

Evaluator's Names: Chanta Jiménez Sara Patricia

ID: 1105366841

Academic Degree: Magister en Educación con Mención en Evaluación de Aprendizajes

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- To design an activity guide that improves the affective factors in the English Language learning process among 10th-grade students at Julio Ernesto Celi High School.
- To validate the proposal by applying an activity guide to students in 10th grade at Julio Ernesto Celi High School.

INSTRUMENT TO VALIDATE THE INTERVIEW

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI)

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCION INGLÉS

Cuestionario dirigido a estudiantes de décimo Año de Educación General Básica de la
Unidad Educativa Julio Ernesto Celi.

Estimado/a estudiante:

Este cuestionario tiene el propósito de:

Proveer información sobre los factores afectivos en el proceso de aprendizaje del inglés de los estudiantes de Décimo Año de Educación General Básica del Colegio Julio Ernesto Celi.

Introduction

Thank you for participating in this interview! We aim to explore the affective factors that influence English language learning among 10th-grade students at Julio Ernesto Celi High School. Your responses will remain anonymous and will help us improve educational practices.

Instructions:

- Please, provide detailed responses to each question based on your experiences and observations.
- Feel free to answer with specific examples or anecdotes to support your points. Your insights will help us better understand your perspectives and experiences.

INTERVIEW

Institution: -----

Date: -----**Grade**-----

Objective: The objective of this interview is to diagnose the affective factors that influence the English learning process.

Motivation

5. Why do you want to learn English?

¿Por qué quieres aprender inglés?

6. What is your opinion about motivation in English Language learning?

¿Cuál es tu opinión sobre la motivación en el aprendizaje del idioma inglés?

Anxiety

7. What situations cause you the most anxiety when using or learning English?

¿Qué situaciones te provocan más ansiedad al usar o aprender inglés?

8. What do you think teachers or institutions can do to help students manage anxiety when learning English?

¿Qué crees que los profesores o instituciones pueden hacer para ayudar a los estudiantes a manejar la ansiedad en el aprendizaje de inglés?

Self-confidence

9. Describe a situation when you feel distressed because you cannot express your ideas in English.

Describe una situación cuando te sientes angustiado por no poder expresar tus ideas en ingles

10. What do you think teachers or institutions can do to help students manage anxiety when learning English?

¿ Qué piensas que los docentes o las instituciones pueden hacer para ayudar a los estudiantes a desarrollar confianza en sí mismos cuando aprenden inglés?

Attitude

11. How do you think attitude helps students in learning English?

¿Cómo crees que la actitud ayuda a los estudiantes a aprender inglés?

12. What affective factor do you think is the most important in learning English? And why?

¿Qué factor afectivo crees que es el más importante en el aprendizaje del inglés y por qué?

VALIDATION RUBRIC

Instructions: Please, indicate your degree of agreement or disagreement with the statements below by encircling the number corresponding to your best judgment.

1 – Strongly Disagree **2** – Disagree **3** – Undecided **4** – Agree **5** – Strongly Agree

Criteria

The items in the instrument are relevant to answer the study's objectives.	1	2	3	4	5
--	---	---	---	---	---

The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The questions align with each affective factor	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The instrument's items can elicit stable, definite, consistent, and non - conflicting responses.	1	2	3	4	5
The terms adapted to the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting because participants will be induced to respond to it and accomplish it fully" a "The instrument is engaging, as participants will be motivated to respond and complete it fully.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes _____

No _____

- ✓ **What items would you add or remove?**

- ✓ **What other suggestions would you make to improve this instrument?**

Evaluator's Names: Juan J. Ortega O.

ID: 1713444097

Academic Degree: Magister Education TIC's

Signature: _



Evaluator's name: Juan J. Ortega O

Specialty: Education TIC's

Academic degree: Magister

Author:

- Enid Peña Castillo

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- To design an activity guide that improves the affective factors in the English Language learning process among 10th-grade students at Julio Ernesto Celi High School.
- To design an activity guide that improves the affective factors in the English Language learning process among 10th-grade students at Julio Ernesto Celi High School.

INSTRUMENT TO VALIDATE THE OBSERVATION GUIDE

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI)

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCION INGLÉS

Guía de observación para estudiantes de décimo Año de Educación General Básica de la
Unidad Educativa Julio Ernesto Celi.

Esta guía de observación tiene el propósito de recolectar información durante la aplicación de la guía didáctica. a los Estudiantes de Décimo Año de Educación General Básica del Colegio Julio Ernesto Celi

Instructions:

- ✓ Keep your observation guide handy.
- ✓ Consider using a notebook or electronic device to record your notes
- ✓ Avoid excessive eye contact or distracting gestures.
- ✓ Take notes discreetly

OBSERVATION GUIDE		
Institution	Grade	Time
Date:		
Objective To collect information during the application of the didactic guide		
AFFECTIVE FACTORS	OBSERVATION	
Motivation The students show enthusiasm and interest in the learning activity.		
The students actively participate in class.		
The students are curious and ask questions.		

Anxiety They apologize frequently for mistakes, even minor ones.	
They avoid eye contact with the teacher or classmates.	
Self-confidence The student perceives himself/herself regarding his/her ability to learn.	
The student express confidence in his/her abilities or is he/she insecure.	
How does he/she react to mistakes or criticism?	
Attitude Students feel confident enough to ask the teacher questions.	
How does your emotional state affect your participation and performance in class?	
The students show positive emotions (joy, enthusiasm) or negative emotions (sadness, frustration)	
Additional observation	
Recommendations	

VALIDATION RUBRIC

Instruction: Instruction: Rate each criterion from 1 to 3, where 3 is "Excellent," 2 is "Very Good," and 1 is "Good."

Criteria

The items in the instrument are relevant to meeting the study's objectives.	1	2	3
The elements in the instrument can provide valid information to achieve the objectives.	1	2	3

The instrument has the correct number of items for the construct being measured/studied.	1	2	3
The questions are according to each affective factor	1	2	3
The elements of the instrument allow for obtaining accurate information	1	2	3
The instrument's items can elicit stable, definite, consistent, and non-conflicting responses.	1	2	3
The instruments can produce responses that are coherent and non-conflicting	1	2	3
The instrument is technically sound in its layout or format	1	2	3
The instrument is neither too short nor too long to be applied during the 10-session activity guide	1	2	3
The instrument is interesting because participants will be observed discreetly	1	2	3

COMMENTS AND SUGGESTIONS SECTION

Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes _____ No _____

✓ **What items would you add or remove?**

✓ **What other suggestions would you make to improve this instrument?**

Evaluator's Names: Juan J. Ortega O.

ID: 1713444097

Academic Degree: Magister Education TIC's

Signature: _



Validation of the Instrument by Experts

Evaluator's name: _____

Specialty: _____

Academic Degree: _____

Author:

- Enid Peña Castillo

Title of the research:

Affective Factors Influencing English Language Learning in 10th grade students.

General objective:

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- To diagnose the current situation regarding affective factors influencing English language learning among 10th grade students at Julio Ernesto Celi High School.
- To design an activity guide that improves the affective factors in the English Language learning process among 10th-grade students at Julio Ernesto Celi High School.
- To design an activity guide that improves the affective factors in the English Language learning process among 10th-grade students at Julio Ernesto Celi High School.

INSTRUMENT TO VALIDATE FOCUS GROUP

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI)

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON
MENCION INGLÉS**

Cuestionario dirigido a estudiantes de décimo Año de Educación General Básica de la
Unidad Educativa Julio Ernesto Celi.

Estimado/a estudiante:

Este cuestionario tiene el propósito de:

Proveer información sobre los factores afectivos en el proceso de aprendizaje del inglés de los estudiantes de Décimo Año de Educación General Básica del Colegio Julio Ernesto Celi.

Introduction

Thank you for participating in this interview! We aim to explore the affective factors that influence English language learning among 10th-grade students at Julio Ernesto Celi High School. Your responses will remain anonymous and will help us improve educational practices.

Instructions:

- Please, provide detailed responses to each question based on your experiences and observations.

Feel free to answer with specific examples or anecdotes to support your points. Your insights will help us better understand your perspectives and experiences.

FOCUS GROUP

Institution	Grade		Time
Date:			
Objective: To validate the results obtained with the application of the activity guide			

7. How did the activities planned by the teacher help you?

¿De qué manera te ayudaron las actividades planificadas por el docente?

8. Describe which activities kept you motivated during the English class?

¿describe cuáles fueron las actividades que te mantuvieron motivado durante la clase de inglés?

9. How did you feel when you made progress in your English learning?

¿Cómo te sentiste cuando lograste un avance en tus aprendizajes de inglés?

10. In your opinion, did the activities planned by the teacher help you overcome your fears?

. En su opinión, ¿las actividades planeadas por el profesor le ayudaron a superar sus miedos?

11. Mention what made you feel that you are capable of learning English without fear.

Menciona qué te hizo sentir que eres capaz de aprender inglés sin miedo.

12. What do you think would help you stay motivated in the long term while learning English?

¿Qué crees que te ayudaría a mantener la motivación a largo plazo mientras aprendes inglés?

VALIDATION RUBRIC

Instructions: Indicate with an x your level of agreement or disagreement for each criterion. The responses provided are intended to improve the instrument.

Criteria	LEVEL 1	LEVEL 2	LEVEL 3
Clarity of the question	Vague, difficult to understand or incomplete questions.	Clear questions, but with some details or missing points	Very clear, structured and complete questions
Relevance	Questions not directly related to the topic	Partially related questions, but slightly deviated from the topic.	Completely related questions
Depth of reflection	Superficial questions without reflection or personal analysis.	Thoughtful questions, but do not delve into details or experiences.	Profound questions that show complete reflection on the experience
Motivation and attitude	Questions do not motivate students to answer assertively	The questions motivate the student to answer the questions	Questions show high motivation to be answered correctly
Consistency in questions	The questions are contradictory or do not follow a clear logical thread	The questions are consistent, but could be improved in organization or focus.	The questions are completely coherent and follow a clear logical thread

COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes _____ No _____

✓ **What items would you add or remove?**

What other suggestions would you make to improve this instrument?

Evaluator's Names: Chanta Jiménez Sara Patricia

ID: 1105366841

Academic Degree: Magister en Educación con Mención en Evaluación de Aprendizajes

Signature:



Annex 2: Informed consent

**CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE
ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN
EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA**

Jimbura, 20 de mayo del 2025.

1. DATOS INFORMATIVOS:

1.1. Peña Castillo Enid
1.2. Programa de: MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DE INGLÉS

Hna.: Mgs. Mirian Lorena Maza Guamán

RECTORA DE LA UNIDAD EDUCATIVA FISCOMISIONAL JULIO ERNESTO CELI

Yo Enid Peña Castillo con número de cedula 1104004567, me dirijo a usted muy respetuosamente para solicitar su autorización de ingreso a la Unidad Educativa *Fiscomisional Julio Ernesto Celi*, con el objetivo de ejecutar un estudio educativo como parte de mi Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, detallamos nuestro estudio educativo:

Título:

Affective factors influencing English Language Learning in students of 10 grade

Objetivo General:

To explore the influence of affective factors on the learning of English by 10th graders at Julio Ernesto Celi High School.

Objetivos específicos:

- To diagnose the current situation of affective factors influencing English language learning by 10th-grade students at Julio Ernesto Celi High School.

- To design an activity guide that improves the affective factors in the English language learning process by 10th-grade students at Julio Ernesto Celi High School.
- To validate the proposal by applying an activity guide to students by 10th grade at Julio Ernesto Celi High School.

Metodología

METHODOLOGY

QUALITATIVE: According to Bhandari (2020, p.1)" Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research.

RESEARCH METHOD

ACTION RESEARCH: According to (Boumer & Brook, 2020) "Action research brings together action and reflection, as well as theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern"

PARTICIPANTS

32 STUDENTS OF 10TH GRADE

DATA COLLECTION

TECHNIQUE

INTERVIEW (DIAGNOSTIC)

According to Martínez (2021, P.2) An interview is a structured conversation in which one participant asks questions and the other provides answers. In common parlance, the word "interview" refers to a one-on-one conversation between an

Observation (During the application)

FOCUS GROUP (Validation)

Focus Groups are also known as 'Group Interviews' or 'Group Discussions'. They are used to

understand the attitude or behavior of the audience.

INSTRUMENT

GUIDED QUESTIONS

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa.

Esperando su favorable acogida y autorización.


.....
Enid Peña Castillo

Autorizado.

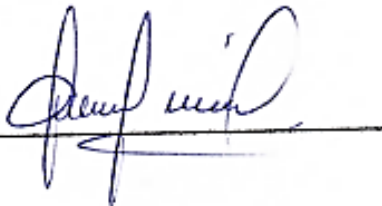
Firma: _____

Nombres y apellidos: Hna. Mgs. Mirian Lorena Maza Guamán

Rectora.

C.I.: 1103694491

Sello de la institución: _____



Unidad Educativa Fiscomisional
"JULIO ERNESTO CELI"
SECTORAL
Imbura Espindola - Loja

Annex 3: Letter of authorization for publication of works

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Fiscomisional Julio Ernesto Celi

Estimado padre/madre o representante legal:

Yo Enid Peña Castillo con número de cédula 1104004567, me dirijo a usted para solicitar su autorización para ejecutar un estudio educativo como parte de mi Proyecto de Titulación de la Maestría: **en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en Enseñanza de Inglés** la misma que se realizará en los estudiantes de Décimo Año de Educación General Básica de la Unidad Educativa Fiscomisional Julio Ernesto Celi para dicho proceso pido me autorice, tomar fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la IINDOAMERICA podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la INDOAMERICA

A continuación, detallamos nuestro estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren los factores afectivos en el proceso de aprendizaje del Idioma inglés Durante este tiempo, los estudiantes de Décimo año de Educación General Básica deberán colaborar con ciertas actividades como entrevistas grupos focales actividades en la clase y tareas extras con la finalidad de que los estudiantes puedan mejorar sus factores afectivos en el proceso de aprendizaje del Inglés Cabe recalcar que después de los resultados obtenidos en la entrevista se aplicará una guía de actividades la cual tendrá una duración de 10 secciones en las horas clase de Inglés.

De igual manera se dará a conocer a los representantes de cada estudiante acerca de las actividades que se van a realizar con ellos por medio de una corta reunión de forma presencial.

Si está de acuerdo en permitir que las estudiantes de la INDOAMERICA tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la INDOAMERICA en la educación de los alumnos y promoción de la INDOAMERICA y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la INDOAMERICA si decido retirar esta autorización:

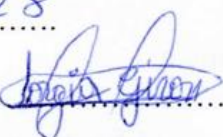
Nombre del/la estudiante:

Alvarez Giron Jan Carlos

Nombre completo padre/madre/representante legal:

Giron Merino Lorgia Esperanza

Cédula de ciudadanía: 1150015228

Firma del padre/madre/representante legal: 

Fecha: 27-05-2025

Annex 4: Pretest and posttest format

INSTRUCTIONS

Do not open this question paper until you are told to do so. Write your name, centre number and candidate number on your answer sheet if they are not already there. Listen to the instructions for each part of the paper carefully. Answer all the questions. While you are listening, write your answers on the question paper. You will have 6 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil. At the end of the test, hand in both this question paper and your answer sheet.

There are five parts to the test. Each question carries one mark. You will hear each piece twice. For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Questions 1 – 5

For each question, choose the correct answer

1 Where will Claire meet Alex?



A

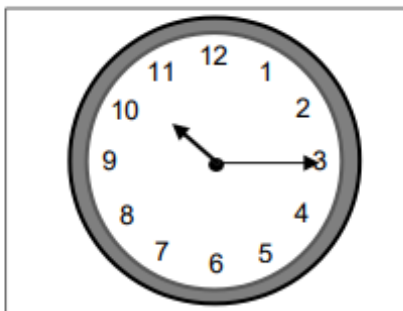


B

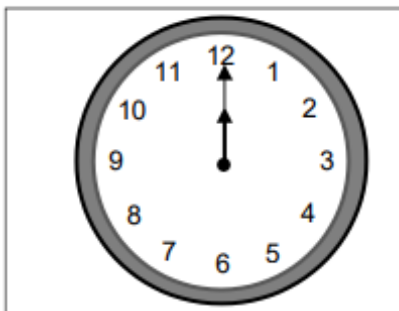


C

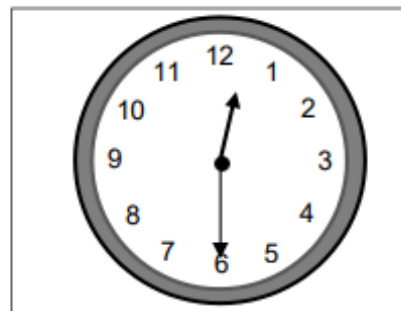
2 What time should the man telephone again?



A



B



C

3 When are they going to have the party?

July 11

A

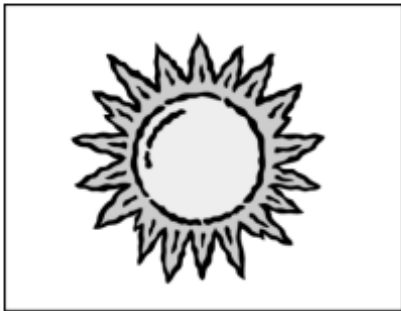
July 18

B

July 25

C

4 What was the weather like on the picnic?



A



B



C

5 How much are the shorts?

£5

A

£15

B

£20

C

Part 2

Questions 6 – 10

For each question, write the correct answer in the gap. Write **one word** or a **number** or a **date** or a **time**.

You will hear a teacher talking to a group of students about summer jobs.

Jobs for students with *Sunshine Holidays*

Work in:	Children's summer camps
Dates of jobs:	(6) 15th June – 20th
Staff must be:	(7) years old
Staff must be able to:	(8)
Staff will earn:	(9) £ per week
Send a letter and:	(10)

Part 3

Questions 11 – 15

For each question, choose the correct answer.

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

- 11** Who has already decided to go with Robert?
- A** family members
 - B** colleagues
 - C** tennis partners
- 12** They'll stay in
- A** a university.
 - B** a guest house.
 - C** a hotel.
- 13** Laura must remember to take
- A** a map.
 - B** a camera.
 - C** a coat.
- 14** Why does Laura like Dublin?
- A** The people are friendly.
 - B** The buildings are interesting.
 - C** The shops are beautiful.
- 15** Robert's excited about the trip to Dublin because
- A** he can't wait to go to the music festival.
 - B** he loves the food there.
 - C** he wants to go to a new art exhibition.

Part 4

Questions 16 – 20

For each question, choose the correct answer.

- 16** You will hear a woman talking to her friend about why she's bought a motorbike. Why did she buy it?
- A** It's fast.
 - B** It was cheap.
 - C** It'll be easy to repair.
- 17** You will hear two friends talking about going to University. What subject is the man going to study?
- A** history
 - B** geography
 - C** chemistry
- 18** You will hear two friends talking about a photograph. What's the photograph of?
- A** a sports stadium
 - B** a zoo
 - C** a school playground
- 19** You will hear a woman talking to a friend on the phone. Why's she upset?
- A** Her train was delayed.
 - B** She's lost her wallet.
 - C** She's broken her glasses.
- 20** You will hear a woman talking to her friend, David, about something she's bought. What has she bought?
- A** some clothes
 - B** some food
 - C** some games

Part 5

Questions 21 – 25

For each question, choose the correct answer.

You will hear Simon talking to Maria about a party.
What will each person bring to the party?

Example

0 Maria B

People

21 Barbara

22 Simon

23 Anita

24 Peter

25 Michael

Food

A bread

B cake

C cheese

D chicken

E fish

F fruit

G ice cream

H salad

You now have 6 minutes to write your answers on the answer sheet.

Part 1 (3-4 minutes)

Phase 1

Interlocutor

To both candidates Good morning / afternoon / evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

Back-up prompts

B, do you work or are you a student?

Do you work? Do you study? Are you a student?

Where do you live?

Do you live in ... (name of district / town etc.)?

Thank you.

A, do you work or are you a student?

Do you work? Do you study? Are you a student?

Where do you live?

Do you live in ... (name of district / town etc.)?

Thank you.

Phase 2

Interlocutor

Now, let's talk about **friends**.

A, how often do you see your friends?

What do you like doing with your friends?

B, where do your friends live?

When do you see your friends?

Extended Response

Now **A**, please tell me something about one of your friends.

Interlocutor

Now, let's talk about **home**.

B, who do you live with?

How many bedrooms are there in your house / flat?

A, where do you watch TV at home?

What's your favourite room in the house?

Extended Response

Now, **B**, please tell me something about the things you like doing at home, at the weekends.

Back-up prompts

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

Back-up questions

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

Back-up prompts

Do you live with your family?

Are there three bedrooms in your house / flat?

Do you watch TV in the kitchen?

Is your bedroom your favourite room?

Back-up questions

Do you like cooking at the weekends?

Do you play computer games at the weekends?

What did you do at home, last weekend?

Part 2 (5-6 minutes)

Phase 1

Interlocutor

⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different places to eat**.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

Candidates

.....

⌚ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

**Interlocutor /
Candidates**

Use as appropriate.
Ask each candidate
at least one
question.

Do you think...
...eating on the beach is fun?
... eating in restaurants is expensive?
...eating at home is boring?
... eating at college/work is cheap?
... eating in the park is nice?

Optional prompt
Why?/Why not?

What do **you** think?

Interlocutor

So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2

Interlocutor

⌚ Allow up to 2
minutes

Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

Do you like these different places to eat?



Annex 5: Pretest and posttest results

PRE-TEST

Nro.	Nomina	Nota
1	ABAD ABAD ANGEL DANIEL	7,00
2	ABAD BERRU WILMAN	8,00
3	ABAD JIMENEZ JOSSELYN VIOLET	9,00
4	ABAD JIMENEZ JOSUE ROBEN	7,00
5	ABAD JIMENEZ MICHAEL ALEXANDER	7,00
6	ALVAREZ ABAD ANDREA YULEYDI	7,00
7	ALVAREZ GIRON JAN CARLOS	8,00
8	ALVAREZ JIMENEZ DAILY ANAHI	8,40
9	ALVAREZ JIMENEZ JANDRY PAUL	7,20
10	ALVAREZ PINTADO EDWIN ALEXANDER	7,00
11	ALVAREZ TILLAGUANGO LEIDY ENITH	7,00
12	BERRU ABAD ANDREA JAMILETH	8,20
13	CALVA CASTILLO ANGELA KARINA	9,00
14	CHAMBA ALVAREZ JOSTYN ALEJANDRO	8,00
15	CRUZ JIMENEZ TANIA MARIBEL	7,00
16	CUEVA ALVAREZ ERIKA MARLEN	9,00
17	GAONA JIMENEZ DULCE MARIA	9,10
18	GAONA JIMENEZ JULIAN DARIO	7,10
19	GUERRERO JIMENEZ ELIDA YESSENIA	7,00
20	GUERRERO JIMENEZ MICHAEL GEOVANI	7,13
21	JIMENEZ CUEVA LUIS JORDYN	7,12
22	JIMENEZ GAONA JHOSTIN DARIO	7,00
23	JIMENEZ AMAYA LISSETH	8,30
24	JIMENEZ PINTADO JOSTIN STIVEN	7,20
25	JIMENEZ TILLAGUANGO KEVIN JACKSON	7,11
26	MERINO ABAD OSCAR ALEJANDRO	8,00
27	PINTADO PINTADO SAULO BENEDICTO	7,11
28	TILLAGUANGO GUERRERO JIMMY LEO	7,15
29	TILLAGUANGO JIMENEZ KELY SELENA	7,13
30	TILLAGUANGO TILLAGUANGO JHOFRE MATIAS	7,24
31	TILLAGUANGO TILLAGUANGO NEYTHAN SEBASTIAN	7,19
32	TILLAGUANGO PINTADO DIEGO JOHEL	8,22
33	TORRES ALVAREZ ROCIO CRISTINA	7,24



Hna. Mag. Mirian Lorena Maza G. RECTORA

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POST-TEST

Nro.	Nomina	Nota
1	ABAD ABAD ANGEL DANIEL	8,00
2	ABAD BERRU WILMAN	9,00
3	ABAD JIMENEZ JOSSELYN VIOLET	10,00
4	ABAD JIMENEZ JOSUE ROBEN	8,50
5	ABAD JIMENEZ MICHAEL ALEXANDER	9,00
6	ALVAREZ ABAD ANDREA YULEYDI	8,60
7	ALVAREZ GIRON JAN CARLOS	9,00
8	ALVAREZ JIMENEZ DAILY ANAHI	9,40
9	ALVAREZ JIMENEZ JANDRY PAUL	9,20
10	ALVAREZ PINTADO EDWIN ALEXANDER	8,00
11	ALVAREZ TILLAGUANGO LEIDY ENITH	8,00
12	BERRU ABAD ANDREA JAMILETH	9,20
13	CALVA CASTILLO ANGELA KARINA	9,90
14	CHAMBA ALVAREZ JOSTYN ALEJANDRO	9,00
15	CRUZ JIMENEZ TANIA MARIBEL	8,70
16	CUEVA ALVAREZ ERIKA MARLEN	9,70
17	GAONA JIMENEZ DULCE MARIA	9,60
18	GAONA JIMENEZ JULIAN DARIO	9,10
19	GUERRERO JIMENEZ ELIDA YESSENIA	8,80
20	GUERRERO JIMENEZ MICHAEL GEOVANI	9,20
21	JIMENEZ CUEVA LUIS JORDYN	8,90
22	JIMENEZ GAONA JHOSTIN DARIO	8,00
23	JIMENEZ JIMENEZ AMAYA LISSETH	9,30
24	JIMENEZ PINTADO JOSTIN STIVEN	9,20
25	JIMENEZ TILLAGUANGO KEVIN JACKSON	9,11
26	MERINO ABAD OSCAR ALEJANDRO	9,00
27	PINTADO PINTADO SAULO BENEDICTO	9,11
28	TILLAGUANGO GUERRERO JIMMY LEO	9,15
29	TILLAGUANGO JIMENEZ KELY SELENA	8,13
30	TILLAGUANGO TILLAGUANGO JHOFRE MATIAS	8,24
31	TILLAGUANGO TILLAGUANGO NEYTHAN SEBASTIAN	9,19
32	TILLAGUANGO PINTADO DIEGO JOHEL	9,22
33	TORRES ALVAREZ ROCIO CRISTINA	8,60



Hna. Mag. Mirian Lorena Maza G. Rectora

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