

## EMOTIONAL IMPLICATIONS FROM THE PROCESS OF TEACHING A SECOND LANGUAGE

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### ABSTRACT

People who choose to study a second language like English face an emotional charge that affects directly to the learning process. Therefore, it is set to identify the emotions that are generated by the corrections made to our learners' written work. This study is performed with university students aged between 18 and 25 years old. It has been found that the emotions (positive and negative) play an important role or have a great impact that causes aversion towards language learning. Therefore, it is necessary that teachers provide adequate feedback for language learning.

**KEYWORDS:** Emotion, Languages, Tutorials, Social Implications

### INTRODUCTION

PEOPLE who study a foreign language usually do it for two reasons. First, to improve current jobs or to change jobs and secondly for personal reasons [1]. Regarding personal reasons, these involve enjoying language learning, wanting to visit other places where that language is spoken.

Regarding the writing production, learners create short compositions about specific topics with instructions based on grammatical structures. Once it is done, learners receive feedback on their work. However, some learners do not want to write any text because the teacher puts more attention to their mistakes rather than their successes. Without taking into account their needs, topics of interest or motivation for carrying out the exercise.

English is the second spoken language in the world, and scientists, writers; teachers use this language to publish their ideas, projects and research. That is why about 80% of the information is handled in English. [2]. Therefore, students are exposed to its study and management. However, the correct handling of the receptive and communicative skills differs from student to student, even though they receive the same material and they are taught with the same methodology. This is because each student has multiple intelligences which makes that each person has an efficient and effective performance at home, school and workplace or recreation possible Gardner [3] and they tend to develop a skill more than anything in the classroom and in real contexts.

But this position is opposed to student management in relation to languages, especially referring to English as a foreign language. Despite the time of study and the student's exposure to the language in handling the receptive skills such as communication in contexts outside the classroom.

Each student has his /her own learning style; he/she also has to face difficulties in learning and managing skills. And

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among the productive skills that are difficult to handle is writing. Writing is a wide topic to be discussed. It's because one must differentiate "between writing to learn and write to write" [4]. In the process of teaching English students has to write essays on topics assigned which are proposed in books they use. They receive general indications of what must be present in the composition for its evaluation but there is no a sequencing process of how to write in English.

Most teachers evaluate written work according to their own criteria since they, exercising their right to teach. Among the most common way of evaluation, we found the use of a code for correcting texts which was socialized with students at the beginning of classes, marks indicating where the error is or indications of how the learner can improve or just a check.

The teacher pays attention especially to grammatical errors, because they are easier to identify. Although the causes for these errors in the composition can be the result of both internal and external factors that affect the process of learning which can be personal problems or health issues among many other possibilities.

Correction activity generates different emotions in students. According to Ocaña y Martín [5] "emotions are affective reactions that emerge suddenly to a stimulus" (p. 41); such stimuli can directly and indirectly affect student performance. Aránega [6], who say that is important to work on the positive and negative emotions that different classroom activities cause since they have an impact on student achievement, complement this idea. Specifically, we can act on the "perception of them" (p. 114). Therefore, teachers can take the necessary corrective actions synchronously for the benefit of students.

## **THEORETICAL FRAMEWORK**

Regarding language teaching, England has tried to standardize teaching methodology and that is why education has become compulsory for children who are from five to eighteen years old [7]. Authorities have established both the levels and the material to be taught. The idea of standardization of teaching English has been strengthened with the document known as the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, [2]. The vast majority of writers currently prepare their books taking into account the guidelines of that document. So, students have the opportunity to be prepared in a standardized manner in content, differing in their management and assimilation of content.

When students perform an activity they do using both intrinsic motivation, that is, they want to learn because they feel satisfaction when doing exercises to develop foreign language and extrinsic motivation characterized by the student and external factors that force or drive to perform the tasks assigned [8].

As noted previously the English language is used by non-native speakers in different areas of knowledge. As regards the area of education, the teacher must be able to handle various methodologies and techniques to enhance the students' study and use. As Ladrón De Guevara mentions [9], teaching by competences in the area of foreign languages has been standardized by the global management of the European Framework of Reference for Languages: Learning, Teaching and Assessment [2].

The concept of competence is not unique; it depends on the approach of each author. So for the present work, we are going to work with the concept given by Ladrón De Guevara [9] who says that the skills allow students to interact through language to achieve autonomy in the learning process. Since optimizes the work done in class and thus prepare for real communication in real life.

We have been unable to find a unanimous opinion on the term competence in the process of learning a language. So it is taken as a starting point what is expressed by Rocha [10] when referring to competition, it is a skill that students use in different ways to learn a foreign language. This ability is complemented by the work of teachers during their classes are attendance, semi-face or online according to the type of study to be carried out.

In the same line are located Pernas [11], who says that the language programs should be focused primarily on the motivation, characteristics and needs of its participants. And based on these, teachers should organize general or specific skills that must be developed for learning a foreign language.

There are texts with English for special purposes, for example, it focuses on specific vocabulary, reading and audio issues on a particular subject or career and general English which promotes both oral and written communication in different contexts.

Through time and responding to the needs of the society of the time, teachers have developed different methods of teaching English. Which remain in force until today according to the methodology or technique that employs the teacher to achieve the objectives that has been set?

According to Larsen-Freeman [12], we have the following methods / approaches: Grammar translation, direct method, audio-lingual method, Silent way, Cognitive code approach, Desuggestopidea, Community language learning, Comprehension approach, Natural approach, Total Physical Response, Communicative language teaching, Content - Based, task- based and Participatory Approaches, Learning training strategy, Cooperative learning and Multiple Intelligences. The teacher uses one or a combination of these methods to develop the skills but according to the needs of their students can prioritize the use of a specific method or approach, this is done based on their academic freedom.

Within communication skills is writing. That is, when a student is asked to write a text according to some instructions and to provide or transmit a message to a receiver or specific or general audience. [13]

The writing is part of the process by which a student can master a foreign language. This skill is difficult to be assimilated, as indicated Watcharapunyawong [14] who says that writing is the most difficult to be assimilated by students learning English as a second language.

Writing in English demands to know what elements and structure each text has. According to Muñoz [15], we find that you can write narrative, descriptive, expository, argumentative, journalistic, advertising, legal and administrative, and scientific – technical texts. These styles or combination thereof can be developed by students with the guidance of teachers through the study of English.

In order to produce a written work is needed for several elements. Among the most common one, there is the accuracy in the use of spelling, punctuation, grammatical elements, vocabulary and grammatical structures to express both the main and secondary ideas. They are then organized into paragraphs according to the style that is being used to convey the message [13]

The development of writing styles is sequentially written into the general expression, as indicated in the [2].

**Table 1: The Skill of Writing According to the CEFR, 2002**

A1	Write Phrases and Simple Sentences and Isolated
A2	Write simple sentences linked with simple connectors.
B1	Write simple texts on everyday topics and linear sequence.
B2	Write clear and detailed on topics related ting in his specialty texts.
C1	Write well-structured texts on complex topics.
C2	Write about complex texts clearly and fluently according to type text.

**Source: Adapted from the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, [2].**

While the guidelines are mentioned, there is no agreement on how to teach writing or the process to eventually develop the skill of writing.

The skill of writing is complex and requires time and effort. As indicated Briones [16] should write freely and spontaneously, and then proceed to reread and rewrite the text paying attention to grammar, form and substance of the article. However, this process is not carried out within the compositions performed by students during school hours.

But concomitant with written exercises that have to be performed, it is the control or feedback from such work. That control can be performed by using a code for correcting written work employed [17] and is used today because it is easily understood and often used by some English teachers. On the other hand, there is the style of each teacher who uses his /her own way of correcting or pointing out the mistakes that students make in their written work.

And it is precisely, the way how the teacher proceeds to provide feedback to their students what causes emotional reactions both positive and negative against the written work that each student must face throughout their study of the language, in this case English.

When a student must face tasks for which he/she does not feel motivated (in this research written work), and which only focuses on their mistakes rather than their successes, it can cause negative effects not only at educational level but also emotional [18] thus affecting his/her performance in different activities to be developed within his/her education.

People tend to react in different ways to stimuli they receive. According Duran [19], among the possible reactions students might show they are: negative thinking (anger) and positive thinking (self-esteem). Concerning negative thinking, people do not have a unique way of response to situations that are uncomfortable or they are unable to overcome. In this case, it would their reactions to the form of correction in their written work done by the teachers because each student is unique and has his/her own learning style, so he/ she reacts in a particular way to stimuli it is received.

According [20], you should learn from negative emotions, but you should not suppress them because they then become stronger. Thus, regarding the written work, this fact is related to when students do not give more importance to the mistakes made in their written work because they look to the language as an obligation and not as an opportunity but learning for life.

Among the possible reactions that generate corrections in written work is anger, which arises as an internally and external reaction to the mistakes, but also generates seeking to amend them [19]. This feeling can be enhanced or blocked by the work of the teacher or work in cooperative groups or individually. This work will be supplemented by the frequency of work done inside or outside the classroom.

Another feeling that has been evident in the mood of students is frustration. For [21] this feeling is evident as a feeling of irritation and anger on the part of learners, especially when they make mistakes that were previously marked by the teacher but obviously have not been properly assimilated. Students manage this feeling in a different way. Some students throwing leaves to their seats, others lose interest in being in class and others break the sheet of written work.

These and other negative feelings that are showed by students against corrections written work can be fought through positive self-esteem. For [22], self-esteem is a strong feeling that drives the student to believe in him, and thus being able to cope with the problems that are presented in his/her life. In the case of this research, it allows the student to feel confident he can master the errors in his/her written work. This will be possible thanks to his/her own efforts and to the guide from a teacher or someone who knows more about the language that he/she studies.

Whereas for Badia [23], when students take written works to fulfill an assignment or obtaining a grade, his/her self-esteem is negative. On the other hand, if students do written work with a positive attitude, it will generate positive attitudes and feelings.

## **METHODOLOGICAL DESIGN**

From the literature reviewed, the researches that deal writing are under different approaches and intertwined with other skills management techniques. According to [24]. It has been found that students who enter college have limited performance and communicative receptive skills. That is, when students perform work of creative writing, they do not do it because they are motivated but rather forced in the various educational levels.

The field of writing is vast, depending on the time, an approach that serves as a guide, needs or difficulties that students have. It was [25] who conceived the skill of writing as a process that requires planning, analysis and interference with strategies that can be influenced both by internal factors (such as the emotions of the student) and external to the process, such as secondary factors such as class schedule, methodology among many other options.

This research focuses on the skill of writing performed by students who are learning English. Through performing compositions based on the topics proposed in the guide book used where and under the criteria of academic freedom each teacher chooses to develop this skill, using all resources to which he/ she has access. [26], agree that it is the work of teachers, which influences the written work of students in the teaching-learning process. This is reflected from the relevant instructions to the development of the written work and their way to evaluate and provide feedback.

While for [27], point out that more than the influence of teachers is their motivation in preparing classes. Since they use various strategies depending on students who have to work with. In other words, the education received in public institutions is not equal to private. The economic factor affects the mood of students. Those who think only in passing the language course, and the quality of work of teachers due to lack of electronic and teaching resources for their work.

There is no agreement between the methodologies used for written work. We have the CEFR [2] which is used as a reference for language teaching worldwide. So, referred to in the initial levels, students write small compositions using simple phrases, and previously seen in class, hence the allusion to guided writing is done.

Guided writing is the transition point between the teacher controls to student autonomy. In other words, it is the teacher who suggests the subject, which must contain the composition, type of text and more. And with regard to the

autonomy of student performance, it would be controlled if he/she has achieved the objectives appropriate structure and vocabulary, proper use of punctuation and spelling among other components. So, guided student writing is framed between these two limits [23]. This type of learning occurs in the initial levels so creative written work is not encouraged.

However, for [28], it should be encouraged creative work that way since the student would empower him with the language and he / she could overcome his/her fears of failure. Since mistakes are part of the process of learning the language. And so knowing what things he/she is doing well and which should improve at all levels.

Furthermore, research conducted by Martínez- Fernández [29], states those in written assignments that students must perform should also be considered the cognitive and motivational efforts. That is, not only to provide students with grammar tools for performing a task but the emotional part also must be taken care. It may be a factor affecting the performance of the activities described. [30], a minimum percentage of students have an appropriate level of management skill of writing, the reasons for this performance are due to both internal and external factors that affect the process of teaching English.

It has been followed a descriptive methodology, the results that have been obtained after carrying out the monitoring process of the written work presented and their reactions to the form of correction used by the teacher. It should be noted that the teacher shared with students the two forms of correction at the beginning of classes and students' consensus was established. It was said that in the first part of the term, the teacher will use a code to correct their jobs, and in the second part of the term, he will only circle to point out the mistakes. We worked with a pre-experimental design [31], since we had a minimum control over groups of students who participated in the study.

The research was carried on with university students aged between 18 and 25 years old who are attending classes at the center of university language classroom. Students who have received at least 1 year of classes in the country, so it is considered as a group of studies to those attending the A1 level and beyond, during the April- August 2016 term. Thus, it is possible to identify the main emotions generated in the form of corrections in written work. And propose alternatives for performing written works in English.

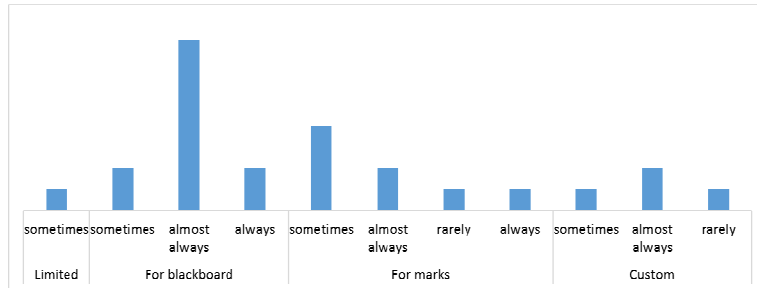
In the aforementioned level, there are 27 courses with an average of 35 students in each class, these groups are taught by fifteen experienced teachers. The courses are distributed in two time bands regulated for the purpose of teaching of different foreign languages. Total participant population is predominantly female (71%), and 29% male population. Subjects' participation was voluntary from the four classes. The control and no control group were established.

During the term, a personal record of each student was developed in order to obtain objective information. The data would be used to verify or reject the hypothesis stated at the beginning of the research.

The results are presented using descriptive statistics displaying the emotional characteristics of students also hypothesis testing is performed through correlation coefficient, used to test the hypothesis: emotions influence expectations of results in written work of students in English language.

## RESULTS

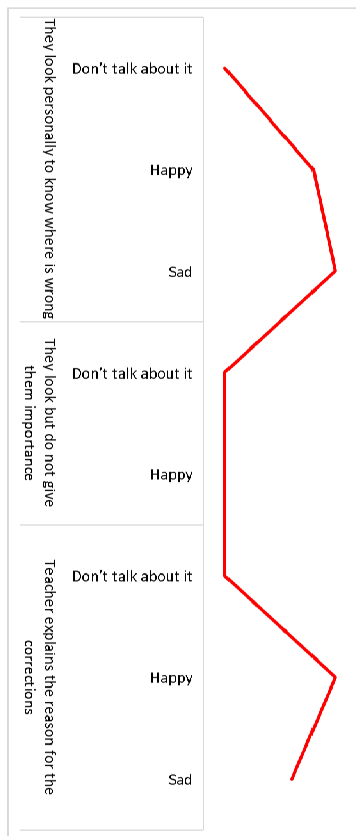
Students are motivated to perform different writing tasks, the teacher provides feedback showing the information on board to lower the affective filter on students and they do not feel alluded personally for mistakes they have made.



Source: Follow-up emotions of students

Figure 1: Students’ Attitude for Writing in English

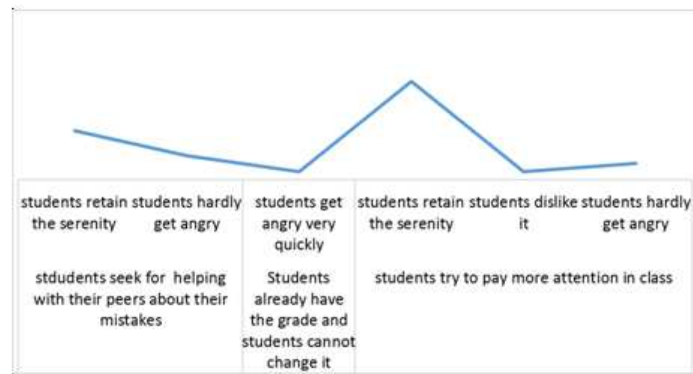
Students see the study of language as a requirement to be fulfilled in order to finish their careers, as they perform their jobs. They do not show interest in writing just full filling their work Figure 1 shows that students do not pay attention and avoid taking into account their emotions, they prefer to avoid stress and concomitant with this attitude is handling language.



Source: Follow-up emotions of students

Figure 2: Emotions versus Feedback

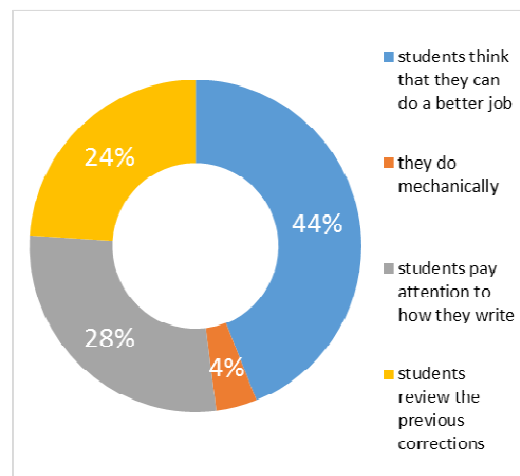
Likewise, in Figure 2, the attitude of students during language learning is taken as an opportunity to improve both personal and professional. Their work corrected provoke in them positive feelings (happy) since they see that they are making progress because they have lower mistakes than the previous work. This situation is changing for students during the implementation of the various writing assignments depending on the grade obtained. The results are aligned indicated by [19] when he mentions that different reactions according to the stimulus generated a person receives for an activity.



Source: Follow-up emotions of students

Figure 3: Reaction to Error

Students tend to react differently, since some students try to improve only to improve the grade that allows them to be promoted to the level, but not because they consider necessary to learn, as they believe they are not going to use this language in their future profession. While other students, they are interested in paying more attention in class and improve their performance in communication skills. They look calmly to their mistakes, avoiding getting angry because they believe they are in the process of learning the language. In fact, they focus on putting more attention; interact with teachers or peers to learn that way permanently.

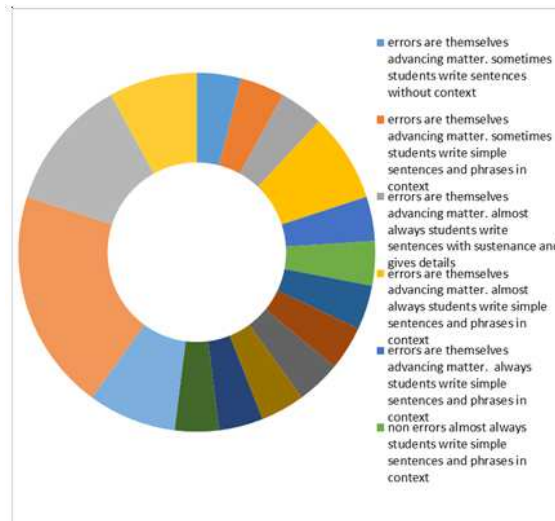


Source: Follow-up emotions of students

Figure 4: Expectation for New Jobs

An increasing number of students looking at managing a foreign language as something positive increases and strive to achieve their goals. As shown in the following chart there is a good feeling for their future written work, they keep the motivation and consider that they will do better jobs, this implies that there is an extra workload they are willing to perform, for example there are intrinsically and extrinsically motivated for it.





Source: Follow-up emotions of students

Figure 5: Perception of the Learning Process

Finally, with regard to the learning process, we must work together, both teachers and students. It has to be considered that the errors are indicators of progress in handling the language and not as a punitive form thereof. Writing starts with the production of simple phrases that with the acquisition of vocabulary and grammatical structures allow the corresponding expression of ideas in a clear and concrete way. Students write according to the audience.

A data obtained correlation coefficient is applied, obtaining, the result indicates that there is a relationship between emotions and expectations of results in written work of English learners.

## CONCLUSIONS

It has been shown that corrections generate aversion towards the learning process. Regarding the feedback students receive from their teachers, it generates emotional charge (positive and negative) which should be followed. Thus, the process of learning the English language will improve as well as communication skills.

When a student receives a score based on the errors identified by marks or symbols in red, without taking into consideration their successes, these facts raise students' feelings of anger Duran, [19] since students thought they had done a better job than the last one. As well as a sense of frustration is developed towards the development of written skills Mendez, [21], which generates resistance or apathy to write in English.

Students are likely ready to start writing in English, however, this situation began to change when they receive their written work in which mainly grammatical level corrections are evident. In this situation, students experiment negative feelings. They feel sad when they see that they have not done a good job.

On the other hand, if the teacher focuses on errors that are part of the learning process they can generate positive feelings towards them. This is the case of Stamateas [22], who believes that the sense of self can lead to major changes that generate changes in the management of the skill of writing it involves language skills to lexical and structural level.

Under academic freedom, the teacher should look for alternatives it deems appropriate to manage in the classroom and if possible outside of class to negative emotions. That is, they should not be ignored [20], however, they must learn from

them to be a source of permanent motivation to write. An indicator of the above is the increasingly growing number of students who see language proficiency as an opportunity to progress.

If the teacher motivates intrinsically and extrinsically students in order to perform different writing tasks it could generate a good insight into future written work regardless that this implies that students devote more time and effort in these communicative skills, and therefore should be encouraged English writing in the process of teaching a second language.

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