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# **THE INFLUENCE OF POSITIVE EMOTIONS WHEN IT COMES TO SECOND LANGUAGE LEARNING**

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## **Resumen**

La adquisición de la segunda lengua se ha convertido en un tema de creciente debido a la realidad en la que vivimos, donde cada vez es más necesario aprender idiomas. Es por eso que este trabajo busca demostrar la correspondencia entre emociones positivas y un favorable aprendizaje de la segunda lengua. Para ello se realizó la propuesta en un colegio bilingüe inglés-francés de París con una clase de 16 alumnos, pero solo se cogió una muestra de 8 alumnos de 5 años, porque son los que tienen el inglés como segundo idioma. A través de la observación y de tablas de evaluación, se fue anotando información de cada uno de estos estudiantes. Con la propuesta llevada a cabo se ha visto como los niños que están más motivados por la actividad, tienen una mayor implicación, y por lo tanto la cantidad de palabras que recordaban era mayor. Por tanto, vemos como las emociones juegan un papel fundamental en el proceso de aprendizaje.

*Palabras clave:* emociones; aprendizaje; segunda lengua; adquisición; motivación.

## **Abstract**

Second language acquisition has become a growing issue due to the reality in which we live, where it is increasingly necessary to learn languages. That is why this work seeks to demonstrate the correspondence between positive emotions and a favorable second language learning. For this purpose, the proposal was carried out in a bilingual English-French school in Paris with a class of 16 students, but only a sample of 8 students of 5 years old was taken, because they are the ones who have English as a second language. Through observation and evaluation tables, information was recorded for each of these students. With the proposal carried out, we have seen how the children who are more motivated by the activity, have a greater involvement, and therefore the amount of words they remembered was greater. Therefore, we see how emotions play a fundamental role in the learning process.

*Keywords:* emotions; learning; second language; acquisition; motivation.

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## INTRODUCTION

After seeing numerous studies that focus on the importance of a positive feeling and emotions towards the language being learned, I would like to do a practical work that reflects how emotions have an influence in second language acquisition. It would be based on a theoretical framework that discusses emotions, their importance in education and how the second language is developed. The main objective of the work is to prove how the kids feel and their emotions could affect their learning when it comes to second language acquisition. I would do so by working with them on emotions, helping express their emotions in their L2 (second language), which in this case would be English.

As I did my internship in an English-French bilingual school, this also encouraged me to carry out a proposal focused on the acquisition of the second language as it was an opportunity to see how they work the second language in an integrated way in the French curriculum.

The present work has 5 main parts: first, the objectives of the theoretical framework and of the intervention; secondly, the justification of the importance of the subject to be dealt with; thirdly, the theoretical basis on which the proposal is based and then, the development of the proposal that I will be carrying out and lastly, the conclusions.

The present research project has two purposes. First, it intends to review the current bibliography on emotions and second language acquisition. In order to do so, we will first make an overview of the concept of emotions, motivation and its relation to learning. We will also work on the definition of language and second language acquisition, looking at Krashen's affective filter theory and some programs and proposals that are being carried out in Navarre related to the subject. Secondly, we are going to elaborate an intervention proposal to be developed in an Early Childhood Education classroom. This intervention will be focused in children of 5 years old, in a class of 16 students where 8 of them have English as a first language and 8 of them have it as a second language.

The research was based on a problem that was seen in the classroom, and that is that French children (who have English as a second language) have more difficulties in expressing themselves orally in this second language, so in addition to checking how emotions influence the acquisition and in this case the use of the second language, it is also intended to promote oral expression and learning new vocabulary.

The Sustainable Development Goals have also been taken into account and more specifically the fourth one: quality education. These goals were approved in 2015 by the UN, 17 goals that aim to improve people's quality of life. This goal aims to ensure inclusive, equitable and quality education and promote learning opportunities, so it relates to this work, as my proposal focuses on how those positive emotions of students can enhance their learning, making it a higher quality education.

## 1. OBJECTIVES

The general objective of the work is to discover the influence of positive emotions when it comes to second language learning.

In order to concretize this proposal, there are several objectives that complement the main one. The objectives of the theoretical framework are the following:

- To know more about how we acquire language.
- To value the importance of educating emotions from an early age.
- To understand better the relationship between emotions and learning.
- To review the most recent theoretical contributions related to emotions and second language learning.

Related to my proposed intervention, the objectives would be:

- Encourage the use of the second language to speak about emotions.
- Promote implication and motivation of the students.
- Start using new adjectives related to emotions.
- Show how emotions influence learning.

Regarding the activities that will be carried out in the 3 sessions, the learning objectives for the kids would be to:

1. Start using new vocabulary related to emotions.
2. Start expressing their emotions in English.
3. Being able to understand what it is asked.

## 2. JUSTIFICATION

In an increasingly globalized world, language learning is becoming more and more important. In many occasions our mother tongue is no longer enough to communicate with other people. It is not only that there may be a personal interest in learning a second language, but in many cases, it is almost mandatory, for example for work, for traveling, if we are living in a foreign country... these are just a few examples.

It is because of this growing importance of the second language that, as teachers of such a fundamental stage for the development of a person as early childhood education, I have decided to focus on how to promote the acquisition of that second language, which in many cases is English.

Currently, education cannot be understood separately from emotions; they are not two isolated concepts but go hand in hand. Especially in the learning of a second language, where different skills (comprehension and oral and written expression) are put into play and which often generate emotions that can sometimes be negative, such as anxiety.

As in any other field, it is increasingly important to educate taking into account the child's feelings and emotional state. We must be aware that emotions play a very important role in the development of the child, because as we will discuss throughout this paper, there are more and more studies which show the importance of emotions in learning. That is why I chose emotions as a topic to work with them, because the sooner they start having the vocabulary, understanding it and using it; the easier it would be for them to express how they feel and what they like or not.

For all these reasons, I have decided to focus my research and proposal on how these emotions serve as an engine to promote second language learning in early childhood education.

### 3. THEORETICAL FOUNDATION

In the theoretical foundation we will talk about the bases that will allow us to base the practical part later on. This foundation will be divided into 3 central parts. First of all, I consider important to talk about emotions and the relationship between emotions, learning and motivation, because it is one of the factors that will have the greatest impact on how one learns, to later focus the work on how the second language is acquired, talking about Krashen's affective filter and finally relate emotions with the acquisition of the second language. In this way the two main parts of the work can be connected, and everything is linked. In the third part of this foundation, we will talk about programs carried out in Spain and in Navarre, more specifically, related to emotions and second language learning.

#### 3.1. Definition of emotion

Emotions are a very important part of our lives. Throughout the day, we experience a lot of them, and they are very varied. That is why it is important to being able to recognize them, to be aware of what are we feeling and to be able to modulate them. They also help us to create social bonds, to create and to sustain commitments to social structures and to tear socio cultural creations down.

It is true that in the past decades, there has been an increase in the interest that this topic generates, becoming addressed by psychologists, sociologists, neuroscientists and even teachers, as our awareness is raising regarding the importance of this field in education. Specially in education, they have been proved to be a key element when it comes to meaningful learning. So, in order to understand how emotions can affect our learning, it is important to understand what they are and how they work.

It can be appreciated that it's not easy to come across with just one definition of what an emotion is, so we are going to take into account several definitions provided by scientists. Darwin was one of the earliest scientists to systematically study emotions. According to Hockenbury & Hockenbury: "Darwin (1872) described the facial expressions, body movements, and postures used to express specific emotions in animals and humans. He argued that emotions reflect evolutionary adaptations to the problems of survival and reproduction. (...) Like Darwin, today's evolutionary psychologists believe that emotions are the product of evolution (Ermer & others, 2007; Tooby & Cosmides, 2005) emotions help us solve adaptive problems posed by our environment. They "move" us toward potential resources, and they move us away from potential dangers" (pp.346-347).

Another important author that should be taken into account is William James, who focused on the physiological aspects of emotions and in the potential they have. As Power (2015) states: "in William James' (1884) classic version of feeling theory, the bodily process or reaction, such as trembling or running away, is considered to be the cause of the conscious feeling of anxiety, not the other way

round, in contrast to the typical folk psychology belief that the feeling of anxiety causes the trembling or running away” (p.6)

Hockenbury and Hockenbury (2014) said that: “an emotion is a complex psychological state that involves three distinct components: a subjective experience, a physiological response, and a behavioral or expressive response” (p. 346).

As Rodríguez (2016) states: “For Goleman (1995) emotions are ingrained impulses that lead us to action. They are impulses to act, at the same time that Goleman considers them as wise guides conceived as a predisposition to face life in everyday situations, that is, they are adaptive and at the same time they occur in a social space” (p. 3).

According to Mora (2009) emotions can be defined as: “a behavioral and subjective reaction produced by information from the external or internal world (memory) of the individual that is accompanied by neurovegetative phenomena. The limbic system is an important part of the brain related to the elaboration of emotional behaviors” (p. 79).

As we can see from the variety of definitions that we have here, we can conclude that is a complex topic, which has a lot to do with the individuals, but also which influences and it's influenced by the environment that surround us. To conclude, they help us adapt to the environment,

Regarding the location of the emotions inside the brain, at the end of the XIX and the first part of the XX, thanks to the investigation developed we can continue raising the amount of information that we have from the brain.

The idea that different combinations of brain regions are activated by different emotions received considerable support. Also, the cerebral structures in which emotions initiates, are involved with other activities and basic functions of the central nervous system.

The limbic system is one of the main structures related to emotions and its control. It includes the following elements: ventral tegmental area, nucleus accumbens, hippocampus, lateral septal nucleus, frontal cortex, orbitofrontal cortex, and amygdala. This system also controls our stress response, so when it is altered or damaged, anxiety or depression states can occur.

Among those structures, one of the most important is the amygdala. Besides the limbic system, it is connected with the hypothalamus and another visual and auditive areas. It has a big role when it comes to express fear, aggressivity and to recognize facial expressions of emotions. When the amygdala it's electrically stimulated it can cause different reactions such as fear, escape, anger, sexual activity and other visceral responses. Even studies carried out in animals showed that when doctors removed them the amygdala, the animals showed a drop in their levels of fear and aggressiveness.

As Calixto (2018) describes, the amygdala generates or initiates an emotive process (300 milliseconds). This nucleus doesn't have a lot of memory, so it just generates the conduct of receiving attention or manifest disgust or anger. At the same time, other cerebral areas related to the liberation



of dopamine are activated, which is the most important neurotransmitter to generate an emotion. The activated areas are 2 cerebral nuclei: the ventral tegmental area and accumbens nucleus. If the dopamine release is sudden, the behavior is related to negative processes such as anger, rage or fury, whereas if the release is slow, gradual and developed within high expectative levels, then the emotions generated are intended to obtain a reward, a motivation, happiness or even crying. That is to say, in its origin emotions share cerebral areas and a neuroquimical component.

### **3.2. Relationship between emotions, learning and motivation**

Now that we have a clearer idea of what emotions are, we can start wondering how they are related to the learning processes and the influence they have in our students. Understanding emotions and how they work can help us not only to improve our teaching abilities, but also to help our students raise their motivation and therefore, having a more significant learning.

We have to take into account, as Richards (2020) says, that teaching is not only a rational activity but also a social one, so emotions have a big role here in language teaching. Therefore, emotions influence both the teacher and the students, because it involves people coming together in a social space where the teacher's emotions influence their instructional practices and the students' response during the teaching and learning experience.

Thus, we can say that emotions affect us, what we have to know how they affect us every day and more specifically, in education. Firstly, we should distinguish between those which are considered as positive emotions and those which are considered as negative and which difficult the teaching learning process.

When we talk about negative emotions, they are usually the ones that appear when we experience unpleasant feelings and the situation its perceived as insecure, dangerous or stressful. Some of the emotions identified as negative are: boredom, exhaustion, confusion, deception, anxiety, distress, insecurity... As Anzelin et al (2020) describe: "Like positive emotions, it is possible to classify negative emotions into physiological and cognitive activating emotions such as anxiety, anger or shame and deactivating emotions such as hopelessness and boredom" (p. 53).

There is a tendency to relate negative emotions and difficulties to maintain attention, motivation, information processing, academic results... but to experiment negative emotions in learning, as in other aspects of our life, is unavoidable. Negative emotions can occur in any aspect of our life, but Anzelin et al (2020) consider that: "studies such as those of Timostsuk et al. 2016, and Vierhaus et al. 2016 highlight that it is inevitable to experience negative emotions the classroom (such as anxiety), it is part of the process of adaptation to knowledge of varying abstraction and complexity, so that far from avoiding such emotions, a teacher should understand them as part of the process to promote coping strategies and emotional regulation processes" (p. 54).

On the other side, positive emotions are the ones we feel when we experience pleasure feelings, and the situation can be classified as pleasant or beneficial. Examples of positive emotions are: joy, happiness, gratitude, hope, love, pleasure, interest, satisfaction... Those emotions activate the dopaminergic nucleuses, releasing dopamine which at the same time stimulates in the basal ganglia the production of neuropeptides. When it comes to learning, we can take advantage of those positive feelings because those neuro modelers strengthen the synapsis activated in that moment, promoting learning. In those situations of emotional well-being, the efficiency of the cognitive process increases.

We have already seen what emotions are and how they can affect us, talking about negative and positive emotions. In that second case, motivation requires her own epigraph due to its importance in learning.

We need to define first what motivation is. Here we can find again a lot of different definitions, but it can be described by Carrillo et al (2009) as: "Motivation, from the Latin motives (relating to movement), is that which moves or has the efficacy or virtue to move; in this sense, it is the engine of human behavior" (p.21). Hockenbury & Hockenbury (2014) define it as: "The biological, emotional, cognitive, or social forces that activate and direct behavior" (p.318).

Even though there isn't much consensus about the definition, its importance in learning is undeniable. The relationship between learning and motivation can be explained by Elizondo et al (2018): "motivation is closely related to emotions because it reflects the extent to which an organism is prepared to act physically and mentally in a focused way, and the emotional response is the way the brain evaluates whether or not to act on things –approach them, if they are pleasant, or avoid them, if they are unpleasant." (p.40). From this statement we can deduce that if we keep a class environment that promotes our student's motivation, this will make them to be more involved and therefore, to obtain a more significant learning, because it will be easier for them to do the tasks, we ask them. It is normal to avoid doing the things are tedious or that we don't like, so if we can facilitate the learning process, it will change they attitude they have towards the subject and therefore, we could help them to improve their performance and their learning.

Emotional states represent a significant fact for the educative field, because when we are able to handle and control our emotions, we can transform the teaching and learning techniques in a significant way. If we work on emotions, we could stimulate students' learning, not only in their private but also in their professional life.

We would have to take into account that in order to be able to do that, teachers have to work on their own emotions. That way, once they know how to control them, then they will be able to teach students how to handle their own emotions.

After seeing how motivation is a key factor in our learning, we will focus now on how we acquire a second language.

### 3.3. Second language acquisition

After seeing what emotions are and how they influence us and the learning process, we need to define the other main concept in this project: language. First, we will provide a definition of what human language is and more specifically we will focus on the second language (L2). Even though there are plenty of definitions, Owens (2003) define language as: “a socially shared code, or a conventional system, that serves to represent concepts through the use of arbitrary symbols and combinations of these, which are governed by rules” (p.5).

For Nemati & Taghizade (2013), the first language or mother tongue: “is being termed by different names such as native language, primary language, and mother tongue. This language is assumed to be one which is acquired during early childhood- starting before the age of about 3 years (Sinha et al., 2009)” (p.2477). Whereas for Ellis (2015): “second language (L2) acquisition’ is an all-inclusive term for learning any language after the first one, although recently there have been moves to reframe it as the study of bi/multilingualism in all its manifestations” (p.18). So, second language can be defined as any other language besides our mother tongue. Thus, we can have more than one “second” language.

When it comes to learn a second language, a debate that usually comes up is whether it is acquisition or learning and Ellis (2015) explains it: “Acquisition is sometimes contrasted with ‘learning’ on the assumption that these involve different processes (Krashen 1981). Acquisition refers to the incidental process where learners ‘pick up’ a language without making any conscious effort to master it; whereas learning involves intentional effort to study and learn a language” (p.18). Therefore, we assume that acquisition is associated with L1 and learning with L2. Acquisition requires little effort, and we acquire complete knowledge of that language, whereas learning and studying a second language implies effort.

Another aspect we have to take into account when we talk about language development is the “critical period of language development” theory. According to Birdsong (1999) and this theory: “there is a limited developmental period during which it is possible to acquire a language, be it L1 or L2, to normal, nativelike levels. Once this window of opportunity is passed, however, the ability to learn language declines” (p.12).

Nevertheless, we found that there are several objections regarding this theory. It has been questioned by many researchers in the past years and the argument made those differences in the rate of second language acquisition may reflect psychological and social factors, rather than biological ones that favor child learners. For example, adults tend to be shyer when it comes to making mistakes in public, they also have less linguistic plasticity (because the structures of their first language are so well established that obstruct the learning of other languages) and they tend to rely more on the written form of language. Despite all of these, what adults have is that we learnt to learn. We can follow

detailed instructions, infer, deduce, generalize... and we also have a higher concentration capacity than kids (who need games and other strategies to stay focused).

Even though the critical period theory has been very criticized, it seems to be certain aspects of the second language that points out that until certain age is easier to acquire language. However, it doesn't seem to be a consensus regarding the age in which the learning becomes more difficult either. Nemati and Taghizade (2013) claims that: "The critical period for grammar may be later than for pronunciation (around 15 years). Some adult learners, however, may succeed in acquiring native levels of grammatical accuracy in speech and writing and even full linguistic competence (Tohidian & Tohidian 2009)" (p.2478). Although it seems that in order to learn a second language the best thing that we can do is to begin at birth and learn two languages simultaneously, it doesn't mean that as an adult we cannot develop a good communicative level in other language.

Now that we already talked about what a first and second language are, about learning or acquiring them and the critical period hypothesis, we are going to look further into the second language acquisition theory, proposed by Stephen Krashen, who tries to explain how we acquire a second language.

### **3.4. Krashen's affective filter hypothesis**

Stephen Krashen developed a theory focused on acquiring a second language. It was the first theory to be developed specifically for SLA and since 1980 his theory has had a great influence in every field of investigation about second language acquisition and when it comes to learn it. This theory reflects the importance of emotional aspects in the process of acquiring a second language.

There are certain variables that could prevent or facilitate that the students are receptive. It states that learners' motives, needs and emotional states may hinder or help individuals' internalization of the language input.

There are 2 ways of learning a second language: one by acquisition, which as we mentioned before is an automatic concept, which is developed at an unconscious level and it implies no conscious effort. The other way is by learning it, is a conscious power, so it depends on the intellectual effort that students make.

As Martin, (2019) explains According to the grade of the filter that the students are experiencing, it will let them acquire a higher or lower comprehensible input. If the message isn't understood, the emotional component of the students could be affected and therefore, the students could feel stress, anxiety or insecurity.

The variables that are related to the success at learning a second language are: motivation, self-esteem and anxiety. Those 3 factors could be measured from the emotional factor that the student already has and the one he develops in the classroom. Each learner has an affective filter, and when

the filter is raised, even though the students understand the message, the degree of engagement with and processing of language input would be reduced. That occurs because the information will not reach the part of the brain responsible of acquiring a language. On the contrary, if the filter is low, the student will acquire more input, he or she will have a more receptive attitude towards the language. Krashen then highlighted the importance of the role of the teacher in fostering a lowered affective filter, achieved through providing low-anxiety environments, sparking interest, and reinforcing learners' self-esteem.

Regarding the importance of this theory in class, we know that those kids who are leaving in a place where their L2 is spoken all the time, they will learn this language and more fluency than if we study it in its own country, even if it is for a lot of years. It also proves that only the formal aspects of a language don't let the kids achieve a communicative global competence and that is why all the methodologies aimed at teaching grammar and translation fail.

In a nutshell, this theory shows that the intensity of the affective filter is a determinant factor in order to acquire and understand the content of a language.

### **3.5. Importance of emotions when acquiring a second language**

After talking about emotions, the roll they have in our learning and about how we acquire a second language, we are going to see how those emotions influence the acquisition of a second language.

Traditionally, emotions in the field of education have been overshadowed, especially when it comes to second language acquisition. Until quite recently, the role of emotions in student teachers' professional learning as well as the impact of the wide spectrum of academic emotions experienced in language classes have largely been neglected. During the 70s, with the development of the humanistic psychology the emotional variable began to gain strength. From that moment on, methods that were interested in the role of emotions in the classroom began to emerge.

So, in order to specify what we have already seen in the emotions and motivation section, we are going to talk about how these positive or negative feelings can affect our students' motivation and mood, and therefore, their learning.

First and foremost, we need to consider which factors influence the feelings and emotions that we experience throughout the day. Regarding academic emotions, we can say that they help to shape teacher's emerging professional identities by influencing the teaching decisions and actions, the students' academic achievement, the quality of communication and interaction with students in the classroom and the classroom management. For Richards (2020) the factors that affect emotions of the learners would be: "emotions include feelings about themselves, about their teachers, about other students, about using English in class, about the teachers' command of English, about the instructional

methods, and about the teaching resources the teacher makes use of, such as textbooks or the internet” (p.3).

Before this, we talked about the negative emotions, and we identified them. But if we focus on language learning, anxiety is probably the factor that complicates the most the learning process. There are some authors who claims that certain levels of anxiety can be beneficial for learning, but most of the studies carried out to study this phenomenon seems to prove the opposite. Anxiety is related to negative feelings such as unease, frustration, insecurity, fear and tension and foreign language learning is possibly the learning are in which people experiment higher level of anxiety. Indeed, anxiety has long been recognized as an emotion which pervades the experience of many language learners.

We have seen the positive emotions, identified them, and talked about its importance. In relation to that, there are several theories aimed at encouraging positive feelings between the students. Recent developments in the literature have begun to highlight the nature of positive emotions, long neglected by researchers in the area. Research and theorizing in positive psychology suggest that positive affect has a qualitatively different function in human experience compared to negative affect, specifically the ‘broaden and build’ theory of emotion.

This theory differentiates the functions of positive and negative emotions. Fredrickson acknowledges that the action tendencies produced by negative emotions powerfully dispose a person to a specific action, for example disgust leads to rejection as in spitting out spoiled food. As MacIntyre and Gregersen (2012) describe it and as can be seen summarized in the table below, positive emotions, on the other hand, function in at least five important ways: “First, positive emotions tend to broaden people’s attention and thinking, leading to exploration and play, new experiences, and new learning. Second, positive emotion helps to undo the lingering effects of negative emotional arousal. A related, third function of positive emotion is to promote resilience by triggering productive reactions to stressful events, such as improving cardiovascular recovery and making salient feelings of happiness and interest while under stress. Fourth, positive emotion promotes building personal resources, such as social bonds built by smiles intellectual resources honed during creative play, and even when young animals practice self-preservation maneuvers during rough-and-tumble play. Fifth, positive emotions can be part of an upward spiral toward greater well- being in the future, essentially the vicious cycle in reverse” (p.197-198). As it can be seen in Table 1, which summarizes these aspects.

Table 1

Ways in which positive emotions work	1. They tend to broaden people's attention and thinking, leading to exploration and play, new experiences, and new learning
	2. They help to undo the lingering effects of negative emotional arousal
	3. They promote resilience by triggering productive reactions to stressful events
	4. They promote building personal resources, such as social bonds built by smiles intellectual resources honed during creative play
	5. They can be part of an upward spiral toward greater well-being in the future, essentially the vicious cycle in reverse

*Source.* Own elaboration based on MacIntyre and Gregersen's explanation.

We can conclude that the acquisition of resources facilitated by positive emotions endure long after the emotional reaction has ended. That means that, rather than simply being the absence of negativity, positive emotions actively produce health and well-being.

Using Fredrickson's Broaden and Build Theory (1998) as a guiding framework, Stifter et al (2019) reviewed the state of the science in positive emotions in child development and said that: "Developmental research on positive affect has revealed a number of domains for which joy in childhood functions to build resources. As expected, in the socioemotional domain, positive affect is related to a number of behavioral outcomes including better emotion processing (Schultz, Izard, & Bear, 2004) and higher levels of empathy, sympathy and helping behaviors (Schultz et al., 2004; Volbrecht, Lemery-Chalfant, Aksan, Zahn-Waxler, & Goldsmith, 2007)" (p.2-3). The same author claims that: "sharing positive affect with another, in most cases the parent, also builds resources through socialization. A series of studies by Kochanska (Kochanska, 1997; Kochanska & Murray, 2000) have shown that children's level of shared positive affect with their parent during several different interactions relates to improved compliance and internalization of rules and standards or conscience development" (pp.2-3).

Although this model is one of the most accepted ones in this field, this theory also has its flaws, because Fredrickson's model is deeply rooted in the positive psychology movement and as a relatively young and burgeoning field of science, positive psychology is indeed a contemporary debate. Many of its tenets have been scrutinized and questioned by mainstream psychology practitioners.

Another aspect to take into account is that the field of education, and second language acquisition in particular, is a fast-growing field due to the evolving nature of learners and their unique educational needs, so the XX's century learners have different learning needs from their other generations. The pervasive use of technology has created a new reality both inside and outside the

classroom that should be considered. We can say that due to that, the interactions that take place in the school (student-student, student-teacher, teacher-teacher and teacher-administration) now requires a more modern set of personal characteristics such as: critical problem solving, thinking skills, emotional intelligence, teamwork, and collaboration. Therefore, in order to acquire the ability to know themselves better, students and teachers may require a broadened mindset, more resilience and long-lasting personal assets.

That is why it is important to keep investigating in order to conduct new studies and findings, while society continue to progress because there are models that can be valid for a certain period of time or context, but sometimes they need to be updated and improved.

We have to take into consideration as well that the teachers influence students' emotions and motivation. In learning, the role of the teacher is crucial. It's its responsibility to choose the focus and the methodology he or she is going to follow but also the way they want to transmit the knowledge to their class and how they are going to adapt the knowledge to the reality and the needs of the class.

This can be related to the emotions we talked before, because the teachers are also human beings who have feelings and who can have a bad day, so it is important for them as well to be aware of how they are feeling and to be able to handle the situation and not letting that interfere with the learning process. According to Richards (2020): "What can be called 'emotional competence' refers to the teacher's ability to develop and maintain an emotionally managed classroom, one in which there is neither too much nor too little emotion on either the teacher or the students' part (Benesch, 2012; Madalinska- Michalak, 2015)" (p.3).

Mayer and Salovey (1993) developed an emotional intelligence theory, in which they described that emotional intelligence is the ability to process information about your own emotions and other people's. It's also the ability to use this information to guide your thoughts and behavior. Thus, we can say that emotionally intelligent people pay attention to, use, understand, and manage their emotions.

### **3.6. Proposals and programs in Spain and in Navarre**

We described the emotions, the role they have, and we talked about the second language acquisition. We are going to specify the programs that are been carried out related to this topic, starting with the Emilia Project, which is carried out in Spain and then we will focus on other 2 projects: the VEC and the DUA, which are carried out in Navarre.

#### Emilia Project

Becoming a member of a different culture can cause an emotional imbalance between how the migrant wants to feel and how he/she feels in the new culture, as well as in his/her self-perception



of self. From this scenario emerges the concept of emotional integration as another phase of the inclusion process.

The EMILIA project examines the expression of emotion in Spanish as a language of migration, migrants' self-perception when expressing emotions, working memory, emotional intelligence and acculturation in relation to communicative competence in Spanish and the degree of identification with the new language.

In the area of Social Sciences and Humanities, Universities, as research centers, have the responsibility to transfer to society results that contribute to solve the problems of today's society. Emotionality occupies an important place in the discourse of displaced persons. Difficulties in expressing emotions in the language of the host community require specific attention to provide them with resources to help them manage the migration process and build their identity as speakers of the new language.

The EMILIA project addresses this phenomenon in collaboration with different social agents: teachers of Spanish as the language of migration, language teacher training institutions, immigrant support NGOs, among others, in order to reach the ultimate beneficiary of the research: the non-Spanish-speaking migrant. An example of its social scope is the Living Lab installed at the Red Cross CAT in San Blas (Madrid), where data are collected and innovative methodologies for teaching the language of migration are implemented, taking into account the emotionality and identity of displaced persons. Seminars and research papers, teacher training courses and workshops, Spanish learning courses... are also held all over Spain and other parts of the world.

### VEC

In Navarre, there are 2 models that integrate the learning of a second language and also emotions at the same time. The first one would be the Conscious Emotional Vinculation. As Aguado, 2019 says, this is based on: "becoming aware of our emotions requires being attentive to our internal states and our reactions in their different forms (thought, physiological response, overt behaviors), relating them to the stimuli that provoke them" (p. 477).

It divides the basic emotions on one side: curiosity, admiration, security and joy. On the other side we would have sadness, anger, disgust and fear (called T.R.A.M in Spanish).

All these basic emotions are essential, because they contribute to life adaptation. Nevertheless, during the process of learning there is a group more beneficial than the other. As Aguado (2019) explains, when a person experience T.R.A.M. feelings, they cannot learn new contents because their brain is focused on saving them from the danger, attack or disappear from what causes that emotional state. Therefore, in those moments teachers should help the kids scaping from T.R.A.M. emotions so that they can learn in an optimal way.

A good way to help them encounter these emotions is to focus it from the C.A.S.A emotions, which can help during the learning process. This program wants to make the students aware of their own emotions and teach them how to manage them, so that they can experiment more “C.A.S.A” motions. If the students are curious, they will be paying attention. If he is paying attention, he could understand better the information he is receiving, and he could feel more secure. Thanks to that and the joy he is experimenting, he would be more motivated as well. The same happens with the teachers: if they carry out their lessons from the C.A.S.A emotions, they will have more quality. Nevertheless, there are moments where T.R.A.M emotions could be adaptative and useful, as long as the stimuli fits this emotional universe.

This model takes advantage of the “C.A.S.A” emotions to potentiate the learning of all the students, independently of their characteristics. They take into account these emotions to develop didactic proposals. This way, it can improves the process quality.

Aguado (2019) says its main objective is to “to determine a route to achieve psychoeducation in emotional management of their students” (p.19). In order to do that, Aguado highlights the importance that the teacher has. He or she should be a referent that educates emotionally (through its own emotional management, interpersonal leadership). Therefore, by using modeled learning and thanks to mirror neurons, he can teach to manage emotions by showing to the students how to do it. They can achieve this state of leadership by maintaining the C.A.S.A. emotions in most of the situations. They also need emotionally secure environments.

### DUA

This second program is called “Diseño Universal del Aprendizaje” or DUA. When teaching a second language, this program offers several supports, like TIC and other digital alternatives that favors learning (Fernández Portero, 2018).

However, the contribution of the SAD to teaching is not only to propose different means to promote the knowledge of a second language, but also to provide the learner with strategies to deepen his or her knowledge of the language and to enhance the intrinsic motivation that favors his or her learning.

Personal involvement is considered as a learning engine, highlighting the necessity of having flexible and attractive environments, facilitating the learning of all students (Rose and Meyer, 2002). This model relies on the studies of neural networks that are simultaneously mobilized when facing a learning task. From the actions involved in each of these processes, the three basic principles of “DUA” each of them are divided into three patterns, which are the followings. Those patterns will be broken down into 162 indicators. Figure 1 shows the principles, guidelines and checkpoints of the SAD framework.

- Principle 1: Multiple forms of representation

- Principle 2: Multiple forms of action and expression (directing your actions towards the achievement of your goal)
- Principle 3: Multiple forms of involvement adequate to obtain the information (motivate to continue learning).

Figure 1

DISEÑO UNIVERSAL PARA EL APRENDIZAJE. Principios y pautas. CAST.2018. Traducción EDUCADUA (educadua.es)			
	Proporcionar múltiples formas de implicación	Proporcionar múltiples formas de representación	Proporcionar múltiples formas de acción y expresión
<b>Pautas</b>	<b>Proporcionar opciones para captar el interés (7)</b>	<b>Proporcionar opciones para la percepción (1)</b>	<b>Proporcionar opciones para la interacción física (4)</b>
<b>Puntos de verificación</b>	Optimizar la elección individual y la autonomía (7.1)	Ofrecer opciones para la modificación y personalización en la presentación de la información (1.1)	Variar los métodos para la respuesta y la navegación (4.1)
	Optimizar la relevancia, el valor y la autenticidad (7.2)	Ofrecer alternativas para la información auditiva (1.2)	Optimizar el acceso a las herramientas y los productos y tecnologías de apoyo (4.2)
	Minimizar la sensación de inseguridad y las distracciones (7.3)	Ofrecer alternativas para la información visual (1.3)	
<b>Pautas</b>	<b>Proporcionar opciones para mantener el esfuerzo y la persistencia (8)</b>	<b>Proporcionar opciones para el lenguaje, las expresiones matemáticas y los símbolos (2)</b>	<b>Proporcionar opciones para la expresión y comunicación (5)</b>
<b>Puntos de verificación</b>	Resaltar la relevancia de las metas y los objetivos (8.1)	Clarificar el vocabulario y los símbolos (2.1)	Utilizar múltiples medios de comunicación (5.1)
	Variar los niveles de exigencia y los recursos para optimizar los desafíos (8.2)	Clarificar la sintaxis y la estructura (2.2)	Usar múltiples herramientas para la construcción y la composición (5.2)
	Fomentar la colaboración y la comunidad (8.3)	Facilitar la decodificación de textos, notaciones matemáticas y símbolos (2.3)	Definir competencias con niveles de apoyo graduados para la práctica y ejecución (5.3)
	Utilizar el feedback orientado hacia la maestría en una tarea (8.4)	Promover la comprensión entre diferentes idiomas (2.4)	
		Ilustrar las ideas principales a través de múltiples medios (2.5)	
<b>Pautas</b>	<b>Proporcionar opciones para la autorregulación (9)</b>	<b>Proporcionar opciones para la comprensión (3)</b>	<b>Proporcionar opciones para las funciones ejecutivas (6)</b>
<b>Puntos de verificación</b>	Promover expectativas y creencias que optimizan la motivación (9.1)	Activar los conocimientos previos (3.1)	Guiar el establecimiento de metas (6.1)
	Facilitar estrategias y habilidades personales para afrontar los problemas de la vida cotidiana (9.2)	Destacar patrones, características fundamentales, ideas principales y relaciones entre ellos (3.2)	Apoyar la planificación y el desarrollo de estrategias (6.2)
	Desarrollar la autoevaluación y la reflexión (9.3)	Guiar el procesamiento de la información, la visualización y la manipulación (3.3)	Facilitar la gestión de información y de recursos (6.3)
		Maximizar la memoria, la transferencia y la generalización (3.4)	Aumentar la capacidad para hacer un seguimiento de los avances (6.4)
<b>Objetivos</b>	<b>Estudiante motivado y decidido</b>	<b>Aprendiz capaz de identificar los recursos adecuados</b>	<b>Estudiante orientado a cumplir metas</b>

Source. CAST, 2018. Traducción de Educadua.

“DUA” offers several proposals so that the L2 teacher can generate respectful and comprehensive environments, and so that he/she can encourage the learning based on the emotions of each student. This program takes into account the affective dimension of the learning process and intends that student develop initiatives and therefore, he can give value to the learning so that they can focalize their attention. It facilitates that student develop metacognition and autoregulation of their motivation through the evaluation and reflexion. Therefore, they can use their personal resources to face the learning challenges.

As we have been saying throughout the theoretical foundation, meaningful learning cannot be understood without the involvement of the students. It is necessary to consider both their emotions and their motivation, which can be helped by theories such as Krashen's affective filter or the 'broaden and build' theory of emotion.

The influence of positive emotions when it comes to second language learning

As not only emotions have to be considered, but also some knowledge of language development and more specifically, the way in which second language acquisition develops, this has also played an important role in the work.

We have therefore reviewed, throughout this theoretical framework, the knowledge that is necessary because it is related to the proposal that was carried out in a private school in Paris with 5-year-old children. This proposal aims to see how positive emotions favor learning in the second language, which in this case is English.

## **4. INTERVENTION PROPOSAL**

### **4.1. Justification of the proposal**

The main objective of this project is to prove how motivation and a positive attitude towards the topic and the activity proposed could raise kids' engagement and therefore, facilitate their learning in a foreign language, which in this case is English.

I chose this topic not only because the more languages we know, the better we can communicate with other people or the more possibilities we have to find a job, but also because it has numerous advantages for our brain and its really beneficial for us. I also had the chance to do my internship in an international school in France, so it was a great opportunity to see how they developed their second language acquisition.

I chose to work with them emotions because as kids, sometimes it can be difficult to manage what they are feeling and how they express it. It is of the outermost importance to be able to recognize our own emotions and to be able to handle them. It is even complicated for adults, so the sooner we start, the more tools they will have, and they will become more used to handle their own emotions. I also have seen that several kids of the class, were having difficulties controlling their anger and their frustration, that's why I chose the topic of emotions to work with them. I wanted to develop activities that could help them not only in the scholar environment, but also in their private lives.

They already work on emotions every day, because when there is a conflict or when a kid is looking sad or angry, we work on it with them, we ask them, and we try to let them express themselves. I didn't observe they treat it in a lecture, but the teacher told me she did it the previous semester. But I consider this is an important subject and it should be reminded from time to time, due to its importance. That's why I wanted to work on it even though they already worked on it.

### **4.2. Proposal contextualization**

In order to develop my proposal, there are some considerations that I had to take into account. First of all, that the proposal has been developed in a private bilingual English-French school in Paris, where the French curriculum was mostly developed in English.

Secondly, that I carried out my proposal in a class of 16 students, but only 8 of them have English as a second language and French as their mother tongue. The other 8 kids come from India, where they use English as their first language. For the purposes of the study, I will be focusing only on the 8 French students, who are learning English as a second language. As the teacher told me, those kids have difficulties when it comes to speak in English, so I wanted to encourage this aspect of communication.

Thirdly, the teacher thinks that there are some kids who might have some special needs, for example one of them might have ADHD and another one has behavioral problems, so they have been working on their behavior and so far, they have done a lot of improvements. As they are too young, none of the kids have an official diagnosis but the teacher has already talked with some parents in order to get an opinion from a specialist. Some of them, for the following school year might need some curricular adaptations. All of these factors can have a repercussion in the sessions that I carried out.

### **4.3. Proposal design**

At first, I decided to carry out 2 sessions of 45 minutes each. After the second session, I had the opportunity to make one more session, so I decided to make an extra one in order to have more information.

Regarding the structure of the sessions, I meant them to have 3 main parts: introduction, where we establish the theme and the context of what we are going to work on; development, where we develop the activities and then the closure, where we close the session with a brief commentary of how the session went (positive and negative aspects). As a recommendation from the teacher, I added another part before the introduction: establishing the expectations, where I told them that I wanted them to be seated, to listen and to not disturb.

#### **First session**

As introduction, I am going to ask them how they are feeling, in order to make them start thinking about emotions. This will lead to my next question, which will be: which emotions do you know? And they would raise their hands and I will be writing down the words they say, so that later we can complete those words with the ones that appear on the book.

For the second part of the session, I would read the book. First, I will introduce the book by asking if they know the book or if they have already read it. I will be making pauses and asking them the questions that appear on the book, trying to make them participate and make it more interactive.

The third part of the session, after reading the book, would be to ask them which words do they remember or know about emotions. I would add the words they say to the ones that we already have on the whiteboard in order to remember which ones came up and to use them for the next sessions.

#### **The second session**

These were meant to be the main activities of my proposal, where we could see the kids' production. For that, I planned several activities which involve different skills (arts, writing and expression).

#### Establish the expectations or rules

I will start by explaining what I expected from them: “What I expect from you during this session is that you use your listening ears and that you don’t move around and start making noises. So, first of all I would like that all of you stay sited here with me in a circle.”

I will also explain to them the activities that I planned, because it will make them feel more secure and comfortable to know what is going to come next: “First, we are going to remember what we learnt the other day about emotions, then we will be doing some activities about it: we are going to write the words on the whiteboard, me and then you. After that, we will be making a little drawing and finally, you will make a little roleplay”.

### Introduction

As a way to introduce the activity, I will ask them: “do you remember what we did last day?, What did we talk about?, do you remember the names of the emotions that we saw? Raise your hand if you remember.” And I will write on the whiteboard what they say.

### Writing.

I will ask them to come one by one to the whiteboard and write the word under the one that I wrote. We will later use those words for the draw and for the roleplay. This will help them with their writing skills.

### Draw.

With this activity I wanted to give them the chance to express emotions through an artistic way. I chose 4 emotions for them to draw, which are: bored, calm, frustrated, excited. I tried to choose some emotions that were more complex than the basic ones (sad, happy...) but that they were also not too hard to draw.

I will tell them: “you have to draw how a person would look like if he was worried in the first face over here (pointing out the face). Once I ring the bell, you have to stop and we will change to the next face. You have to rush because you only have 2 minutes”. Every time the 2 minutes passes, I will ring the bell.

This is an individual activity, but in order to make the next activity easier and to avoid them start moving around and lose time, I decided to make them sit with their partner for the roleplay.

With the help of their teacher, I made the pairs, trying to pair one English native speaker with a French speaker, so that the level is compensated, and one can help the other when is needed. So as I will say the name of the pair, the both come to pick the paper sheet and I will remind to them that they have to sit together with his partner.

I will use a template of the faces because the teacher told me that some kids could have difficulties when it comes to draw, so with this template they only have to focus on the main aspects of the face and it can be faster.

### Roleplay.

The idea is to tell them a situation, for example: “your grandma is in the hospital and your dad looks sad. How does that make you feel?” and they have to pick a feeling from the whiteboard and act out how they would look like. As they are supposed to be already sitting in pairs, I will explain the activity to them: “in pairs you have to listen to what I am going to say and think how would it make you feel by choosing a word from the whiteboard and then express it, with your body and face”.

The emotions I want to focus on are: nervous, worried, helpful and bored, because I saw that kids had troubles remembering this words after the first session. Therefore, I planned the situations based on the words that were more complex and that we saw the other day that they had more difficulties.

### Closure

I will tell them what they did right, for example, the participation, they listened. If the misbehave again, it's the time to tell them how I feel after the class. Also, they would have to clean up and wash their hands before having lunch.

### **Third session**

Another teacher offered me her class in case I wanted to carry out another activity. As I considered that the roleplay was a little bit messy, I used the session to carry out the same activity but changing the way I developed it, so that it could be more engaging and easier for them.

As I have seen in the first roleplay activity, working in pairs and reaching an agreement was a little bit difficult for them. So, what I thought this time is that they could do the roleplay, but individually. Then, the idea was that I would tell them the emotion that they had to rehearse.

First, as an introduction with everyone sitting on the floor in front of the whiteboard, I will ask them to remember the words that came up a few hours ago and they have to raise their hand and tell a word. I will write what they say on the whiteboard again. The idea is that the English native speakers do the roleplay and the French speaking kids have to guess.

The main part of the activity is that I will ask for one volunteer each time to come with me to the whiteboard. I whisper to their ear the emotion they had to represent with their face or their body.

In order to have everyone involved, I would ask the other students, who are sitting down, to guess the emotion their classmate is expressing. They have to raise their hand if they know the emotion and they try to guess. The kid who is doing the roleplay tells them if the answer is correct or not, so that he also participates.

As closure, I thought that I would tell them what they did wrong and what went great. Then, we will read a short story, so that they calm down before the next class.



#### **4.3.1. Objectives**

The general objective of the work is to discover the influence of positive emotions when it comes to second language learning. As mentioned before, the learning objectives for the kids would be to:

1. Start using new vocabulary related to emotions.
2. Start expressing their emotions in English.
3. Being able to understand what it is asked.

Related to my proposed intervention, the objectives would be the ones mentioned in the first part. Those objectives will be :

1. Encourage the use of the second language to speak about emotions.
2. Promote implication and motivation of the students.
3. Start using new adjectives related to emotions.
4. Show how emotions influence learning.

#### **4.3.2. Methodology**

I tried to use different methodologies and combine them. I used an active methodology where I tried to guide the students while they constructed their own knowledge. I tried to help them remembering and learning new concepts, without telling them the exact solution.

The main idea of the activities was to design manipulative and participative activities, where they had to be physically involved. Except for the first lesson, which was more traditional, because I asked them some questions and they have to reply. But that was just for the introduction of the topic.

I also tried to introduce pair work, but it was mainly based on individual work, as the attempt to do a roleplay in pairs didn't go well.

#### **4.3.3. Temporalization**

I made 3 sessions. Two of them were 55 minutes each and the other one as 30 minutes. I did one on Tuesday, and the other two were carried out on Thursday; one just after they had lunch and the other one after they had lunch and recess. It was the holiday before they had their easter holidays, so this might have affected their attitude as well.

#### **4.3.4. Resources**

As materials I used:

- Book "All about feelings". After reading several kids books about emotions, I decided to use this one, not only because it was a new book for them, but also because it was very interactive and I thought this would make them participate more and therefore, they would be more engaged.
- Paper sheet with face shapes, where they can make their own faces. As the teacher told me some of them could have difficulties drawing the faces, I gave them a template, so that they only had to draw the eyes, the mouth, nose...
- Pencils or crayons to draw and rubber.

- Whiteboard and a marker.

#### 4.4. Implementation of the intervention’s proposal

##### 4.4.1. Implementation description

###### First session

<u>Name:</u> Talking about emotions	
<p><u>Duration:</u></p> <ul style="list-style-type: none"> <li>• Introduction: 10 minutes</li> <li>• Development: 35 minutes</li> <li>• Closure: 10 minutes</li> </ul>	<p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Start using vocabulary related to emotions.</li> <li>2. Start expressing their emotions in English.</li> <li>3. Being able to understand what it is asked.</li> </ol>
<p><u>Resources:</u> Book, whiteboard and marker</p>	<p><u>Evaluation:</u> Observation and evaluation sheet</p>
<p><u>Procedure:</u></p> <p>First, I asked them to sit in a circle in front of the whiteboard. I asked each one who they were feeling and why, so that they had the chance to explain. Everyone said at least a word, but they were repetitive most of them. The words were: marvelous, good, bad, sad, angry and excited. When I asked them the reasons, only some wanted to share the reasons out loud.</p> <p>Then, I told them that we were going to work on emotions, and I showed them the book and told them if they knew it. They all told me that they haven’t read it before, so I thought this would help to maintain their attention, but I was wrong. Regarding their behavior, one of them was asking all the time to go to the calm corner. Another one was there for the whole class. Others were hiding under the table; others were playing between each other... and only some of them were paying attention and participating. There were little disruptions that I wasn’t firm enough to stop, so it escalated, and they behave worse than they normally do with their teacher.</p> <p>I tried to ask them a lot of questions so they have to talk about their personal experiences, talk about what they think about the images or how they would feel in certain situations. When I saw someone was playing, I asked him directly: What do you think about this? Y así lograba Volver a captar su atención, pero solo por un momento.</p> <p>After that I realized that I didn’t follow the guideline that I have for the proposal, because I didn’t ask them what emotions they remembered before we started reading the books, so it was a small failure that didn’t allow me to see their starting point.</p>	

The reading was longer than I planned due to all the questions that I asked them, so I had to stop the reading before finishing because we were running out of time, but as I tried to make it interactive it took more time than I expected.

I asked them which words they know, so that I have the words to work for the next class, but also to see which ones they know or which ones they have more difficulties. The words that came up were: marvelous, excited, happy, sad, shy, confused, hungry, sick, worried, lonely, upset, tired, angry, grumpy, jealous, nervous, calm.

After writing the words on the whiteboard, I realized that I didn't plan a proper end of the session, so I just asked them to clean up and go wash their hands for the lunch time.

### Second session

<u>Name:</u> Expressing my feelings	
<p><u>Duration:</u></p> <ul style="list-style-type: none"> <li>• Stablish rules: 2 minutes</li> <li>• Introduction: 5 minutes</li> <li>• Activity 1:10 minutes</li> <li>• Activity 2: 10 minutes</li> <li>• Activity 3: 20 minutes</li> <li>• Closure: 3 minutes</li> </ul>	<p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Start using new vocabulary related to emotions.</li> <li>2. Start expressing their emotions in English.</li> <li>3. Being able to understand what it is asked.</li> </ol>
<p><u>Resources:</u> Whiteboard, marker and activity sheet about emotions</p>	<p><u>Evaluation:</u> Observation, evaluation sheet, and written production (writing on the whiteboard and drawings).</p>
<p><u>Procedure:</u></p> <p><i>Stablish the expectations or rules:</i></p> <p>In this case, I started by reminding them how they should behave, and what I expect from them. I told them that they should stay in silence, sitting criss-cross and not disturbing other kids. After that I explained each activity that we were going to do, as the mother told me that it's helpful for them to have everything clear before they start (the rules and the activities they are going to do).</p> <p><i>Introduction:</i></p> <p>This time they were more participative and all of them wanted to have the chance to say a word and even come to the whiteboard. I managed to refocus the little disruptions kids made, so</p>	

they were paying attention, listening and in silence. What I asked them was: “do you remember what we did last day? which words do we remember from the book?”.

I asked every time a different kid, so that they all could participate. I wrote all the words they were saying, and as they didn't say some emotions that I was interested (nervous, for example), I told them an example of what the emotion says and they guessed it. If they failed, I wrote the first letter on the whiteboard.

The words we got written on the whiteboard were: shy, excited, frustrated, tired, happy, marvelous, angry, grumpy, lonely, sad, proud, nervous, worried.

*Write the words:*

They really wanted to come to the whiteboard and write a word. I told them to choose a word a copy it under where it was written, so that they could see the spelling of the word. As I did it in different columns, I ended up asking 2 kids at the same time, so it would be faster, and they had the opportunity to do it.

*Draw:*

Regarding the draw, when I explained this activity to them I told them that the next activity would be to draw some emotions. I showed them the paper while they were still sitting on the floor and I called them one by one to hand them the paper and told and I told them who his or her partner was. Most of them sited with the partner, but others no. I changed the places later.

Once they were all sited, I explained again the activity to them, for example: “how would you draw a bored face would look like? You have to draw it here, in this face (and I raised the paper and pointed out where).” I changed some of the emotions I previously chose, because the kids didn't say them, so I decided to work with the ideas that came up. Those words I finally chose were: tired, frustrated, excited and proud and I repeated the same procedure which each one.

After finishing it, I realized that having 2 minutes for finishing an activity like that can restrict their creativity and they can be more worried about the time than about what they are doing, so maybe I could have shortened some other part of the session.

I was aware that some of them have troubles when they have to end an activity they are enjoying, so I reminded them: you have 1 minute left to finish the drawing, so that they are more or less prepared to leave everything and change the activity.

*Roleplay:*

After the drawings, they became really nervous and started to disturb more, they didn't pay attention or started to talk between each other. They were getting distracted with the paper and the pencils we used to draw, and it was another thing that I didn't think about. What I did to solve that was taking all the papers, pencils and rubbers when they started to making noises with them.

Also, some of the kids were not sitting with their pair, so I asked the ones who were not near his partner to change places. Then, I repeated to them that it was important to sit with their partner, as I previously asked.

Considering all of that, I finally changed what I thought I would do at first, because it was not the moment for them to listen to complex scenarios, as they weren't paying attention and was not the moment for a very demanding task. What I did is I asked them to discuss with their partner and make an agreement with their partner in order to choose an emotion and represent it on the whiteboard because I wanted to improve their teamwork as well. I only chose 3 pairs to come to the front and to act because we were running out of time. The data I collected from this activity was not enough and even though I tried to adapt the activity, they weren't collaborative.

I ended up spending more time in this activity than expected, because I used again 55 minutes.

*Closure:*

As a closure, I told them the things that they did well and the things they could improve. For example, I thanked them for the behavior they had during the first part of the lesson because they were listening, participating and quiet but I also told them that the second part of the class they were not listening, and started to talk too loud and bothering other kids, which was not nice. After that, we read the story.

**Third session**

<u>Name:</u> Guess the emotion	
<u>Duration:</u> <ul style="list-style-type: none"> <li>• Introduction: 5 minutes</li> <li>• Development: 20 minutes</li> <li>• Closure: 5 minutes</li> </ul>	<u>Objectives:</u> <ol style="list-style-type: none"> <li>1. Start using new vocabulary related to emotions.</li> <li>2. Start expressing their emotions in English (in this case it would be orally and through gestures and emotions)</li> <li>3. Being able to understand what it is asked.</li> </ol>
<u>Resources:</u> Whiteboard and marker	<u>Evaluation:</u> Observation and evaluation sheet
<u>Procedure:</u> <p>First, I asked them to remember again the words we learned before. They raised their hands and were saying the emotions. There were 2 or 3 kids who wanted to participate a lot, and after asking them a few times, I asked questions directly to the kids who were distracted and speaking. I didn't want them to feel nervous or anxious about replying, so my words were: Do you have any</p>	

idea? And if he or she didn't know, I told them: "If you don't know any word yet, maybe you can think and tell us another word later". I tried that each one of them told at least one word.

After that I told them that we were going to do a roleplay, but on this occasion, it would be different than the one before. I was going to tell someone an emotion in their ear, and they had to do the roleplay. I gave everyone a chance to come and represent the emotion I told them.

When they tried to guess the emotion, most of the times they said a bunch of emotions before guessing the right one, so I didn't want to tell them that the emotions they were saying were wrong, because we can have different ways of expressing different feelings. What I did if they didn't guess the word is that I told them that it could be this emotion as well, but that one was not the one we wanted to show. I tried to make it clear for them that everyone could express their feelings in different ways, and that the face I have for expressing sadness might not be the same as a friend.

After that, in order to calm them down we read a story while they were sitting on their chairs.

#### **4.4.2. Proposal's evaluation**

As previously stated, in each session I tried to make an introduction, the development of the activity and a closure. It was also important to let the kids know what we were going to do, in order for them to feel more comfortable, so that is why I introduced in the second and third sessions a brief comment about what I expected. I want to point out that the first session was a little bit different, as I didn't have a clear structure yet, so that is why the first part (stablishing the expectations) and the last one (closure) are missing in this session.

Much of what I did was improvised or changed in the last minute, because when I shared the activities with the school staff, they told me a lot of good ideas and I made a lot of changes in the activities the day before putting them into practice. Also, as the class went by, I had to adapt to the different situations of the students (if they were bored and not listening, if they came to me to tell me something, if they were disturbing other kids...) and in that moment you have to improvise and get out of the situation as best you can, especially when you see they don't follow the activity the way you expected them to do, so you have to tell a different explanation or adapt the activity to what they can or they are willing to do.

but I think the improvement between the first and the other lessons could be noticed. I used some tactics that the teacher told me after my first session with them that I implemented, and it worked for certain periods of time. The improvement also could be related to the activities because it implied more movement and more participation than just answering questions. This could show that once they get physically involved with an activity, they are more motivated and the fact that attention

periods are shorter could help to achieve that, because reading the same book for 30 minutes, even though there are questions can be though.

Time and the limited number of sessions was another issue, because I could have done more activities and different proposals with them in order to have more accurate information, but the only sessions the teacher could give me were those two sessions.

Despite this, we can see that during the different activities that I carried out, they were really engaged. Except for the reading one, which made them bored, and they got more distracted. We can even see that in the second sessions they remember the words we saw, specially it could be seen in the drawings and in the roleplay that they did. It will now be described the result of each session; how did they go.

#### First session results

When asking how they were feeling, out of 8 French students, all of them raised their hands and wanted to share how they were feeling. They all were able to say an adjective, but they didn't want to explain the reason why they were feeling like that. They said very basic words: happy, good, angry, bad.

When I was asking questions about the book, from the French speakers, only 1 was really interested and participating. The others were not really interested. They were talking and distracted, 5 of them were completely focused on other things and the other 2 when I asked them directly, they replied, but later they were distracted again. Some of them when I asked in English and they didn't know the answer, they answered in French, but it showed that they understood the question.

The vocabulary they had before the reading and after the reading cannot be compared but taking into account the words they said when they were asked how they were feeling and the words they said after the book, there is a big difference. They said a lot of new words.

#### Second session results.

This time I followed the structure the teacher suggested me, adding the parts of explaining the rules and the closure. I also planned more different activities and it generally went better, even the teacher told me that she could appreciate that this session went better: they behaved better and were more engaged. They raised their hand and wanted to answer, even those who normally doesn't participate wanted to come and write on the whiteboard or tell an adjective.

They were really motivated the first half of the session, but when it came to the drawing the situation went a little bit out of control, they started to draw on the faces what they wanted, even though I told them that I will tell them what emotions to draw.

As I handed them the paper, I told them the partners. One of the girls asked me why I did the pairs, so I explained it to her: "because this way you can help each other and learn to be with other

people who are not your friends". Most of them were sitting with the one that I told, but some of them seated where they wanted and before the roleplay I had to change their places.

As soon as they got the paper with the faces and got sited, they started to draw and didn't wait for their classmates. We can interpret this situation as being due to the fact that they were eager to start because they liked the activity. In order to control the situation, I rang the bell a few times and I told them that they shouldn't be starting to draw, because there were friends that didn't have their paper yet, so I asked them to erase what they made and wait for the rest of the class to be sited.

Most of them listened to what I asked and waited for me to ring the bell to draw the next one, but others were doing whatever they wanted. At the end of the activity some of the faces were incomplete, they didn't draw anything, so those cannot be taken into account. Also, it is difficult to evaluate how they express an emotion, so it's not going to be taken into account how well or how accurate their drawings are.

So when it came to the roleplay, it went out of control. They were talking, playing with the pens and not paying attention. I rang the bell too many times, but I couldn't handle the situation. I tried to change what I had planned in order to adapt to the situation, because it was impossible to do what I have previously though, so what they did was to roleplay the emotion they wanted because I thought that the important thing was that they participate and that they practice the emotions, and even with that change, some of them were laughing and making silly things.

When I asked some of them to come and to show it to their classmates, they chose different emotions and they didn't want to express the feeling the emotion his/her partner wanted to choose, so they ended up doing the emotion they wanted. I also tried to ask what situation could make you feel that emotion, but they were not focused.

### Third session results

The conclusion from this third activity is that they were eager to participate, calling my name all the time and wanting to come and do the roleplay. Even the ones who were sitting were trying to participate and say words, so they were trying really hard to get the emotion their friend is doing.

There were 2 emotions that they couldn't get, that I introduced because I saw in the previous activity that they were having difficulties with those words, which are: nervous and worried. The basic emotions (sad, angry, happy, excited...) they guessed them really fast, but when it came to more complex emotions, such as those that I mentioned, I tried to explain them by telling some situations in which this emotion could appear. When this didn't work, I put the first word on the whiteboard and let them guess again.

Out of 8 students, except 1 all tried to participate and were really trying to guess the words, although the English speakers were faster and usually shouted out the answer. I tried to tell them to raise up their hand, but it didn't work very well.



#### **4.4.3. Discussion of the results**

For each activity, I tried to gather information of each student I wanted to assess, but as I was carrying the task it was impossible to do both things at the same time, so the data I gathered it later, after the activity. It would have been a good idea to record the session, to evaluate it after based on evidence, not only on what I remembered.

The first activity went really bad compared to the other two that I planned. I think I was nervous about being by my own for the first time with the kids, without knowing how to react in many of the occasions. By bad, I mean that the level of attention of the kids was considerably low. Only 6 of them stayed seated on their seats, the other ones as I mentioned before where moving, playing, or talking. Normally when we read a story, they pay a lot of attention, so I thought this idea will work, but maybe the book was too long or too complex for them and they got bored. I also didn't stop the small disruptions because I didn't really know how and didn't want to stop the class, so I was not very strict, and they were really distracted.

Nevertheless, compared to the first roleplay activity, the second one went much better, and the kids were really implied, they wanted to do the roleplay, they were raising their hands and also telling me: I want to do it.

I think it is important to consider that is hard to express emotions in a draw, but I am not going to evaluate the draw. I had to make it very clear which emotion went in which face, so that they don't start in the face they wanted, and it will be easier later to see the results. So, I showed them the faces and pointing out the first face I said: "Number one, excited, goes here in this face, the one with curls." The same happens with the roleplay, I won't be evaluating their faces or how they do a certain expression, because as long as they express themselves, the expressions can be very different, and we can validate different ways of expressing them.

It was also important to make clear at the beginning of the session what I expected from them, which I learned after the first session and after that I included this part in the other 2 sessions.

For the second session, the bad results of the second half of the class could be due to a communication problem, because I didn't make myself clear when I was explaining the activity to them. I gave the instruction in a complex way, and long sentences without pauses, so maybe they didn't understand what I wanted them to do. It wasn't the moment for them, maybe I gave the instructions in a complex way or maybe it was too complex for them.

I think the third session we could see that it was the one they enjoyed the most, so their behavior was more participative; they were more excited, shouting out the answers and a lot of them asking me to do the roleplay, so it proved that the best way to do the roleplay was as I did I this session.

What we can see is that when they understand the task and when there are some activities which are dynamic and which involve movement, they try to participate and are more engaged. This can be seen in the result from each activity. Also, it is important the way in which we present the information and the instructions to them.

Regarding the theoretical framework, it was important to know how to identify and understand students' emotions, in order to have a proper class management. That is why the theoretical framework was so focused on emotions, because are a key part of how the sessions went. Not only it was important to know which positive feelings they could have, but also, I had to consider language anxiety, because even though they are too young to realize, they could be feeling that when they have to speak in front of the class. So, I tried to keep that in mind when asking them, trying not to force them to talk because forcing them to speak may generate more rejection towards a language that is already difficult for them to understand.

Continuing with emotions, it was important not only their feelings, but as I experienced, mine were as well crucial. The first session I was way more nervous than the second and third, therefore I reflected it in the way I spoke, in my decisions or in the changes I made throughout the session. Therefore, we can affirm that for a correct classroom management it is important both the children's and the adult's emotions.

Knowing how second language develops is also crucial, as we are working with kids who are all the time using their second language. So, we need to be aware what can we do to promote their learning and also what things can impair learning in order to avoid doing them.

All in all, it can be appreciated that the main objective has been met: we have seen that emotions have both positive and negative effects on children's learning. When kids were engaged and motivated, they were more willing to participate and they tried harder and use the new words that were on the whiteboard, so we could see that positive emotions have an influence in learning those new English words. They also used the proposed vocabulary and spoke about their emotions, showing that they understood the task, so the learning objectives were met. I also achieve to promote their motivation and implication using their second language, English.

The objectives of the intervention have also been met because the children have used the second language to express their emotions (to a greater or lesser degree depending on their abilities), they have become involved; we have promoted the use of new adjectives (such as worried) and therefore, we have seen those emotions and how the children are at that moment affects learning.

#### ***4.4.4. Proposal to improve the design of the intervention proposal***

After carrying out the activities, I realized I could have done a few things in a different way that it could have helped me.

First of all, I would take more into account the time management. For example, in the first session I was so centered on what I was doing that I didn't realize the time was passing and I haven't done what I wanted, so for the book mostly, I should have taken into account that the questions could take a lot of time and that there are many examples and kids got distracted very easily. I was already nervous before starting the session, but once I realized I made a mistake and skip a part my nerves went worse. And when I saw that at some point the class went unmanageable, I began to get overwhelmed.

Regarding my emotional control, as it was stated before, it is important for teachers as well to know how to manage their emotions. Therefore, I tried to control my nerves, not to think about the mistakes and to continue with the class as best as I could. Nevertheless, I think that the kids could tell when I was not able to handle the situation or when I was doubting about some aspects. For example, when controlling disruptive behaviors as I didn't know exactly what to do, and the children also noticed this, so their "bad" behavior increased as the went by, because I was not able to handle the class environment.

Another thing is that I could have recorded the session, so that I have later more objective data than what I remember. Perhaps recording the voices could have been a good idea to achieve more accurate results.

An important aspect to consider is to stop the disruptive behavior as soon as it appears. In the first lesson, I didn't stop them at the beginning and they did what they wanted, so it should be done as soon as you see it.

If I have asked them which words they knew about emotions, I could have compared the words they knew before and after the reading, to see if they remember any word that was different from the ones that they knew before.

Maybe I should have been more concerned about whether they were understanding what I told them or what I asked them to do. Maybe it could have been more helpful to ask if one of them could explain the words or the activity to their classmates.

In order to have more detailed results, I could have done the activity of the third session by dividing the class in 2 groups: 1 of them would be the L1 English speakers and the other the L1 French speakers. The English speakers would be doing another task while the group (L1 French speakers) that I will evaluate would be with me doing the roleplay, so that I could really see their level.

Another good idea could have been to ask someone in the class for help. I could have asked if someone who understood the task could explain it to their classmates, because that way for example they could have understood the idea of the first roleplay activity.

## CONCLUSIONS AND OPEN ISSUES

What we can appreciate after the activities that I carried out is that not only class management is important, but also taking into account the kids' emotions and how they are feeling, whether for better or worse and the teacher emotions. Everything can have a huge impact on how the class develops.

When it comes to learning, emotions play a crucial role. If the students are feeling anxious, shy, or overwhelmed by the task, their performance will not be as good as if they were experiencing positive feelings. So, the ideal situation would be to foster in the classroom emotions like confidence, motivation... because it will promote learning.

After the activities that I carried out, it could be seen that the kids who weren't motivated tried less than the other ones who joined the activity. They were doing other things, bothering their classmates, making noises or just not listening. If we experience those situations, the learning process is hindered because they prefer to be doing other things

Then, these students who did not follow the class were the ones who could say the least variety of adjectives, sticking to the basics. These are some examples of how it can negatively affect learning that I have seen in the classroom when conducting the session. But the downside was also seen, and that is that the objectives of the work were achieved, getting the children to express themselves in English and to use vocabulary beyond the basic vocabulary they use every day.

In order for this proposal to be conclusive, it would be necessary to do a follow up of the students and carry out more sessions in order to see if they really learnt the words, because in just 3 sessions in 1 week you cannot really be certain about the results.

I only did 3 sessions with a group of 8 students so the evidence I obtained is not consistent enough to be reliable in all cases, so further studies should be carried out in the future to reaffirm this theory.

Even though further studies need to be done related to this topic in order to have more objective results to have more objective results, we can begin to observe that emotions and how children cope with tasks has a great relevance in the performance of these students.

There are several aspects related to the topic of emotions and second language acquisition that the proposal carried out has not investigated and that may be interesting to know, for example, detailing which specific emotions foster this learning and how to make it happen or how to reduce language anxiety in order to foster a more positive feeling towards the language.

It is important to consider that in the past years, a lot of research have been made about this topic, but as the knowledge about the brain, second language acquisition and emotions increases, the

more accurate will be the methodology that we can apply and the easier would be to help. That also means that the information that is explained here, it is also subjected to change.

After analyzing the present work, we are left to wonder how the integration of emotions in teaching will evolve in the future (not only in second languages, but also in the rest of the subjects), if it is possible to change the paradigm to reflect better results for our students.

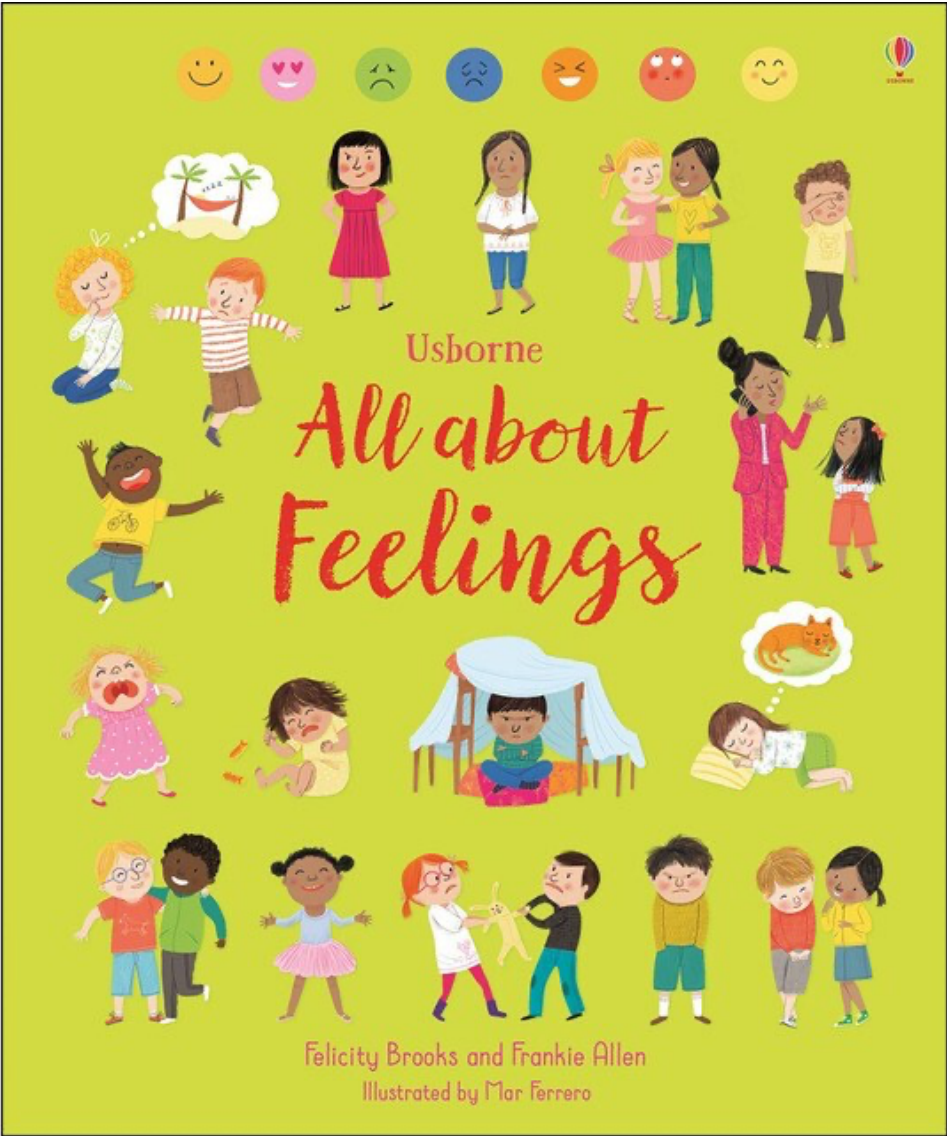
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**ANNEXES**

1. Book





2. Emotions activity

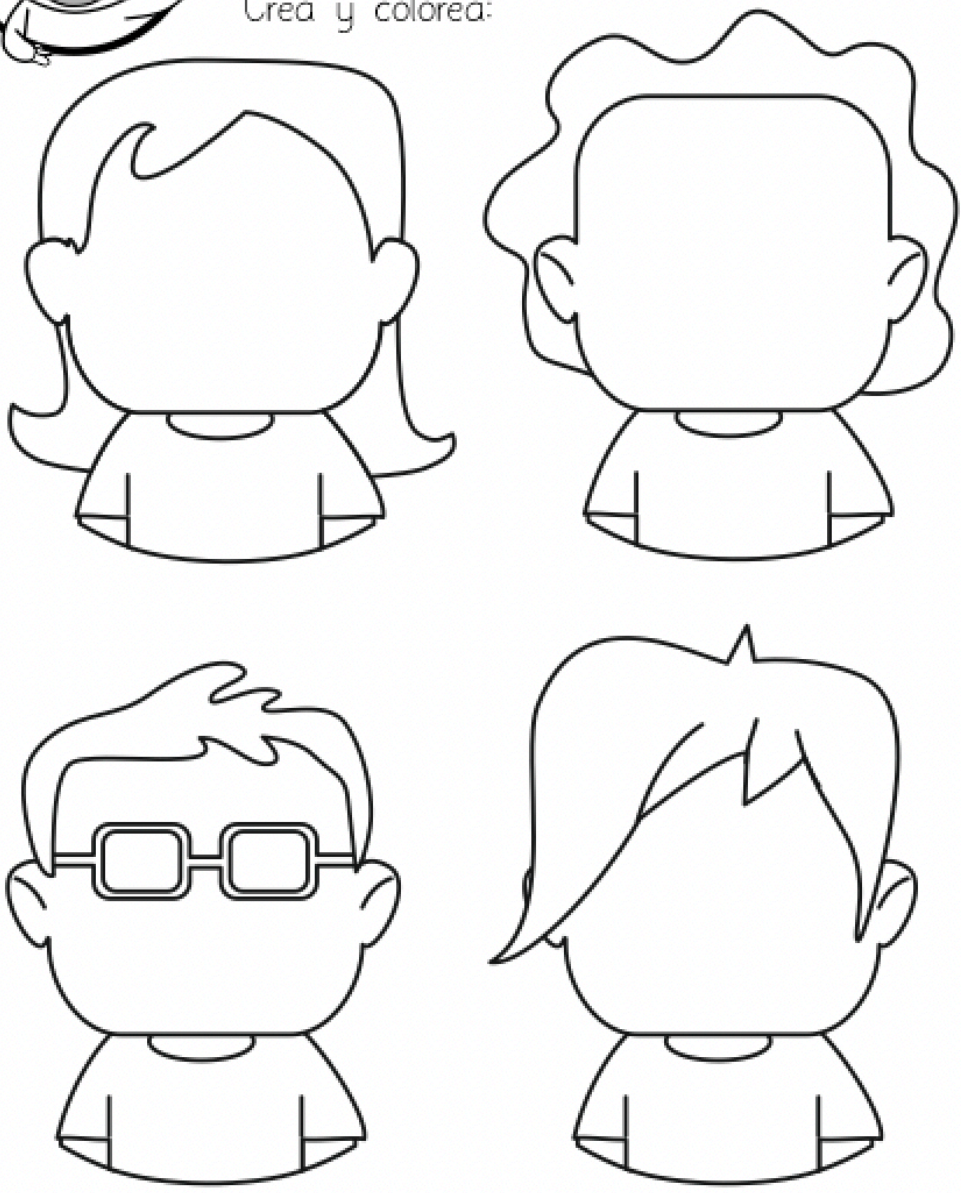
 **GRIN**

**CARAS Y EXPRESIONES**

Nombre: .....

Fecha: .....

Crea y colorea:



[educaplanet.com](http://educaplanet.com)

3. Evaluation rubric

### EVALUATION

NAME:		
CRITERIA	MARK	OBSERVATIONS
They were engaged		
They understood the task		
They tried to participate		
They spoke in english		
They answered the questions correctly		
They used the vocabulary		
They could differentiate emotions		