

**Exploring the impact of affective factors on foreign language learning in a group of
5th graders in Barrancabermeja, Colombia**

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Abstract

Title: Exploring the impact of affective factors on foreign language learning in a group of 5th graders in Barrancabermeja, Colombia

The process of learning a foreign language can be affected by cognitive and metacognitive factors, demographic, and sociocultural factors; however, affective factors such as attitudes, motivation, and anxiety (Henter, 2014) emerged in the post-pandemic in 2022 as a pretty remarkable item to be considered regarding the while-pandemic circumstances and conditions faced by most of the families during 2020 and 2021. The Coronavirus 19 worldwide emergency affected education characteristics, learners' families, and the community environment of 5th graders at Institución Educativa Infantas in Barrancabermeja. Consequently, after the pandemic, students returned to their classrooms face to face with a notorious low performance and suffering affective and/or emotional affections that negatively influenced their academic development in the English classes. It provoked bad reactions towards English and science subjects mainly, their teachers, and the institutional system: curriculum, PEI, and assessment process. After doing the research, based on the objective of this project of determining the relationship between affective factors and the foreign language learning process, it was concluded that most of the participants perceive the learning of a foreign language as an essential tool in our globalized world; nevertheless, the weak bases in their pre-knowledge of English and the absence of linguistic skills generate an environment of pressure, anxiety and tension for the learners, their families, and even for the teachers and the school considering the sociocultural, functional and emotional diversity of participants.

Hence, summative assessment makes learners feel under a kind of pressure caused by low marks, parents' reactions and teachers and peers' comments which generates anxiety and tension among them. However, the teacher's incentives and stimuli through different tasks motivate and get students engaged to participate more actively in their learning process. Additionally, motivation is generated from learners' expectations based on the range of opportunities that learning a foreign language offers, such as travelling abroad and sharing with people from different cultures, with different customs and lifestyles. Finally, it should be highlighted that teachers as facilitators of the learning process need the constant parents' support as actors directly involved in the comprehensive education of their children through the encouragement, accompaniment and following-up of their process.

Description:

This Project research, developed with 5th graders at Institución Educativa Infantas (IEI), aimed to find the relation between affective factors and the learners' performance in the English class considering the influence of external factors such as those arising from sociocultural and familiar contexts.

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Key Words: affective factors, foreign language learning, assessment.

1 Introduction

The unprecedented situation between 2019 and 2021 due to the world-wide health crisis caused by the COVID-19 pandemic, impacted people of all socio-economic status and all ages in their physical and mental health in all sectors of society. It is well-known for everyone that, during and after the pandemic, emotional and affective factors in people gained more strength and relevance, and that one of the fields more affected was education. In consequence, the Coronavirus disease changed education conditions worldwide, forcing all the parties involved to adapt to a new system (Camacho, H, 2021). Regarding it, there were educational, social, and learner personality factors, which in turn affected the attitudes of students toward learning a foreign language (Le, X., & Le, T.T. 2022). Hence, although cognitive and metacognitive factors, as well as demographic factors may have also affected the post-pandemic learning processes, this research will focus mainly on affective factors such as attitudes, motivation, and anxiety (Henter, 2014).

After the pandemic, there was a generally low energy level and dominance of negative emotions among the students regardless of their academic performance. Students of all ages and from different sociocultural contexts were somehow affected since they became anxious, stressed, overwhelmed, tired, and depressed; and in most cases a kind of emotional and academic dependency arose. However, since long before the pandemic, studies and research in applied linguistics have focused on the analysis of the role of affective factors and its implications in language teaching and learning. Thus, affective factors have been defined as learners' feelings and emotional reactions to something: attitudes, anxiety, motivation,

inhibition, self-esteem, self-efficacy, self-confidence, etc., which can impact the development of the cognitive process of learning a new language considering the individual differences of learners. (Krashen, 1981; Brown, 2000; Rashidi, N., Yamini, M., & Shafiei, E. 2011; Henter, 2014; Khaleghi, 2016; Zayed, J., & Al-Ghamdi, H. 2019). In consequence, affective factors have become as important for successful language learning as the ability to learn.

This worldwide situation, of course, hit the 22 learners of 5th grade at Institución Educativa Infantas in Barrancabermeja, chosen for this research, who were widely impacted and affected emotionally, psychologically and academically since then. This research emerged from the low performance in English class of these students, and their emerging emotions of anxiety, stress, anger, and frustration considering the context of bilingual school for primary, certified by the British Council and with the projection of becoming bilingual for secondary as it is stated in the school PEI. This research was conducted qualitatively, using a questionnaire and a characterization matrix to collect data from the participants; and revealed internal and external factors that affect learners' performance and attitudes toward English learning.

Thus, reflecting on the different difficulties observed and perceived during and after the pandemic in teaching and learning English as a second language with the selected group of participants, considering the context of the participants, the influence of affective factors is notable. in the teaching-learning process of a language, and how their attitudes, emotions and perceptions about learning a foreign language can vary according to internal and external experiences or circumstances.

1.2 Research Question

Considering the elements described above that reflect a disjunction in the teaching and

learning process of English as a second language that constitutes the challenge of this methodological proposal, the following research question is posed:

To what extent can affective factors impact foreign language learning in a group of fifth-graders?

1.3 General Objective

- ❖ This research aims to determine the relationship between affective factors and the foreign language learning process in a group of fifth grade students in Barrancabermeja, Colombia.

1.4 Specific objectives

The specific objectives of this research consist of:

- ❖ Identifying fifth grade students' emotions in relation to foreign language learning situations.
- ❖ Establishing the influence of students' familiar-social, academic and affective background on their foreign language learning process.

2 Literature Review

The theoretical constructs that guided this research are developed in this section. Considering the main objective that is to determine the relationship between affective factors and the foreign language learning process in a group of fifth-grade students, three constructs have emerged. They are related to the affective factors involved in the learning of a new

language, the family and social environments, and the academic-cultural perceptions.

2.1 Language learning and Affective factors

Language is a tool that embraces a world of opportunities for people. Colombian people are immersed in a culture that demands a change in education, public services, and health, and learning a foreign language could positively impact their working skills (Cifuentes et. al, 2017) It means that many opportunities are waiting for the people who are expanding their skills; as a trend for professional and personal growth. Considering the construct of affective factors and language learning, we can see a close relationship in the context of our project regarding the emotional and/or affective conditions that exist in our students and the low academic achievement reflected in the summative assessment. These constructs clearly define the real problems faced in our educational context and allow us to see the emphasis of our research.

Nowadays, learning English is an essential resource around the world. Richards (2009) stated that English is taught worldwide, but sometimes it has been misused or taken for granted. Learning a new language is a golden opportunity to travel and observe different people, points of view, lifestyles, places, and cultures. According to Ashqi Mohamadaid & Shaima Rasheed (2019), with globalization, all citizens will become Global citizens speaking one language (English is the universal language currently established), sharing their ideas readily. Moreover, a study conducted by (Gettie & Popescu, 2020). Reaffirms the English language is spoken, read, and understood in most parts of the world, where many people use this language preference over other languages. Indeed, journals and international media spread information in

this way.

On the other hand, the learning process is a regular activity every person needs to develop along with their life. Stănescu, G (2016) states, "without learning, a human being could not evolve" (p.302). Learning is an action that comprises a total 'awareness' of the knowledge, and it allows to improve other features in the student such as behavior and relationships. Austin Perez (2018) mentioned that learning happens through many methods, tools, and strategies. Interaction has moved from a teacher-centered exchange to student self-development approach.

Moreover, according to Zayed-Ghamdi (2019), considerable research has focused on learners' affective factors involved in learning EFL. This author also investigated several affective factors such as personality traits, learning style, accumulated knowledge, lack of confidence, and high expectations about the course. Additionally, motivation, attitudes, self-confidence, and anxiety were proposed by Henter, R. (2014) as four main affective factors that can impact the development of the cognitive process of learning a new language. The author states, 'Anxiety is seen in psychology as either a trait (a relatively stable personality trait) or a state (a temporary situation).'

 (p,375).

2.2 Affective Factors

Following this research project and contextualizing it in our case study learning environment, we proposed to investigate four main affective factors that can provide information to determine the relationship between affective factors and the foreign language learning process. They are Motivation, attitude, self-confidence, and anxiety as

follows.

2.2.1 Motivation

This affective factor is the number one that impacts the learning process of a new language. It works as a predictor of speaking activities in a foreign language. It is essential to mention that Gardner (1984) uses a model of language named 'The socio-educational model,' and it is the most common in the research proposed by different researchers (Robinson, 2005; Cochran et al., 2010). This model's core is motivational and has to do with attitudinal variables and their relationships with learning a foreign language. All these authors are cited in the research project conducted by Ramona Henter (2014) Affective factors involved in learning a foreign language.

In most cases, motivation is related to an attitude that is associated with the successful learning of the language. It depends on the range of opportunities for using the language inside and outside of the classroom (Spolsky (1989). He mentions that performance comes from attitude. Also, Ramona (2014) mentioned that Wilkins (1978) claims that the teacher must himself prepare a repeated stimulation for students since they are not volunteering and they do not have an intrinsic interest in language learning.

On the other side, Getie and Popescu (2020) mentioned that according to Lightbown and Spada (1993), the speaker's only reason for learning a second language is when external pressure exists. Therefore, intrinsic motivation is minimal, and their attitudes can become harmful. Some intrinsic and extrinsic motivations are reflected in

our educational context, such as personal and family growth, job opportunities, and being able to communicate your ideas in another language, among others. Thus, learning a second language could be a great life experience depending on the learner's attitude. A tangible way of getting evidence of this factor is the results of academic grades. In accordance with what these authors affirm, a study in 2014 with the title 'Affective factors involved in learning and foreign language' conducted by Ramona Henter concluded that motivation and aptitude are the best predictors for successful outcomes in learning a foreign language after training.

2.2.2 Attitude

According to Schwarz & Lee (2018), in the book 'Embodied Cognition and the Construction of Attitudes' mentioned the author Gordon Allport (1935) defines an attitude as "a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 810). The training attitudes issues have investigations; for instance, when a task is presented to an individual, which is not an ordinary object, it provokes reactions with new feelings and emotions, producing positive and negative results. A negative attitude is a sample of a lack of motivation that later can become a barrier to learning a new language.

On the other hand, Kormos (2011), claims that questionnaires with Likert scale support can measure attitudes toward learning a new language. Also, they claim that Oroujlou & Vahedi (2011) noticed that it is crucial to highlight the place of the English language in the world; this is the foundation of a target attitude toward

learning it. Besides, considering if a student does not like to learn a new language or dislikes attending school, it can emphasize the lack of attitude before starting the learning process.

A conclusion of the case study conducted by Shameem Ahmed (2015) under the title 'Attitudes towards English Language Learning among students, it was their positive attitude, since despite having English courses in their educational institutions, they found the need of an extra reinforcement and visited private language centers for learning English.

Finally, the author Cocca et al. (2017) wrote an article emphasizing that The Attitude/ Motivation Test Battery (AMTB), proposed by R.C. Gardner (2006), is an instrument created to analyze the feelings and motivations of students to learn a new language. It is worth mentioning because many researchers and authors take various approaches to samples using this method. This instrument is a valuable tool to help us create our evaluation formats. It shows tangible evidence that we can see in numbers how motivated or unmotivated students are in the class. This instrument was also included in the case study of Henter Ramona in 2014, commenting that it provides very little data particularized for attitude (Henter, 2014, pg 6). A tangible way of getting evidence of this factor is the results of improving spoken production in students and their performance.

2.2.3 Self-Confidence

According to Brown (2014), self-confidence determines the 'I can do it' principle. It relates to the learner's belief and ability to finish a task. When the teacher

uses a 'warm-up' technique that encourages students to do something or accomplish a target at the beginning of the class, it improves their self-confidence skills (Brown, 2014, p. 23) Besides, the term 'self-efficacy' initiates a chain of favors that allows the students to internalize that they can cope with any situation, no matter barriers and gaps to cross. Ehrman (1996, p. 137)

Also, when the learner expects good results, the expectation tends to increase a positive attitude toward better performance, leading to achieving the primary goals proposed and exceeding them. Language learning difficulties can sometimes be reflected in a negative attitude or self-esteem. It may change the students' success regarding language proficiency and performance inside or outside the classroom. (Ehrman, 1996, p. 145).

On the other hand, it's remarkable that a teacher's attitude can motivate students to learn a new language. Also, it is believed that effective teachers understand the issues of students because they are empathetic, considerate, and reflective. (Brown, p 135). Brown and Richard (2008) stated that a community of learning is created by people in a positive approach where each student has access to meaningful learning experiences. Teachers with a positive attitude do not expose students' difficulties; instead, they think about how to improve their talents. A tangible way of getting the evidence of this factor is the results of their productions in the second language, including the written part, their participation in class, and their improvement in the use of the language.

A case study in 2019, conducted by Hutchinson under the title Developing

Self-Confidence in Students Learning English Listening & Speaking Skills II, reaffirms the previous statements. She claims that there is clearly enough evidence to say that English learners should trust their abilities and continue practicing the English language.

2.2.4 Anxiety

Personality, anxiety, the learning situation, and language proficiency have a consistent relationship with the learning process of a new language. At the same time, frustration, stress, anxiety, and lack of self-confidence are negative feelings that may influence many learning events and the achievement of a learner's goal.

According to Spolsky (1989, p. 114), anxiety in foreign language classes is often related to listening and speaking, with difficulty communicating in class. Besides, teachers are encouraged to set up an excellent emotional environment in the classroom to reduce 'anxiety' and stress, including creating material that supports this enormous work. The Design of this material is essential for helping positive learning, and it provides differentiation in the learning process.

According to Woodrow (2016), anxiety can be seen as a construct with two dimensions, reflecting communication in the classroom and beyond in everyday communication situations. Moreover, language anxiety has the same clinical results as other anxiety types, such as difficult concentration, sweating, pallor, fear, and a profound horror of language classrooms; therefore, students are not attending language classes, and their behavior is inappropriate. Tangible evidence of this factor is the results of how students approach problems and know the moment that

causes them anxiety to detect it in time and act.

It is worth mentioning a case study conducted by Chunguang Tian (2019) under the title: Anxiety in classroom English presentations, where the author describes anxiety in the classroom reaffirming the statement that causes for such anxiety in classroom presentations could be classified into five aspects: attention from the public, times of the presentations, preparation time, peer feedback and language proficiency.

3. Method

In this chapter, the method of the study is going to be presented. It includes: the approach, type of study, context and participants, the data collection instruments, the inclusion / exclusion criteria regarding the universe, population and sample or direct participants, considering the when, the who and how the participants made part of this study.

3.1 Approach

According to H. Nassaji (2020), qualitative research can be broadly defined as a kind of inquiry that is naturalistic and deals with non-numerical data. It aims to explore and understand rather than to explain and manipulate variables. It is contextualized and interpretive, emphasizing the process or patterns of development rather than the product or result of the research. In consequence, a qualitative approach is more appropriate than a quantitative one to understand people's beliefs, experiences, attitudes, behavior, and interactions; and considering the characteristics

of this study, the understanding of these items is required to determine the relationship between affective factors and the foreign language learning process in 5th graders at IEI.

3.2 Type of Study

Regarding the typology of qualitative research, this project corresponds to a case study. According to Hinds (2002), a case study is a research strategy that investigates a phenomenon within its real-life context; and it is based on an in-depth investigation of a single individual, group or event to explore the causes and possible solutions of a phenomenon or problem. The case study draws on a specific environment, such as a school, and explores the research topic in relation to that school (Hinds, D. 2002). This may involve obtaining the views of the teachers, children, parents, and coordinators. There are single and multiple case studies. The same case study may contain more than a single-case, and when this occurs, it becomes a multiple-case study (R. Yin., 2018). This research is an example of a single-case study focused on a single group of students, 5th graders, that aims to investigate the impact of affective factors on their foreign language learning process. Additionally, this research is descriptive and uses an inductive method stated by Trochim (2006) and referred by Soyferman (2010) as one of the two broad methods of reasoning which are inductive and deductive; and inductive method is defined as moving from the specific to the general, while deductive begins with the general and ends with the specific. Soyferman (2010) also states that arguments based on experience or observation are best expressed inductively, while arguments based on laws, rules, or other widely accepted principles are best expressed deductively.

Hence, this research is descriptive and uses an inductive method consisting of going from particular cases to a generalization usually associated with qualitative research.

3.3 Context and Participants

La institución Educativa Infantas, the context chosen for this investigation project, is currently in the process of bilingualism and internationalization supported by the British Council policies and the basic standards of competencies in foreign languages in Colombia. In this way, learners are addressed to active learning and critical thinking where the teacher is a facilitator, and they should discover and rediscover, create, and re-create by themselves in a collaborative and cooperative way using the HOTS or Higher Order Thinking Skills from Bloom's taxonomy. Brame (2016), claims that active learning is commonly defined as activities that students do among themselves to construct knowledge and understanding. That's why teamwork is highly promoted at this school.

On the other hand, in this educational context, the second language teaching-learning process is focused on developing the communicative skills in English as a second language through the CLIL methodology which consists of teaching contents of different subjects such as science, math, and global perspectives, by using English as a second language. CLIL methodology uses an additional language for the learning and teaching of both content and language, (Cinganotto, 2016).

At Institución Educativa Infantas also, a cultural and socio-economic diversity inside the Colombian background is highly perceived. In this educational setting, there are teachers and students from different Colombian regions and with different traditions,

beliefs and perceptions of foreign language learning and its relevance in our globalized world. Additionally, learners come from different socio-economic status, from level 2 to level 5, so it is possible to find children whose parents are supervisors or bosses in ECOPETROL refinery plants, with a high level of education, who have traveled to other countries and have an open-minded vision of language learning and the opportunities it brings; as well as children whose parents have a lower level of education, with a close minded perception, never have been abroad neither expect to do it, and consider learning a second language as something unnecessary or useless. Accordingly, the school carries out the admission process respecting cultural and ethnic differences, perceptions, religion, and so on.

In addition, it uses a flexible curriculum that reflects cultural values adapted to different learners' skills supported by the British Council, the teachers, and a qualified welfare staff because, in this context, it promotes inclusive and personalized education. UNICEF states that inclusive education means all children in the same classrooms, in the same schools (Unicef, 2022). It means real learning opportunities for groups who have traditionally been excluded, not only children with disabilities but speakers of minority languages, too. In this educational context, we can find learners with different cognitive skills and disabilities or special educational needs and; thereby, with adaptations in contents, time, and the quantity or extension of activities.

Regarding all the previous considerations, at Institución Educativa Infantas there are different participants whose pedagogical practices somehow help in the development of English language skills in learners. In addition to

students, the participants in this research are English teachers, welfare staff: psychologists, phono audiologists, and special educators; parents and administrative staff.

3.4 Research Instruments

Hinds, D. (2000) claims that research instruments are the tools you use to collect and structure data thus transforming it into useful information. The research instruments may include questionnaires, one-to-one interviews, semi-structured interviews, and matrices, among others. This study includes an open-ended questionnaire and a characterization matrix as research instruments.

3.4.1 Open-ended Questionnaire

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions. It should be user friendly to obtain maximum cooperation, and contain the courtesies of 'please' and 'thank you'. Outline the aims and purposes of the study and provide a contact number for those seeking further information. In some instances, it might be useful to offer a copy of the completed report to interested participants as a way of thanking them for their time and effort in completing the questionnaire (Hinds, D. - 2000)

In this study, initially, it was implemented as an open-ended questionnaire in Spanish of only 5 questions addressed to the participant students and, considering the characteristics of the research; as an exploratory instrument to collect qualitative data.

The objective of this questionnaire was to investigate what teaching-learning situations existed within which the fifth-grade students at Institución Educativa Infantas in Barrancabermeja, Santander, experience emotions of motivation, happiness, anxiety, stress and frustration.

The questionnaire was addressed to 22 students from 5th grade who were chosen from the three different groups: 5A, 5B, and 5C. From each group it was taken a small sample of learners for the research: 8 students from 5A, 7 from 5B, and 7 from 5C, whose parents agreed on their children participation in this project and, hence, they signed the informed consent form.

However, after some observations and supported by the learners' responses to the questions, this first questionnaire was divided into two parts to complement the data required for the research analysis. This second part identified as Research Instrument 1, Part B (RI-1 PART B) consists of 8 open questions considering the other participants' beliefs and/or attitudes in some teaching-learning situations or in other contexts, for instance at home. These participants are the teacher, peers and parents. This RI-1 PART B aims to continue searching and going deeper on the situations within which the students of the 5th grade of IEI in Barrancabermeja, Santander, experience motivation, happiness, anxiety, stress, and frustration.

3.4.2 Characterization Matrix

The second research instrument designed for this investigation is a characterization matrix or research design matrix consisting of rows and columns that forces the researcher to think through the logic of a proposed study, ensuring that the

various components of a study link together in a logical manner and that no essential parts of the study are omitted (Charles L. Choguill, 2005).

The research design matrix in this project aims to determine the relationship between affective factors and learning a second language considering the social-family history, results/achievements/competences in terms of language learning: low, medium or high, and affective factors regarding social relations among fifth grade classmates: anxiety, attitude (negative/positive) and motivation. It includes a general description of participants classified by genres into boys and girls; as well as detailed information of some students' particular situations or characteristics that may contribute to understanding the close relation between affective factors or emotions and the learning process of a second language.

3.5 Inclusion and/or exclusion criteria of participants

Brianna Hornberger and Sneha Rangu (2020) claim that the inclusion/exclusion criteria set the stage for those who can participate in a study. The total list of criteria should amount to a total of three to ten sentences describing the exact type of participants required. The inclusion criteria will explain the different requirements someone must meet in order to participate in your study depending on its aims and procedures. In this research project, the inclusion/exclusion criteria will include the participant's:

- Age and school grade: learners between 10 and 12, from 5th grade
- Group: 5th graders from three different groups: 5A, 5B, 5C to analyze

similarities, and some remarkable differences and influences of peers and classroom environment.

- Level of English proficiency: learners should have different levels of English proficiency: high, medium and low; as well as different attitudes towards English language learning.
- Convenience sampling: 5th graders were chosen to work with, since they are close to one of the researchers of this project so there is more contact and their contexts, characteristics, emotions and feelings towards English language learning are better known.

4. Analysis and Findings

This chapter shows the results obtained from the interpretation of the inductive analysis with the data collected from the instruments described above, as well as the categories resulting from the analysis of the **students' voices**, considering the general and specific objectives proposed in this research. In assisting the categorical analysis and its graphic representations, information processing was carried out using the CAQDA Atlas Ti version 8 tool. The tool facilitated the arrival of thematic patterns and reached a level of conceptual abstraction that helped to make the triangulation between the central categories, the theory, and the results of our analysis.

4.1 Data Analysis

Through this research phase, a scaffolding is carried out between qualitative research by using Google Forms and Google Docs as tools for collecting information; and its inductive analysis, characterized by moving from the particular to the general, as Hernandez states it (2014). In consequence, the research instruments, questionnaires PART 1 and PART 2 provide some useful data to know the world from the subject's point of view and discover findings. These instruments allowed us to read students' perceptions in the context of individual experiences, related to their daily practices, both family and academic. For the construction of this phase, it was necessary to create our own theoretical frameworks in a cyclical way that allows returning to the data collected and inductively confirming the construction of the categories. The descriptive analytical operations most commonly used for qualitative analysis are categorization and coding, ordering and classification, the establishment of relationships, the establishment of causal networks and interpretive models, Marin et al (2016).

For the development and interpretation of the data, it was necessary to establish three phases that show the entire process. According to Hatch (2002, as cited by Trujillo, 2020), the "conceptual categories that help researchers to observe the data" for which it was necessary to retake the data from the two instruments, achieving the construction of emerging analysis frameworks (table 1) that shows the interaction between the research question, the proposed objectives, and the literature review. For phase two, the domains were constructed and selected by colors for an easier interpretation and a subsequent analysis in Atlas.Ti as it is described below.

- Intrapersonal factors / Individual factors: Motivation: **Red**

- Intrapersonal factors / Internal factors: Attitude: **Blue**
- Interpersonal factors/ Teacher's perceptions: **Celeste**
- Interpersonal Factors/ Anxiety: **Purple**
- Interpersonal factors/ Self-confidence: **Green**
- Interpersonal factors/ Environmental factors: Under Pressure: **Orange**

Table 1*Frame of analysis or categories*

Research question	Objectives	Theoretical Constructs	Frame of analysis or categories
Why have English lessons become a burden on students and what's the influence of students' familiar-social, academic and affective background on their foreign language learning process?	General Objective Determine the relationship between affective factors and the foreign language learning process in a group of fifth-grade students in Barrancabermeja, Colombia. Specific objectives 1. Identify fifth-grade students' emotions in relation to foreign language learning situations. 2. Establish the influence of students' familiar-social, academic and affective background on their foreign language learning process.	Relationship between affective factors and foreign language learning. - Anxiety - Self-confidence - Attitude - Motivation Students' background influence on foreign language learning. - Familiar - social - Academic - Affective	Affective Factors - Interpersonal: Relationship between curricular factors and environmental factors. Teacher's perceptions: Anxiety - Self-Confidence Under Pressure: Culture – Society – Family - Intrapersonal: Individual and internal factors of the students. Motivation & Attitude

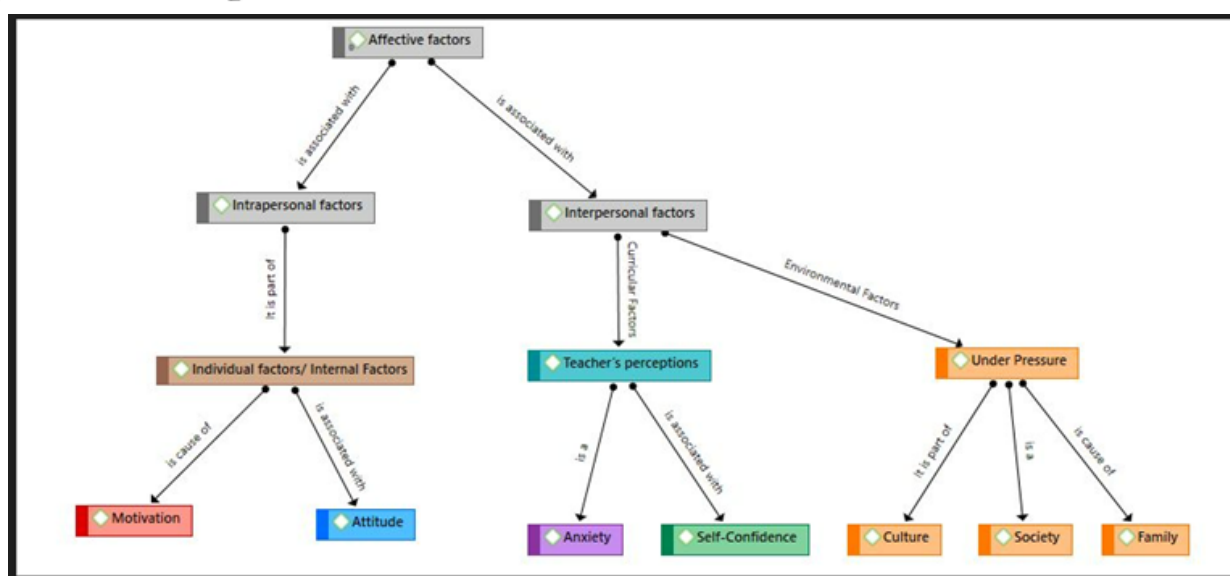
Source: Adjusted to the analysis framework or categories of Trujillo (2020).

The last phase, the outline of our scheme built from the categories, and subcategories that show the previous relationship between the defined coding and the relationship between these

categories and the reviewed literature was created. (Figure 1)

Figure SEQ Figure * ARABIC 1

Categories and subcategories



Note: Source own elaboration

4.2 Intrapersonal Factors

Intrapersonal factors are made up of two variables, based on individual factors and internal factors of the individual, which are reflected in motivation and attitude, along with independence and self-esteem. According to Cenicerós et al., (2017), these variables allow us to

know how significant their learning can be in the classroom. If these elements are present, it will be possible to know how much the student is in a favorable attitude to keep good relationships with others. He claims that the autonomy of the student to develop each task or activity proposed in class, responsibility, organization, active participation in class and the control of his emotions before unexpected results and how these influence their academic performance cannot be set aside. It is clear that Cenicerros (2017), points that as teachers we can reflect on the students' school environments, analyze and innovate them since, if we manage to make them empathic with classroom learning, this change increases their participation and the development of the classes go from a passive role to an active role, managing to fulfill the objectives set for learning the second language. From the voices of the participants to question 1: Situations that make you feel motivated? **G2S2**: “*Cuando escucha canciones en inglés- puntos positivos- saca buenas notas*”-**G2S3**: “*Cuando gana puntos- actividad correcta-hace mapas mentales*”-**G3S1**: “*cuando hay juegos exposiciones trabajos en grupo*”-**G3S7**: “*Entiende el tema- cuando sale bien-cuando hace algo que le gusta en inglés.*”

The participants show pleasure in relating to a second language, finding it pleasant to learn with games, songs and interacting with their peers, these annotations support what was mentioned by Pérez (2018) learning occurs through many methods, tools and strategies that are based on a positive approach, achieving that through meaningful experiences learning occurs in students.

In this aspect Getie (2020) states that attitudes towards learning influence its behavior, creating pleasant environments that make the student focus on participating and let previous knowledge flow, since they highlight the interactive work of the teacher, expressing that they feel happy when in the questionnaire # 2 -**G1S2**: “*siente que es mejor en inglés- aprende algo*

nuevo- le dan puntos positivos.” -G1S5: “Cuando hace las actividades-cuando participa en clase”-G1S3: “Cuando entiende- ayuda en actividad a otro” -G2S2: “Cuando escucha canciones en ingles- puntos positivos- saca buenas notas”

This type of activities makes them feel motivated and makes learning a successful experience thanks to the dynamics of the teacher who encourages them through rewards (extra points) to change the passive role of the student to be part of an active role; that contributes to the development of school activities that becomes an educational challenge. Likewise, Gettie & Popescu (2020) state that educational factors are directly related to attitudes towards learning and the implementation of this type of positive activities such as battle of stars, interactive puzzles, assignment positives points, happy face's stickers, didactic money bills, participation in extracurricular events and celebrations, interacting with English lyrics and poems that encourage learners to participate in the process.

These statements were signed with the code <<Motivation>> (Figure 2). The student's contributions to these questions were very positive and did not show resistance or apathy towards the second language considering the interaction and the possibility of opening new horizons in their future not so distant. For Getie and Popescu (2020), this component based on a motivational model contributes to the successful learning of the participants, constituting a contribution to their comprehensive training. The meaningful learning of foreign languages implies the cognitive and affective functioning of the students related to the perceptions of the learners about their school environment. The form was given to classify the different affective factors of the voices of the students in relation to Question 1 form, part B: Do you like to learn the English language? YES? NO? Why?, the students answered; -G1S2: “Sí. Porque contribuye mucho a mi aprendizaje y me abre muchas puertas para el futuro,”-G1S4: “si

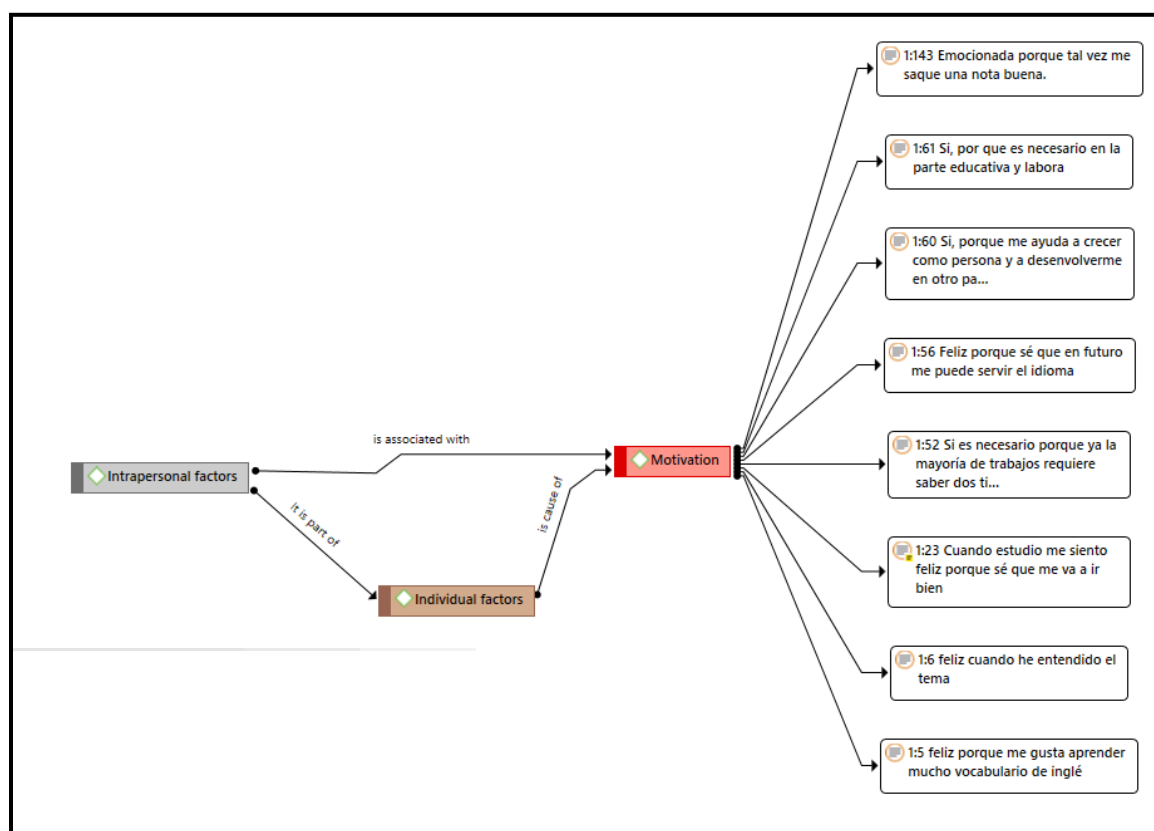
porque puedo ir a otros países y poder entender el idioma”-G1S6: “Si, porque es una forma de prepararme para mi futuro”

Question 2 form part B: Do you consider it is important and necessary to learn English? Why?

G1S3: *“Si, por que puedo ir a otros países y poder entender el idioma”-G1S4: “Si, porque así me podré comunicar con otras personas de otros países”-G2S2: “Si, por que si aprendo ingles puedo tener mejores oportunidades fuera del país”*

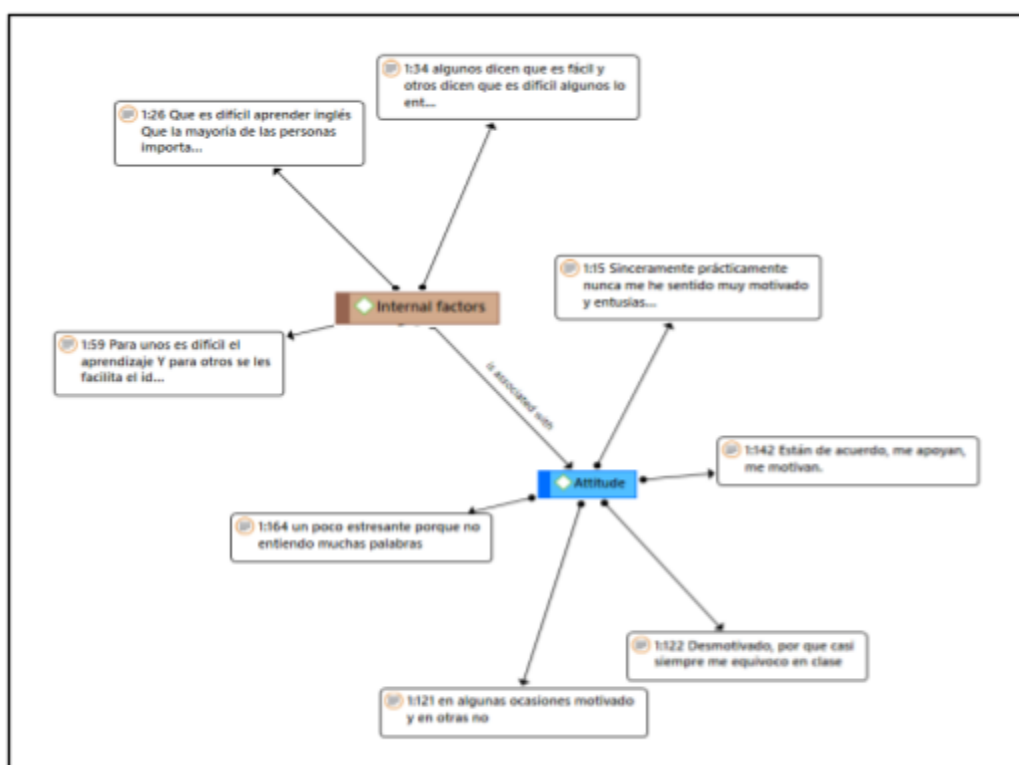
Figure SEQ Figure * ARABIC 2

Interpersonal factors - Motivation



Cifuentes (2018) states that when the attitude expands learners' skills of perception and attention to the content worked in the classroom, it will be perceived as positive by the students if they see that the classes leave the traditional slogan which will generate a positive impact

before foreign language. This generates the code <<Attitude>> (Figure 3) considering school work, the teaching role, and active participation in class, creating a space in which children have fun and learn to socialize a new language. Education should not be limited to academics only, but it is essential to consider students as a whole. Regarding aspects of intelligence, Ceniceros et al. (2017) highlight interpersonal intelligence and intrapersonal intelligence, while pointing out the role that emotions play in education.



4.3 Interpersonal Factors

The interpersonal factors include the empathy that the students show among themselves, the beliefs created at home, the receptivity to information, the resilience, the competencies acquired in the classroom, the understanding, the infrastructure of the school as a recognized

institution in the region, and the competitiveness that each student shows to his peers at the moment of obtaining a significant learning (Ashtrays et al., 2017). Therefore, significant learning becomes a result of the interaction among students, teachers, curriculum, learning spaces inside and outside the classroom, and sociocultural factors. For this analysis, it was necessary to work on two subcategories, the first was based on curricular factors, seen from the perception of teachers of Science and English subjects, who focused on typical cases that deserve monitoring and different treatment from students, each of these is considered, as well as the categories of anxiety and self-confidence in fifth-grade students. The second subcategory is directed to the environmental factors and the look of the pressure that can generalize the social, family, and cultural environments, demonstrating that these environments condition the behavior of the students in the classroom.

4.3.1 Teacher's perceptions

The analysis of the interpersonal factors that affect learning, among which stands out the social processes and affective processes of the fifth-grade participants (Appendix 3), gives a look at the voices of the teachers << Teacher's perceptions >>, who inquire about the specific cases that deserve a follow-up in the area meetings each period, in turn, there are the students who have an average performance and the students who stand out for their academic achievements.

The participants who were taken as the object of study for this research have been identified with a code taken from the combination of the group and the number of each student in the list in alphabetical order. In this way, the three different groups of 5th graders at school: 5A, 5B, and 5C, were labeled in this project as G1, G2, and G3, respectively; and each

participant was given a number according to the initial of his/her name in alphabetical order, so Student 1 corresponds to S1; and if he/she belonged to the group 5B, for example, his code was G2S1.

Case G2S2: This student has a type of single-parent family (one parent and children) since the father is distant for work reasons, works and lives in the United States. As his English and Science teachers state: *'Aunque este estudiante tiene buen manejo del idioma y se le facilita el hablarlo, se bloquea fácilmente al momento de ser evaluado'* blocks, easily gets frustrated and easily cries, this behavior is recurrent when the requested activity will be evaluated. Also, teachers claim that *"No sabemos si existe alguna presión de los padres sobre el estudiante para obtener notas altas"*. He is perceived by teachers as a problematic student, as he is often apathetic in class and shows no interest in the instructions given by the teacher. Gettie & Popescu (2020), Educational factors affect students' attitudes. This type of behavior is reflected in the learning process, blocking the dynamics of the classes and even more so with the learning of a foreign language.

Case G2S4: According to the teacher's perceptions *"Aunque esta participante vive dentro de una familia tradicional, no mantiene una estrecha relación ni comunicación con su padre, lo cual puede ser atribuido a un proceso de alejamiento por parte de los padres, dado que viven bajo el mismo techo pero no hay convivencia"*. It is affecting family dynamics, a situation that makes the student not having better academic performance since she is an emotional student quiet and shy. In consequence, she does not participate in class spontaneously, just when she needs to do it or when it is a formal evaluation. She only keeps a relevant communication with her mother and all of this familiar background affects her

socio-cultural and family routine presenting emotional imbalance and in her academic process performance.

Case G2S6: According to the teacher's perceptions "*Es una niña con grandes virtudes tales como la responsabilidad, el respeto, el compañerismo, la solidaridad y la honestidad. Además maneja un alto nivel de inglés y su desempeño en todas las asignaturas es excelente. Ella conserva el mejor desempeño dentro del grupo lo cual le otorga reconocimiento a nivel institucional*". Even though "*Ella pertenece a una familia cuyos padres son separados*" and currently lives with his mother and maternal grandmother; the two parents have very different lifestyles. On the one hand, her mother is uncomplicated and is not interested in her appearance. On the contrary, his father, when he attends school, is neat with his appearance. We can see how the intrapersonal factor is evident due to the student's excellent attitude in the classroom despite her social and family situations and issues that she is overcoming. Finally, she usually cares for their classmates, helping with vocabulary, grammar explanations, and sentences in context about the class.

Case G3S2: According to the teacher's perceptions "*La estudiante tiene grandes virtudes: es responsable, respetuosa, afectiva, y está pendiente de ayudar a otros*" in the first period, she was dynamically active and enthusiastic, but considering that the results were not the expected based on the effort she made, she started to lose her interest in participating in different events and in the English classes for fear of making mistakes, this situation has led her to isolate by remaining quietly most of the time. She stopped being a participative learner. Currently, she presents a type of reconstructed family, and "*Su padrastro no está en casa la*

mayoría de la veces puesto que trabaja la mayor parte de su tiempo y es su madre quien está muy pendiente del desempeño de esta estudiante en el colegio” we cannot guarantee that this is the cause of her behavior. However, she has had difficulties in her learning characterized by a closure to participation in school activities which leads her to not trust her pre-knowledge or to believe that she can improve.

In this case, we can see that the intrapersonal factors such as motivation and attitude may decrease notoriously due to family issues or to learners’ experiences in their learning process that affect their performance regarding English academic results. However, her relationship with classmates, teachers, and community is fair, with an excellent attitude and communication skills in Language 1 (L1).

Case G1S1: This is a 12-year-old girl with special educational needs; therefore, her classes and assessment are adapted. This student belongs to a traditional family with her two parents; her father is very demanding. Teachers said *“Su padre se muestra de mal genio. La estudiante está bajo un programa de educación especial el cual tiene un curriculum, contenido y adaptaciones de tiempo que están hechas para sus actividades escolares en todas las materias”* the two parents know about the educational process that is being carried out with the girl.

In this case, this girl despite her disabilities keeps an excellent performance, showing the intrapersonal affective factor of motivation and attitude where her parents are strong support in her academic development. Also, her father has excellent English proficiency in helping her with tasks and homework.

Moreover, students with average academic performance show a good understanding of the contents in English; linguistic intelligence; and they participate in classes in a very active and appropriate way. Likewise, Woodrow (2016) difficult concentration and fear of tests affect the learning processes, including the cognitive factors that this group possesses, highlighting their development, which leads students to have self-confidence is their pre-knowledge and a very good attitude that leads them to stand out for their participation and the good development of the classes, but present a block to the written part which does not allow them to obtain the expected results, which can be attributed to a fear of being evaluated in this way, lowering their academic performance.

Only **G3S5** and **G2S6** maintain high performance and stand out for their responsibility and increased commitment to school activities. These students show excellent performance in linguistic intelligence in the classroom, which leads them to maintain an active role in the development of classes inside and outside the classroom, participating in activities in various events in the area and competitions, and achieving the top 3 positions. This performance makes children very sure of their abilities, generating a great gear between the affective factors (motivation, attitude, and self-confidence) that lead them to be highlighted by the school community, achieving achievement influences attitudes and internal mood components, managing to look at a student in a comprehensive manner that includes the environment in which the participant develops.

In addition, in questionnaire # 2, It is evident that the families are led and supported by the mother role. Most of the time, fathers are working during the day in their role as family

providers, and it might affect students in their interpersonal factors such as anxiety, and frustration.

Stynesu (2016) highlights that without learning man cannot evolve; these external pressures are associated with academic qualifications and personal, family growth, this is due to not wanting to fail by disappointing their family nucleus and wanting to be at the same level or stand out among them. Likewise, discouragement is highly perceived every time they do not achieve an expected result in an activity, questionnaire or evaluation.

Teachers should understand, support and monitor all concerning the foreign language learning process and its close relation to the affective factors, considering that they cannot be isolated from the educational context and they may affect negatively or positively learners' performance. Understanding the close relation between the affective factors and the foreign language learning process allows teachers to generate significant learning opportunities in their pedagogical performance contributing to the formation of global citizens since English is part of the universal language Rasheed (2019).

4.3.2 Under Pressure

In this aspect of our categorization, we consider this subcategory very noticeable in our research since it has to do with the interpersonal factor and the environment that accompanies our students. So, the 'under pressure' experience of our students every day in different ways tells us about the need to know the English Language to ensure a promising future. This generates passive stress where the student must work twice as hard to understand and comply with the pressures of society and thus be able to "comply" with their environment and socio-family reality, which is why it is imperative to mention it.

In question 3 of the questionnaire, Part B which asks: Do you have any difficulties with your parents because of learning English? If your answer is YES, please mentioning the inconveniences and how it feels to learn another language. If your answer is NO, write how you feel learning another language; the answers given by the participants have been as it follows:

G1S7: *“Si porque ninguno de mis familiares domina el idioma”*-**G2S1:** *“No, porque mis papas estan bien con que yo aprenda inglés y yo me siento bien”*-**G2S2:** *“No, me siento bien ya que mis padres me brindan apoyo para aprender este idioma”*-**G3S4:** *“Si, ya que se me dificulta un poco y me da estrés un poco y mi mamá al ver que no entiendo algunos temas ella busca como ayudarme, pero ve que no entiendo también se estresa. Y eso me pone triste”*-**G3S7:** *“Si, por qué mi mamá no tiene el conocimiento de audio del idioma del inglés ella me colabora todo lo que tenga que hacer en escritura y se coloca de mal genio por qué no puede apoyarme”*

For this type of response, we tried to influence what the children expressed with each of the answers and it was shown that for this specific question the code <<Anxiety>> (Figure 4) was generated since the participants were unable to communicate fluently. with their parents, it hinders their learning and when it comes to doing homework it creates tension in some homes. For Woodrow (2016), anxiety can be seen as an affective factor that reflects communication in the classroom and outside the classroom, contemplating external pressures with the expectations of personal and family growth, leading them to exert influence so that their children improve their school conditions so they can have better opportunities in the future.

Question 4 form part B: Have you had any difficulties with your classmates because of learning English? If your answer is YES, please mention the inconveniences and how it feels to learn another language. If your answer is NO, write how you feel learning another language.

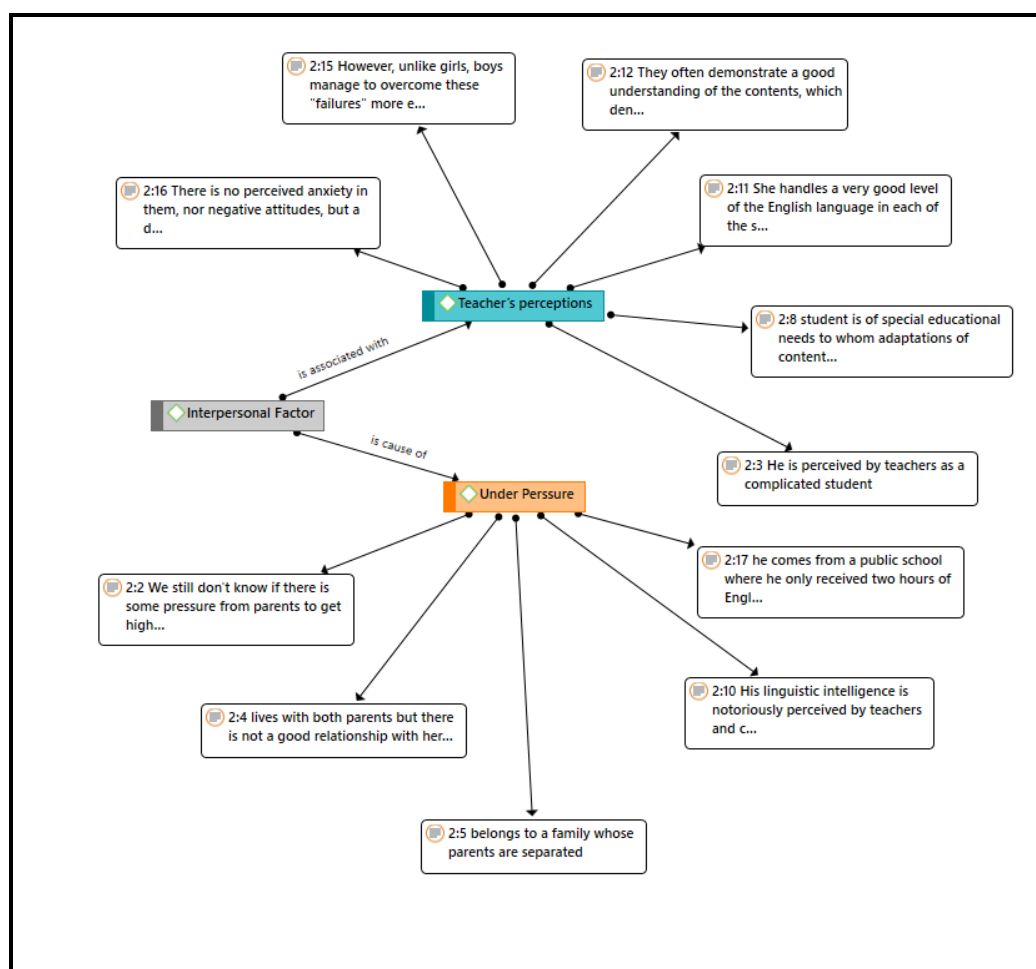
-G1S2: *“No, porque ellos me entienden”*-**G2S1:** *“que me felicitan porque escuchan que he mejorado*

mucho y ya puedo expresarme”-G2S5: “No, me siento bien a pesar de que se me dificulta”-G3S1: “bien, cómodo y no muy frustrado puesto que se facilita e n cierta medida”. The perceptions of the participants in this question were very varied, some expressed anxiety, others, on the contrary, felt motivated and another part <<Feels confident>> of what they have learned and of the role of their academic peers in which they find support, motivation and, in consequence, better learning results. These attitudes and the school environment influence the behavior and acceptance of the second language.

Question 5 Form B: Every time you hear phrases like: “We have English class”, “the English teacher is coming”, how do you feel? excited, happy, sad, unmotivated, anxious? Why do you feel this way?-G1S1: “feliz porque me gusta aprender mucho vocabulario de inglés”.-G1S2: “Sinceramente prácticamente nunca me he sentido muy motivado y entusiasmado cuando sigue esta clase, simplemente se me facilita un poco”-G1S6: “Ansioso porque a veces hay retos que nos pone la profesora que se me hacen complicados”-G2S1: “emocionado porque sigue una clase muy buena y divertida”-G2S5: “A veces desmotivada porque no le entiendo a la profesora”-G3S1:” Ansiosa, no quiero equivocarme, pero igual me gusta”

Figure SEQ Figure * ARABIC 4

Interpersonal Factors



5 Conclusions

Below are the conclusions of the qualitative analysis, which aimed to determine the relationships between affective factors and foreign language learning in fifth-grade students.

The **intrapersonal affective factors** considered as individual/internal, in this case, '*Motivation and attitude*' are the relevant factors in our research because they show the student's perceptions towards a foreign language learning. In relation to this category, motivation is related to an attitude that is associated with the successful learning of the

language. It depends on the range of opportunities for using the language inside and outside of the classroom (Spolsky, 1989). He also mentions that performance comes from attitude.

Therefore, most of the participants in this research consider a foreign language as a relevant tool so that they recognize English as universal and that in the future it can help to have better opportunities for studying, working and even for living abroad. The intrapersonal factors also keep them motivated to know other cultures and being able to interact with foreigners, which encourages them to master a foreign language and to manage a favorable attitude towards its learning.

The motivation towards the foreign language proficiency and hence for fulfilling their academic duties, leads them to interact with **interpersonal factors** that surround them, supported by their classmates and their family ties, to which they go for academic advice. However, not having a good knowledge of the second language generates an unpleasant family environment when carrying out their activities at home due to the little understanding. This frustration of not being understood, leads students sometimes to prefer not to do homework to avoid these confrontations and levels of stress and anxiety generated towards parents.

The **perception of teachers** shows that summative assessment through questionnaires, evaluations, or activities in class makes learners feel **under pressure**: pressure caused by a score or grade, by parents, peers when asking questions such as “what was your score? Did you pass? Did you get a good score?” For these students, being successful in their academic duties, especially when summative assessment takes place, generates high tension or pressure, some state that, although they study previously, at the moment of taking the quiz or evaluation their minds get blank, and they forget the vocabulary and grammar tips and, therefore, cannot

develop the test since it causes anxiety in learners. In consequence, as Torres (2019) states great effort has to be made aimed to change students' misconception of assessment as a torturing tool whose purpose is believed to be a punishment for low learning of the language; in this process, teachers or instructors have the greatest challenge because a big portion of the responsibility lays over their way of teaching. This common situation among participants generates in them demotivation for not reaching the expected achievement after the great effort they have previously made, and their disappointment is reflected in their attitude during the classes, which leads to a refusal and a closure at the time of learning a second language. According to Woodrow (2016), anxiety can be seen as a construct with two dimensions, reflecting communication in the classroom and beyond in everyday communication situations.

Now, When the teacher uses a 'warm-up' technique that encourages students to do something or accomplish a target language at the beginning of the class, it improves their self-confidence skills (Brown, 2014, p. 23). It motivates them to participate and put aside the passive role, and to assume it actively by participating in contests, races and exercises to get a reward. This dynamic of reward achievement generates self-confidence, which affects students' attitudes towards learning positively. It shows that if you consider emotional performance and stimulate your skills in the school environment, the learning process will improve. It is up to the teachers to create tools, methods and strategies that keep the student interested in knowing more, learning more and leading them to generate a good attitude by understanding a total awareness of knowledge that transcends an improvement in their interpersonal relationships.

The educational, sociocultural factors and personalities of students also influence their emotional intelligence and it affects the attitudes facing the learning of a second language. In

the way that any variable affects these factors, it will be reflected in their academic performance and in their motivation for doing the proposed activities. This principle is related to how meaningful learning could be and transcends the student's knowledge. It is evident that teachers need constant accompaniment by parents who support and intervene in the comprehensive education of their children, enhancing this complement of skills that allow them to improve their intrapersonal and interpersonal performance.

It is important to promote transversal projects with other subjects that involve English, allowing students to put into practice the knowledge acquired in the classroom. This constant practice allows greater baggage of vocabulary and implementation of a second language in their daily academic practices, which can transcend notebooks and books to understanding by assimilation, facilitating their performance and development.

5.1 Recommendations

In agreement with the findings in this research, there are some recommendations that emerge about the students' emotions in relation to foreign language learning situations and the influence of their familiar-social, academic and affective background in the process. These recommendations are addressed to teachers, students, parents, and the school as direct active agents in the teaching-learning process.

5.2 Recommendations for teachers:

- Teachers must strengthen their skills of observation, analysis, reflection, and creation of new strategies that can contribute to solving emerging and challenging situations inside the classroom. For this purpose, they should keep in constant training,

becoming aware of emerging challenges, tendencies, and approaches in language learning for going to the forefront of knowledge. They must create and re-create, invent and re-invent tools, methods, and strategies that keep the students in love with language, interested in learning and going deeper, promoting learners' autonomy, a good attitude towards the second language, and a total awareness of its importance and necessity in this globalized world. It can be done through videos, personal experiences, and real testimonies of people who have reached excellent opportunities thanks to the knowledge of English as well as people who have lost great opportunities because they are not competitive in this language.

- Teachers should manage more formative than summative assessment.

Sometimes, it is better that students do not know that they are going to be evaluated in a summative way. When learners perform without thinking about assessment, results are better because they are not under the pressure of grades, of their parents, peers, or teachers. Therefore, they do not experience those negative emotions such as anxiety, stress, or frustration.

- Teachers need to know more about each student's family, the sociocultural context, physical and cognitive conditions, characteristics and even his history. Thus, they would be able to understand the reason for some atypical attitudes of students, their bad behavior, their emotions, and, in consequence, their low performance in the class or sometimes rejection of English learning, and act accordingly.

5.3 Recommendations for students

- Students, as the center of the key piece in the language learning process should always do their best, being constant without giving up because of a failure: when making a mistake or failing a quiz or evaluation.
- Students should put into practice autonomous and active learning in the classes participating in the different tasks assigned, and at home through homework and searching. They must keep practicing and taking advantage of opportunities to revise, and improve their skills.
- Also, they must ignore negative advice, and comments that make them feel disappointed, or frustrated or that may cause rejection towards English language learning, or the teacher. If not, each time they see the teacher coming to the class; or listen to something about English language or English class, it would become something unpleasant to hear.
- When feeling bad because there is no comprehension of contents, or because of low scores, students must ask for help to solve all their doubts. In these situations, interaction, negotiation and finding a solution are representative between teachers and students until they feel satisfied.

5.4 Recommendations for parents

- A constant parents' support and monitoring of children's learning is relevant and beneficial, considering that parents constitute an essential piece in

this tripartite task. Assignments such as permanent monitoring to learner's duties: homeworks, quizzes, evaluations, checking mails sent through the school platform, notes on the school agenda or notebooks; a high degree of confidence, support, good treatment and communication with the child; and keeping in touch with the teacher will contribute to the success in the learning process.

- Parents should also encourage learners to always do their best, through their attitude, messages, gestures or body language. Sometimes by giving them candies, an ice cream or gifts when something is done properly or encouraging when making a mistake, failing a quiz or evaluation to do it better.

5.5 Recommendations for the institution

- Regarding the technological advances and challenges that education is facing over and over again and how disruptive, in some cases, they are, for example the Coronavirus 19 pandemic; it is recommended to adapt classrooms or learning spaces and resources by integrating technology, interactive or smart rooms since they make teaching-learning process more innovative, attractive and motivating for students. Moreover, his type of learning scenarios would help them to reduce the levels of anxiety, stress and frustration, mainly when facing summative assessment, even more, inside the context of this “*Nueva Realidad*” (post-pandemic), as Araque refers to it, (2021) when human welfare demands more attention. Nevertheless, this meaningful transformation implies a high economical investment not only in infrastructure and technological resources but also in teachers' training and a substantial change in

the pedagogical practices and curriculum. Thus, while that transformation is implemented little by little, the actors in the teaching and learning process: students and teachers, should live the present (post-pandemic) inside scenarios from the past or traditional classrooms as it is mentioned by Araque (2021).

5.6 Recommendations for future research

- Bilingual learning environments, student learning, their emotions and their affective factors have been thoroughly explored, but what about teachers? In the context of a worldwide health emergency as the one provoked by the Coronavirus disease, teachers were also affected: not only in their learning or job opportunities, but also their emotional, psychological and physical welfare. Teachers depend not only on their professional training to adapt and refine their craft to meet their students' ever-changing needs; they also require physical, psychological and emotional welfare to carry out high-quality work. Teachers are humans, too.
- Considering that learners' academic success depends on a tripartite work carried out by the student himself, the teacher and parents, it would enrich this study to inquiry on the parents' role in the treatment of their children's affective factors when facing the academic flop and how they support children throughout their formative process to face challenges, reach goals at school and to strengthen weaknesses.

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Appendixes

Appendix A Informed Consents completed by participants and their parents

Link: INFORMED CONSENTS - Google Drive <https://bit.ly/3doW6AC>

Appendix B First Research Instrument for Data Collection: Open-ended Questionnaire PART A

: <https://forms.gle/v15FP71jxfxx1Xeq5>

The first research instrument used for data collection was a questionnaire in Google Forms applied to 22/22 5th grade students who participated in the research project. This questionnaire aims to investigate what teaching-learning situations exist within which the fifth-grade students at Institución Educativa Infantas in Barrancabermeja, Santander, experience emotions of motivation, happiness, anxiety, stress and frustration.

Appendix C First Research Instrument for Data Collection: Open-ended Questionnaire PART B

Link: RI-1 - PART B.docx - Documentos de Google <https://bit.ly/3UetsTr>

After some observations, and supported by the learners' responses to the questions in this questionnaire, Part A, it emerged the need for a second part of the questionnaire identified as Research Instrument 1, Part B (RI-1 PART B). It consists of 8 open questions about the teacher, classmates and parents' beliefs, considerations and their influences which aims to establish the influence of students' familiar-social, academic and affective background on the foreign language learning process of participants.

Appendix D Second Research Instrument for Data Collection: Characterization Matrix or Research Design Matrix

Link: GUÍA MATRIZ DE CARACTERIZACIÓN - Proyectos de Grado (1).docx
- Documentos de Google <https://bit.ly/3Ln2TXQ>

This matrix aims to determine the relationship between affective factors and the learning of a second language process considering the social-family history, each participant's results/achievements/competences in terms of language learning and affective factors regarding social relations among fifth-grade classmates.

Appendix E Questionnaire Results

Link: DATA COLLECTION & ANALYSIS - Google Drive

<https://bit.ly/3DzBsbr>

It contains the data collection and its analysis taken from the questionnaire as the research instrument #1.