

Teaching Emotional Approach

**UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS
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**TEACHING EMOTIONAL APPROACH TO IMPROVE ORAL
PERFORMANCE IN ENGLISH AS A SECOND LANGUAGE IN
IN-PERSON LESSONS ON 10TH GRADERS COLEGIO
TÉCNICO PROFESIONAL NOCTURNO CARLOS LUIS
FALLAS DURING THE SECOND QUARTER OF 2022**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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Abstract

This investigation was carried out during the second quarter of 2022 at Colegio Técnico Profesional Nocturno Carlos Luis Fallas; specifically, to respond to the following research question: how does teaching an emotional-based approach affect oral performance in English in-person lessons in 10th-grade students at Colegio Nocturno Carlos Luis Fallas during the second quarter of 2022? Due to the aim of the investigation, an initial observation, pre-test, activities in between, a post-test, and a final observation, were carried out. The group experienced issues when speaking in English, emotions being the main problem. The investigation took place in a class composed by 18 students. Hence, this investigation had a qualitative approach based on observation. The activities in between focused on emotions being oral production the final product. The first activity used the wheel of emotions described in the second chapter of this investigation, where the students discussed the emotions they experienced and were instructed on how to use them in their oral production. The second activity was developed using Design Thinking. The students created an empathy map and a persona to deep dive into the emotions and explained them to their classmates. All these activities resulted in oral products. For instance, it was observed that the students' emotions interfered in the oral production holding their productivity. This investigation found that emotions like fear dropped by 50%, and emotions like joy increased considerably after applying the emotional-based approach. As a result, it was found that the emotional-based approach affects oral production positively.

Resumen

Esta investigación se llevó a cabo durante el segundo trimestre de 2022 en el Colegio Técnico Profesional Nocturno Carlos Luis Fallas. Específicamente, para responder a la siguiente pregunta de investigación: ¿Cómo afecta la enseñanza basada en las emociones al rendimiento oral en clases presenciales de inglés en estudiantes de 10° grado del Colegio Nocturno Carlos Luis Fallas durante el segundo trimestre de 2022? Dado el propósito de la investigación, se llevó a cabo una observación inicial, una prueba previa, actividades intermedias, una prueba posterior y una observación final. El grupo experimentó problemas al hablar en inglés, siendo las emociones el principal problema. La investigación se llevó a cabo en una clase de 18 estudiantes. Por lo tanto, esta investigación tuvo un enfoque cualitativo basado en la observación. Las actividades intermedias se centraron en las emociones siendo la producción oral el producto final. La primera actividad utilizó la rueda de las emociones descrita en el segundo capítulo de esta investigación, donde los estudiantes discutieron las emociones que experimentaron y se les instruyó sobre cómo usarlas en su producción oral. La segunda actividad se desarrolló utilizando Design Thinking. Los estudiantes crearon un mapa de empatía y una persona para profundizar en las emociones y explicarlas a sus compañeros de clase. Todas estas actividades dieron como resultado productos orales. Por ejemplo, se observó que las emociones de los estudiantes interfirieron en la producción oral deteniendo su productividad. Esta investigación encontró que las emociones como el miedo se redujeron en un 50% y las emociones como la alegría aumentaron considerablemente después de aplicar el enfoque basado en las emociones. Como resultado, se encontró que el enfoque emocional afecta positivamente la producción oral.

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Chapter I

Introductory Framework

The current investigation aims to comprehend how the use of the emotional-based approach can affect oral performance in English as a second language in-person lessons in 10th-grade students at Colegio Técnico Profesional Nocturno Carlos Luis Fallas during the second quarter of 2022. Therefore, this first chapter expands on the problem statement, followed by the general objective of the investigation, which references a high-level view of what the present work seeks to resolve. Then, to a more precise extent, the current chapter explains the specific objectives of the investigation. These particular objectives, which detail the initial intentions of the researcher, are also followed by the justification of the study, which seeks to explain an accurate synopsis of the overall purpose. After that, the national, international, and historical antecedents precede, describing previous research efforts made around the presented subject matter and followed by the investigation scope, which mentions the length of the investigation and the included goals that this work seeks to accomplish, which correlate to the design of the research study.

Moreover, the second chapter presents the theoretical information supporting the studied topic to expand the general understanding of the information presented. Later, in its third chapter, this research shows the methodological framework, which extends on how the information is gathered from the population mentioned before to analyze later the information collected in its fourth chapter. Finally, the last chapter of this investigation presents conclusions to which the past work was conducted to increase the general understanding of how the emotional teaching approach affects the oral performance of their students.

1.1 Problem Statement

The purpose of learning a new language is to be able to communicate. Therefore, communication in most cultures happens through signs and sounds except for a few non-sound-based languages. Rizzolatti & Fogassi, (2017) explain that:

Human communication is mostly based on sounds. However, sound-based languages do not represent the only natural way of communicating. Languages relying on gestures ("signed languages") represent another form of a fully structured communication system. Despite the complexity and richness of signed language, many authors still maintain that the only natural human communication system is speech and that it is an evolutionary precursor.

As previously mentioned, communication happens mostly through sounds, referring to these as speaking. Rizzolatti & Fogassi mention that human beings have other ways of communication, such as sign language. However, the authors still recall that speaking is the most natural way of communication humans have despite these other communication options.

Comprehending human beings have diverse ways of communication. However, speaking is the most natural and common, making it determinant for the present investigation to analyze how communication through sounds is affected by psychological factors. More precisely, understand how emotions affect oral performance in English as a second language learners when learning in-person lessons. Emotions have a critical role in the learning process. Learning is natural in human behavior, and so are emotions. Many current studies focus on the impact of emotions in the learning process, which seek to understand how teachers' mediational strategies impact learners. Research studies recall the same emotion affecting positively and negatively the

learning process, and this might happen individually in human behavior. Um, Hayward, & Homer (2012) mention that "...it is well established that emotions influence memory retention and recall, in terms of learning, the question of emotional impacts remains questionable. Some studies report that positive emotions facilitate learning and contribute to academic achievement, being mediated by the levels of self-motivation and satisfaction with learning materials." Um explains that emotions impact memory retention, although emotional factors' influence remains unclear. Studies about the relation of emotions in the learning process showed that positive emotions facilitate learning. Um also says that self-motivational factors drive the learning process.

As mentioned before, the relationship between emotional factors and their affection for the learning of speaking in ESL students is unclear. It drives this investigation to its general objective: to comprehend how the emotional teaching approach affects the oral performance of English as a second language in in-person lessons on 10th-grade students at Colegio Nocturno Carlos Luis Fallas. To comprehend the affection that emotional factors have in the oral performance of the previously mentioned population is essential to start by identifying the type of feelings that have a role in their learning process. Unfortunately, feelings are misinterpreted sometimes, and "confusion" is often confounded with emotions. Vogel & Schwabe (2016) explain the following:

Confusion is not an emotion but a cognitive disequilibrium state induced by contradictory data. A confused student might be frustrated with their poor understanding of the subject matter, which is related to both the SEEKING and RAGE systems, with a low-level activation of rage or irritation and amplification of SEEKING. Hence, motivated students who respond to their confusion seek new understanding by doing additional cognitive

work. Moreover, stress, a negative emotional state, has also been reported to facilitate and impair learning and memory, depending on intensity and duration. Further clarification of this enhances learning.

As part of the main interest of this research, it is intended to identify the emotions that affect oral performance to analyze its relation to the learning process and prepare an accurate teaching emotional base approach. Furthermore, understanding what emotions are compared to other sensations like confusion, known as the cognitive disequilibrium state, induced by contradictory data, will help understand how students develop in classrooms, therefore the teacher. Concerning this investigation, the researcher focuses on the research question to comprehend the teaching emotional-based approach to affection in the oral performance of in-person students to reach the current research objectives. Therefore, the research question for this investigation is, 'How does teaching an emotional-based approach affect oral performance in English in-person lessons in 10th-grade students at Colegio Nocturno Carlos Luis Fallas during the second quarter of 2022?'

1.2 Objectives of the Investigation

1.2.1 General Objectives

To evaluate how the use of the emotional-based approach affects the oral performance in English in In-Person lessons in 10th grade at Colegio Nocturno Carlos Luis Fallas during the second quarter of 2022.

1.2.2 Specific Objectives

- To identify the students' emotions during the oral activities and the affection for their performance in English in In-Person lessons in 10th grade at Colegio Nocturno Carlos Luis Fallas during the second quarter of 2022.

- To apply the teaching emotional-based approach in In-Person lessons in 10th grades at Colegio Nocturno Carlos Luis Fallas during the second quarter of 2022.
- To analyze how the emotional approach affects the oral performance in English in In-Person lessons in 10th grades at Colegio Nocturno Carlos Luis Fallas during the second quarter of 2022.

1.3 Justification of the Study

Learning new abilities has always been an instinct of human behavior. Throughout the history of humanity, human beings have strived to be the best out of their groups, making learning new abilities crucial for survival and strongly linked to the competition. Therefore, surviving and learning compasses many factors that vary from a person's ability to complete a task, interest, and effort. In addition, individual characteristics make emotional factors a determiner of driven results based on a vast class diversity.

The current globalization has made survival come from a physical approach, where surviving meant being physically strong, to a modern era that requires academic abilities such as learning a new language to meet the demands of a modernized world. Therefore, surviving is now linked to learning academic skills, and it compasses feelings and emotions that are natural for exposure to non-familiar environments. Hoping it results in an increment in the student's confidence and academic results. It is decisive to understand the factors that directly interfere with the learning process of English as a second language oral performance. Hence, this research aims to understand how teaching an emotional approach affects the English oral performance in the learning experience and give teachers more information to keep present in their mediation strategies, which will also affect the learning experiences.

Oral performance in English as a foreign language-retriggers emotions in students that range from each of them. Identifying the emotional factors that play a part in the learning process of English-speaking skills will affect the student's learning experience. Understanding the source of the emotion and how others have managed to control it will also affect the students and the teacher's mediation strategies. Learning to speak a new language has many different variables. Students must master the pragmatics and semantics of the language. They must understand all the mechanics of the speech sounds of this language. However, theoretical exposure to the language does not seem enough to guarantee successful results, and here is where emotions take control and alter the learning outcomes.

The sensation of being exposed to unfamiliar conditions retriggers different emotions in the student's oral performance. The same emotions that initially helped save someone's life, such as fear, anger, anxiety, happiness, and curiosity, could also affect the learning experience. These emotions must be understood to determine whether they negatively or positively affect the learning process. These emotions derive from the teacher's mediation strategies. They must be a case study to restructure the current mediations and adapt them to a more emotionally inclusive environment. When asked to speak in an English class, understanding the basics of human behavioral emotions will help the teacher promote learning environments that drive smoother learning experiences. Understanding the emotions, the causes, and the results of each of them will help the teacher and the students to use them in the learning experience.

All students are different. These differences mean that a specific condition can have different emotional reactions in the students. Hence, it is understood that finding a single solution to the emotional factors affecting the students' oral performance while participating in this research might be impossible. Nevertheless, these emotional differences might also have a pattern from a

group behavioral perspective and represent an opportunity for the teacher and the student who coexists in the same learning environment to identify the steps to follow when developing learning experiences. The present investigation aims to work directly with the students in their learning environments to learn from the theoretical exposure of the information collected from professionals in the emotional field through a theoretical framework and the exposure of the students' daily experiences to convey a different perspective or approach of how teaching English skills should be presented.

1.4 Antecedents

Historically speaking, the teaching of English-speaking proficiency has gone through different practices. Alghamdi, Alsolami, & Alghamdi (2019) mention that the role of memorization and repetition has been dominant. Therefore, the history of English teaching reveals the development of various educational approaches. Some of the instructional approaches mentioned are the traditional method phase, the modern approach phase, and the post-method phase. The first phase lists multiple stages: Grammar Translation, Direct Method, Community Language Teacher approach, and Total Physical Response Method. All of them emerged subsequently as a reaction to a previous method. The second phase brought a modern approach called Communicative Approach, which teaches through content subjects or tasks. Finally, the third stage, called the post-method era, focused on the student learning opportunities through interaction and perceptual mismatches. This method fosters language awareness, contextualizing linguistic input and integrating language skills while promoting learner autonomy, raising cultural consciousness, and ensuring social relevance. Based on an educational approach through a more psychological or emotional perspective.

To that end, the role of the psychological factors affecting speaking English as a foreign language, such as shyness, lack of motivation or confidence, anxiety, and fear of mistakes, hinder students from speaking English. Chaykh (2020) explains that these factors are commonly caused by fear of negative evaluation from the teacher. The students also fear being laughed at by their equals. Many students keep thinking that the other students are better at speaking English than they are; this is how self-esteem plays a crucial role in the student's emotional management. The study also adds that these students lack motivation in English classes. Many responded "disagree" and "strongly disagree" to the statement concerning not being motivated in English class. Hence, it reveals that most students feel that encouraging and helping them to be confident in speaking English should be considered, showing a need for improvement where teachers take part of the responsibility by creating secure learning environments. These findings suggest that both the teachers and the students should be more aware of the students' obstacles to speaking in English class and improve empathy among all the learning process participants.

Raising awareness of the emotional factors affecting oral performance is also addressed by Youssouf (2016), who mentions that oral English production is considered one of the most difficult English skills to master. Youssouf explains that English speaking is a language skill highly affected by human psychology. This research intended to highlight the psychological factors that negatively affect English-speaking production for English learners in Indonesia. This work aims to improve the chances of speaking up about their feelings, looking for safe spaces where students can share and let go of their negative thoughts. This study was performed on 20 students through observation and interview. It showed that even when students had a vast amount of theoretical experience in English grammar, their oral performance was affected by psychological factors such as fear of making mistakes, shyness, hesitation, and lack of

confidence. These psychological affections drove the students to use their native language when facing hard-to-express ideas increasing their anxiety and self-esteem issues for not communicating their thoughts even with a vast knowledge of the language pragmatics. The investigation suggests that teachers must be aware of these factors when grading their students and looking at holistic assessments.

The emotional awareness suggested before is relevant as it is the companion of the student's self-esteem. Soviatu, Fatchul, & Nasrulla (2019) explain that the student's self-approach of their emotions affects their capacity to perform a task. If the learner's self-esteem is low, they might feel incapable of delivering orally. Not participating in classroom exercises will translate into an impediment to talking. Self-esteem communicates a state of mind of endorsement or objection. It demonstrates how people accept themselves as competent, noteworthy, and commendable. This research showed that among 41 students, there were five students with a high level of self-esteem, 35 students with standard self-esteem, and one with a low level of self-esteem. After analyzing the data gathered from the students through interviews, the investigation aims to look for suitable teaching methods under the understanding that every student is different and further professional assistance in the psychology field might be required. To the teacher, it aims to challenge the students and reinforce their achievements. This approach intends to drive continuous positive efforts towards results and practice.

The present investigation performed at Colegio Científico, in Pérez Zeledón, with beginners and advanced students, shows that some of the following factors hinder the student's performance. According to Fallas & Fonseca (2013), emotional obstacles influence student oral performance beyond their understanding of complex language structure. First, Language anxiety, or the subject of feeling tension when put into a scenario of real-time oral performance, makes

the students associate their classroom as the first threatening place. However, the students felt less stress when speaking English outside their classroom. Additionally, self-confidence also threatens the students' oral performance. This investigation explains how every student's personality is different; however, self-confidence sometimes constitutes a personality trait that encourages students to succeed in language learning. Lastly, the affective domains also prove to be crucial. Students being affected by emotional factors have a weaker learning process. These differences vary significantly from beginners to advanced students, making this second group less exposed to tension or anxiety. Fallas and Fonseca recommend class warm-ups to help lessen the influence of emotional factors on the students.

1.5 Scope

This investigation will only focus on the comprehension of the aforementioned emotional factors that affect the learning process of the population.

First, the current study aims to identify the emotions affecting students' oral performance at Colegio Nocturno Carlos Luis Fallas. This identification is performed through direct contact with the students at the high school.

Second, after the performance of the identification phase, this study intends to analyze those factors collected and understand through theoretical information whether the information collected is an emotion or cognitive state and how to approach them.

Third, once the analysis of the emotional factors is completed, the current investigation will evaluate the affection these emotions have on the students' results through the exposure of positive contra parts of the emotion.

After the process mentioned before is completed, the present research aims to work as the base for the teacher to understand the relation of the emotional factors to the students' results, translating them into better academic outcomes.

CHAPTER II

Theoretical Framework

In this chapter, the researcher explains how emotions and the Emotional Teaching Approach convey in English teaching from a theoretical perspective. It describes the fundamentals of teaching and, specifically, oral communication. The theory mentioned explains different topics such as the definition of emotions, how to identify emotions, and how emotions work in human nature to use in the learning process.

2.1 Literature Review

This section aims to understand the basic theoretical information of teaching the emotional approach to expand the understanding of the present investigation. To that end, the following data is presented from a general to a more specific slant.

2.1.1 Teaching and learning

Teaching a language is conveyed with studied methodologies that seek better learning performance outcomes. However, these methodologies are well accompanied by the teacher's approach, directly affecting the students' emotions. To that end, before explaining the oral communication teaching techniques and before entering into the teaching emotional-based approach, explaining from a theoretical perspective what a teacher must have to set a behavioral foundation adds value to the present investigation and the overall understanding of what it takes

to prepare for an emotional teaching approach-based class. Most people have assumptions about what a teacher's behavioral foundation is. People can also bias based on their own experiences and personal learning intelligence. A teacher's definition is hard to find. Ching (2019) mentions a few key components of good teachers. Ching explains that good teachers are friendly people who use their personalities to make their students feel welcomed. It creates a bond between the students and the teacher. This connection is an excellent start to a healthy relationship. Likewise, teachers should also care for the students and become their mentors. They do not dominate the class; instead, they manage it and create opportunities for everyone.

A teacher's definition varies from one person to another. Still, as Ching explains in *Teaching English*, good teachers are goal-oriented. They do not focus on themselves but on their students. It means that a good teacher has clear objectives and makes them obtainable, which reduces the student's confusion and stress over their learning objectives while promoting clear explanations and good student monitoring. A good teacher combines countless attributions, including understanding emotions, to deal with the students properly. The learning experience also involves how students learn. Behind every action an educator takes to help a student learn; exists a pedagogical framework to better approach methodologies. Sharples (2019) argues that humans are unique learning systems, which learn from imitation, instruction, conversation, self-reflection, and exploration. In addition, human beings learn from the moment they are born. The author mentions that adults work thirteen to seventeen weekly active learning hours.

Learning has a different meaning, and it is explained by Sharples (2019) that learning is considered as the capacity to change behavior by how students learn new things and how they apply the new information to life. Behavioral change is enhanced by including behavioral sciences that help improve the pedagogy behind proposed learning methodologies. Students also

learn by making new connections through drills and practicing educational methods. The author explains that learning is also a process that occurs in the brain. The new information creates neurological connections, and neuroscience has helped students perform better. Learning pedagogy is the art of understanding human behavior; hence, educators play the roles of confidants, teachers, friends, and mentors, among many roles. Teachers' different approaches to the students also help them enhance their skills. Enhancing skills from a cognitive perspective gives students tools to become better at what they do. Cognitive in the learning process explains how students think and develop a cognitive approach that takes learners to metacognition, which is the capacity to understand how they learn and use this knowledge to improve the learning experience. Among all possible pedagogical definitions of learning, the author brings a vital perspective that includes making sense of the world through social sciences and psychology, which, as mentioned, uses reflection and conversation as the primary educational method.

Educational institutions have evolved over the centuries to provide the foundation of knowledge and skills that a fast-changing society demands. The paradox of pedagogy says that humans cannot stop learning. However, the students sometimes find it hard to learn what other people teach them. Sharples mentions that sitting young people in classrooms, instructing them at tables, and examining them over their recall of the presented information might not be the best approach. Hence, answering what the best approach becomes is a complex question. As mentioned before, human learns through different approaches. Those who try to study learning or improve education have found that each type of learning has its research area and educational method. For example, cognitive scientists clashed with behavioral scientists over whether learning is about modifying behavior or developing the mind. Researches that studies collaborative learning have little in common with those investigating neuroscience. Even

instruction by drill and practice has it for learning the basics of academic knowledge. Based on what the pedagogy mentions about learning and what a teacher's approach should be, the present investigation focuses on emotions, a more sense of the world, and personal change approaches over learning.

2.1.2 Emotions

It is decisive for a successful understanding of this research to comprehend emotions. Emotions could be described as psychological states that involve three components. Cherry (2022) mentions the first one as the individual subjective experience of an individualistic approach to the stimuli. Next, a physiological retrigger explains physiological symptoms that emotions arise, and finally, an expressive behavioral response that is noticeable, also known as body language. The multi-dimensionality of human emotion leads to different physiological responses, as explained before. That is the case the physiological symptoms like possible heart rate increment stomachache, among others. Cherry (2022) explains that physiological responses to emotions are natural and arise from human anatomy. The automatic nervous system controls involuntary body responses, and the sympathetic system controls voluntary or flight reactions. Additionally, brain scans have shown that the amygdala plays a crucial role in human emotions. This tiny almond-shaped structure in the human brain also interferes with motivational states and memory.

Cherry (2022) also deep dives into the noticeable responses. The behavioral response is also part of what makes an emotion. This last component is the one people are most familiar with, so people typically spend time understanding the facial expressions that emotions retrigger. However, these reactions are strongly linked to emotional intelligence. To better understand the

behavioral response, it can be associated with the body language that even when some of these are universal, they are also subjective as part of the unique background.

Emotions derive from subjective experiences, physiological retriggerers, and expressive behavioral responses. Therefore, it is worth mentioning what people commonly refer to as mood, not to confuse it with emotions. Cherry (2022) makes a clear distinction between emotions and mood. An emotion is a psychological response that is short-lived. The person experiencing emotions walks through the different components of emotions, and feelings do not last long without determining their exact duration. On the other hand, a mood is not as severe as an emotion but lasts longer. For example, an individual can experience a depressed feeling that can take place for days while experiencing different emotions.

Human beings experience many different emotions; as said before, these are multi-dimensional and vary thanks to the person's background and culture. To list the human emotions, Wang, Yang, Pan, Huang, and Ho (2019) explain no consensus about the precise number of human emotions. However, they mention the theory of Robert Plutchick, an American psychologist. The latter indicates that humans have at least eight primary basic emotions: anger, fear, sadness, disgust, surprise, anticipation, trust, and joy. These basic human emotions, proposed by Plutchick, will work as the base for the present investigation. These authors explain how emotions have been influential for more than a century, where discussions around these have originated in ancient Greece and China. This topic has been preserved because their biological and social functions are essential in human evolution. Likewise, Wang et al. (2019) explain that the combination of these basic emotions leads to more sophisticated emotions classified in three-independent dimensions: pleasant-unpleasant, tension-relaxation, and

excitation-calm. This combination of emotions is later explained and applied to the classroom using Plutchick's wheel of emotions in the present chapter.

Deep diving into emotions to broaden the perception and employment of these to the present research, Chafekar (2020) describes fear as a condition of the person's mind to something that could eventually happen. It responds to the threat of danger built naturally into every person. Fear is connected to imaginary conditions as these commonly refer to an emotion retriggered from a situation that has not occurred and the rejection of going through it. Individuals can fear many different things. Fear can arise from the idea of failing an evaluation or losing something loved, among many different circumstances connected to subjective perceptions. Fear is an emotion that is not always based on true circumstances. Instead, it is the result of the rejection of a non-wanted outcome. The author explains that natural human reactions will prepare the mind for survival if a person starts imagining going through something unwanted. Feelings of running away from what causes it are also natural, an alert state or even paralysis.

People fear many different things, and fear has been part of humanity since the exitance of this on earth, so Sluyter (2018) expands on the most common causes of fear in human behavior. For example, a person can fear pain, confusion, or fear that things will never change. They also fear responsibility and rejection among a long and biased list. The author explains that people can hide negative emotions by running away from what causes them or looking for refuge in other activities. For instance, a student who suffers negative emotions also finds ways of running away from them, increasing absenteeism. If negative feelings are connected to rejection, Roemer and Orsillo (2020) describe acceptance as the basis for treating them. The writers describe that a natural response to any discomfort is to change or alter it. However, changing the

circumstances can also leave the individual engaged in negative emotions. Accepting negative emotions means stopping the fight and approaching things as they come and are.

Withing the basic human emotions that lead the present investigation, sadness is strongly linked to a grief sensation. Lench (2018) says that the common etiology of sadness includes failures to achieve life goals. Though, these goals are subjective. The main physiological symptom of sadness is "anergia" or "low arousal." When the human body experiences lower heart rates and decreases oxygen, it reduces epinephrine, norepinephrine, and serotonin, along with increased stress hormones, cortisol, and prolactin levels. A low level of norepinephrine is associated with decreased attention and reduced engagement with what is around. The writer also explains that sadness, a grief sensation for not achieving a goal, is associated with speech pattern issues. It causes the speech to have too low overall pitch height, narrow speech movements and mumbles articulation. However, the most important clinical observation regarding sad speech is the tendency for sad individuals to remain mute.

Sadness can also lead to what is called "anhedonia." Many normally enjoyable activities lose their allure, including food, sex, play, and socializing. Therefore, dealing with a sad student leads to oral communication problems, engagement issues, and a marked low motivation. Lench (2018) suggests always referring the person suffering these negative emotions to a professional but understanding all that is involved in these emotions will affect the approach toward the student. All emotions alter the learning experience that a student is exposed to, and Anger is not the exception. Harper (2020) mentions that anger is an emotional response that the brain comes up with to explain the activation of the stress response. When a person perceives some conscious and unconscious threat, the brain releases epinephrine, also known as adrenaline, from the inner part of the adrenal gland. Adrenals are designed to help cope with stress. It relaxes the airways so

that the person with anger can stay oxygenated. These responses trigger sympathetic nervous system reactions and move a person into survival mode. The brain's prefrontal cortex takes information from the outside and plans for a responding message, so the amygdala flips through the index of previous similar experiences and triggers fight reactions. Anger emerges from hurt, expectations not met, needs not met. Hence, the best approach to overcome anger is to first look for ways to lower the physiological symptoms, so the brain can think through what is happening. It could also be accomplished by separating the student from what stimulates the anger. Once physiological symptoms are gone, the next approach proposed by the writer is to meditate on the emergent anger. Allow the students to think through what hurt them and how their expectations or needs were not met, so they can re-evaluate whether this reaction is correct or just an interpretation of the amygdala response.

Understanding emotions from the core of their physiological symptoms increase the comprehension of what the students go through and how they vary thanks to their subjective perspectives, which are acceptably different from the teacher's view. That is the case of disgust, explained by Fuller (2021) as a universal emotion that seeks to protect. Disgust is interpreted as disliking, withdrawing, or avoiding. The author explains that disgust helped primitive humans avoid threatening situations where food supplies were dangerous. Nonetheless, disgust is a contagious emotion. If an ancestor vomited from a portion of bad food, the rest of the guild would also feel nauseous and therefore do not eat the food. People feeling disgusted by something will usually eject, expel, or remove the offensive object. The insular cortex of the main brain structure is involved in the emotion of disgust. It is involved in the processing of the stimuli that a person experiences. If a person hears a story that he does not like, the insular cortex activates. It all means that disgust is also socially learned, which adapted to the classroom affects

the students' perspective-taking other people's thoughts as their own. Clear communication and the teacher's facilitator of a safe learning environment will promote better learning experiences.

Authors bring surprise to the shortlist as part of the basic human emotions. Surprise is described as being caught off guard, which is the same as being attentively turned towards something. This description comprises a surprise as a disequilibrium in distinction to a disjunction experience like those found in moral emotions like shame, guilt, or humility, Depraz & Steinbock (2018.) The authors explain that surprise is simply a rupture of what is expected, and in this way, it may well serve its relation to beliefs. However, surprise also indicates that the unexpected situation is accepted. A person cannot experience surprised emotions if they have not accepted reality. This understanding, applied to the students, is a strong indicator that a learner's belief is no longer fulfilled, and therefore the new acknowledgment is taking its place.

Thinking of surprise as the acceptance of what is happening takes this investigation to the next emotion, known as anticipation. MacLeod (2017) explains that anticipatory emotions, also called immediate emotions, refer to the prediction of a person of what could happen or feel. It means that beyond the idea of accepting something that looks to be a fact, these actions are influenced by memories of previous emotional states that have arisen from certain situations. This anticipatory process depends on activity in the ventromedial prefrontal cortex and the amygdala at a neurological level. The author explains that anticipating relies on memory and mentions a sociological experiment made on a group of people who were asked to choose a card and turn it over. The participants are told to follow a pattern to earn money, but this pattern would make them lose it. Once they notice that the instructions are incorrect, the participants start making their own decisions and predict possible failure not to lose rewards. This anticipation explains that clear instruction is not always interpreted as good. Educators could

have the best intentions to help students. However, the students' subjective ideas lead them to try different options since their brain processes have already been influenced by previous experiences where a similar path guided them to unwanted outcomes. These physiological retriggers have the basic human instinct of survival and seeking joy, led by a lack of trust.

Authors from many disciplines have held that trust is the cornerstone of society and essential for survival. Rotenberg (2018) indicates that the word trust is probably Scandinavian. Popular definitions of trust define this emotion as the belief that someone or something is reliable, good, or effective. High levels of trust are associated with decreased amygdala activity and low fear. Hence, the most important fact the author mentions is that the grey matter volume is greater in the ventral medial prefrontal cortex, which is the brain region that serves to evaluate social rewards in people that tend to be more trusting of others, explaining that even brain structures can change depending on how trusting people are. Building trust is a process, and the author explains that teachers need to plan it as classes are planned to build trust in students. Appreciation is based on trust, dedicating time to build a healthy relationship by appreciating the students as individuals and establishing a peer support group. As a team, it is well to trust in each other and make classes more joyful.

All the revised emotions are part of primitive human behaviors, accordingly to the formerly-mentioned basic emotions. To that extent, the last emotion to revise is joy. Different events bring joy to a person's life, like desirable outcomes, success at a task, personal achievement, and getting what is wanted. Reeve (2017) explains that joy seems to be opposite, physiologically speaking, to sadness. Sad people tend to be lethargic, withdrawn, and turn inward: joyous emotions help people better engage in social activities. Similes of joy facilitate social interactions; if they keep coming, it helps strengthen relationships over time. Joy is,

therefore, a social glue that bonds relationships and balances negative emotions. Hence, the second function of joy is to preserve psychological well-being, even as distressing events keep coming. The author mention that it is true even with people with suicidal thoughts.

2.1.3 Emotions James Approach

Milton & Svasek (2020) explain that James questioned whether emotions have a biological nature. It is said that emotions are innate in human nature and passed to generations through genes. What is clear is that a personality is affected by genes, but emotions are generated by cultural disclosure. Thus, abandoning the assumption that human phenomena are the product of evolution, cultural learning helps to understand that they can be modified. Therefore, thinking emotions have a biological nature might not allow a constructionist approach to limiting the options to shape these around learning.

Learning is shaped by emotion, and emotion might be shaped by learning. Milton & Svasek (2020) argue that emotions and learning are connected experiences. First, through the engagement of different environments, people learn to love, hate, fear, or be disgusted by various things. Consequently, their bodies reach emotions, and instinctively the emotional components affect the person's reaction. Second, the perception of these emotions is subjective and a personal experience. An individual exposed to a situation might encounter a different emotion than someone exposed to the same stimuli. For example, the emotions that alert the "fight" body responses from encountering a snake could be like a student's emotions when anticipating an exam. Third, people learn to express their emotions differently and sometimes hide them. For example, in some cultures, tears are accepted over minor unlucky cases, but these same tears need to be suppressed in other cultures. For this reason, Milton and Svasek state that emotions

are ecological phenomena that link people to their environments and enable them to learn from them.

2.1.4 Emotions in the Learning Process

Emotions in the learning process come from the teacher and the student. Chen & King (2021) mention that education by nature is an emotional practice. Teaching is fueled with positive emotions. Teachers want to make a real difference in their classrooms; what keeps them going is emotional. They experience happiness, joy, passion, and satisfaction, which drive their professional fulfillment. A positive learning experience is also full of constructive emotions. When the learning process has a purpose to which students can identify themselves, it increases their interest, curiosity, and passion. Some of these positives can broaden the students' attention and cognition.

The driven attention to emotions that shape the learning process has helped explore how emotions hinder foreign language teaching, influencing educators' and learners' perspectives, as explained by Simons & Smits (2021). Scientific attention to the role of emotions has increased significantly, especially positive emotions that can shape learning results. Whereas positive emotions like enjoyment, love, and pride widen the learning outcome and facilitate language education, negative emotions like fear and sadness narrow the potential language output. Bringing the effect into the language classroom can help students increase their motivation and self-esteem. Having much material to cover and short timeframes to follow is the teacher's everyday life, but opening room for new activities and allowing their students to be more autonomous and self-aware of their emotions while using this type of class helps students to understand themselves.

Simons and Smits give special attention to the student's motivation and self-esteem. Motivation has great weight in the context of language acquisition. If the student is motivated by the language experience, it will reduce their negative emotions and boost the learning outcome. Self-esteem is also crucial for the students, and it goes beyond the idea of telling a student, "They can do it." Self-esteem can only be driven by working on the student's integrity, responsibility, and achievement. Building self-esteem has different approaches, but Simons and Smits mention the International Council of Self-esteem approach with five aspects. First is security, making the student feel physically and emotionally secure. Second, identify the student's acknowledgment and self-awareness. Third, belonging and feeling accepted by others. Forth, the purpose is to understand what the students are interested in and a clear direction to their goal. Finally, competence makes the student understand they can do what they want. These five aspects also increase students' motivation.

2.1.5 Oral Communication Teaching

To streamline the present investigation, explaining theatrically how oral communication is thought will help comprehend its pedagogy. Communication is an ongoing process, and for communication to be successful, it must effectively share meaning. According to Young and Travis (2018), sharing meaning implies that the other person receiving the message can comprehend what is intended to be said. Therefore, the writers explain that people must understand the interaction parts to communicate. Each interaction consists of communicators, messages, channels, circumstances, and feedback. To streamline the present investigation, explaining theatrically how oral communication is thought will help comprehend its pedagogy. Communication is an ongoing process, and for communication to be successful, it must effectively share meaning. According to Young and Travis (2018), sharing meaning implies that

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To expand the understanding of a message, the writers explain that a message could be interpreted as the information conveyed from one communicator to another. A message starts with a thought that is later conveyed into actions. Hence, a message involves primary states, encoding, and decoding. The first one refers to how the communicator thinks of all the symbols intended to express. Then the communicator selects a channel that would be oral as of this investigation. On the other hand, the decoding means processing the symbols encoded in the received message. Verbal and non-verbal communication, as explained before, are also part of the codes received, whether these are intentional or not.

Once a communicator has encoded a message, the next step of human communication is to select a channel to deliver it. As channels, the author refers to many different options, from basic language skills to the use of technology. However, as of this investigation concerns, the channel to be used would be oral communication. Oral communication as a channel is interpreted as the noise from the communicator's mouth accompanied by other factors like non-verbal messages and voice pitch to communicate finally. Communication does not end in these three components. Part of the communication and the difficulties that an educator faces are to explain to the learners that the circumstances of the message are also part of communication. An example of a common circumstance the author mentions is the culture in which the language occurs. The communicator's background, attitude, beliefs, and values contribute to sharing. The context of the communication also affects the meaning of the message. For instance, what a

person shares with a group of friends could be entirely inappropriate for another audience. Good communicators and good communication teachers base their principles on these components that will later affect the feedback received. The author explains that feedback is the response that the communicator gets from interpreting the previous three mentioned communicational components. Therefore, oral communication aims to help students understand the variables and dynamics of different speaking scenarios, develop their ability to make correct decisions about communication goals and strategies, and develop their ability to achieve those goals through communication behaviors.

Oral skills are among the essential language skills a student can master for social and academic success. Oral communication is used for many different purposes, like making requests, asking questions, receiving new information, and interacting with peers. Therefore, some of the suggestions for good oral communication teaching that Brookes (2018) mentions are to promote conversations to allow students to practice what they know of the language they are learning. This guideline will allow the teacher to understand the student's struggle areas and plan the lesson around these. Additionally, students might not comprehend the syntactic structure of the language, but encouraging them to use them by modeling a complete syntax structure back to them will affect the student's outcome for good. Modeling will help students to develop skills in the language. Think of a student who has not gained confidence in the new language; this student might struggle to articulate words and could even keep a low voice pitch as their emotions take place, hence; encouraging students to articulate correctly and also giving them the tools they need to perform is an excellent approach to help them improve their oral skills.

Asking questions to prove understanding is also a tool teachers can use to dig into the students' oral skills. Students might choose to nod back as a non-verbal communication response,

but it does not mean they understand the teacher's words. Asking questions is a technique that a teacher can practice to prove understanding from learners. Asking questions applies to different circumstances to prove the teacher's instruction. Using other language skills like reading or listening to request a final oral communication product and introducing questions to revise general understanding is pedagogically recommended. To explain a possible scenario, teachers can ask students to predict possible outcomes based on reading and orally explain whether the prediction was accurate. Students can also summarize a passage, and the teacher could ask questions like, who were the story's main characters? Or what is the main idea of the passage? These questions will allow the teacher to improve the student's oral production.

Part of proving to understand is never to assume that instruction was understood. Brookes (2018) mentions that students might not be getting the teacher's message. Some of the possible errors include mistaking messages like "always be polite" with "Al waits to beeps a light" or "Time and tide wait for no man" with "Diamond died weight for nome ann." These misunderstandings are examples of how students might misinterpret messages and accommodate meaning based on familiar sounds, even when these make no sense and in the communication circumstances. Part of the proposal to resolve this misunderstanding is to teach concept words. The author encourages educators to take the time to explain the meaning of those words, add critical value to the message, and ensure that students understand them.

2.1.6 Teaching Emotional Approach

Teaching the emotional approach means that during the learning process, teachers bring emotions as active players in the class to stimulate the achievement of goals. It means that bringing emotions to the class does not necessarily center emotions as the learning goal but uses them to achieve the goals. The emotional teaching approach brings different emotional layers to

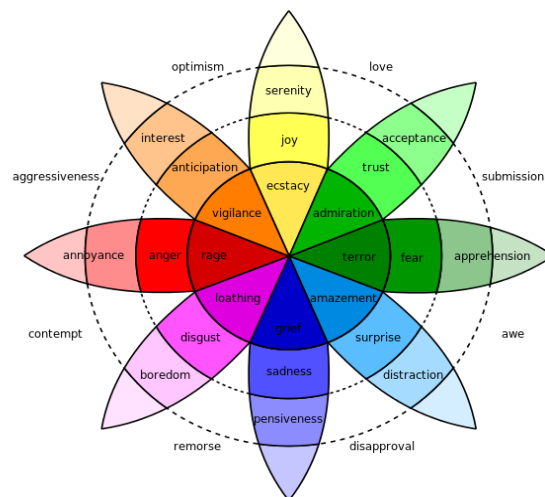
stimulate learning. O'Malley (2018) mentions emotional scripting as a technique that intentionally creates different emotional states for learning at different lesson stages. Hence, instead of planning a lesson plan that consists solely of the teacher and students' actions towards an academic goal, the emotional scripting splits activities into sessions and uses emotions to stimulate students better.

As mentioned earlier in the present chapter, emotions have three main components. First is the individual subjective experience, then a physiological retrigger that explains physiological symptoms that emotions arise, and finally, an expressive behavioral response that is the noticeable response, also known as body language. The emotional teaching approach uses these components to stimulate learning outcomes. For example, the previously mentioned author explains a class dynamic that uses emotional scripting to teach. First, the teacher asks the students to close their eyes and plays music to stimulate emotions. Then after a few seconds, the class slowed down the pace. The teacher then asks the students to open their eyes and pick up their pencils to write a story using the emotions they experienced through the music. Once they have a list of ideas of what they want to express, the teacher asks the students to deliver a final product that, as of this investigation, the best product will be delivered orally. This technique should bring different results from the students as emotions are subjective, depend on the student's background, and circumstances strongly influence the communication.

The primary purpose of teaching the emotional approach is to help students understand their emotions. Earlier in the present chapter, it was said that Plutchick proposed the theory that human beings have a set of basic emotions that later combine into more sophisticated ones, which explain the sensation of feeling more than eight basic emotions. To that extent, Frey, Fisher, and Smith (2019) explain that understanding the different combinations of basic emotions

helps identify them. As part of their proposal, the writers mention the case of Lydia Navarro. This English teacher uses emotional terminology to enhance vocabulary while building the students' ability to identify emotional states. First, the teacher created a "word wall" that students use for writing purposes to describe the emotions of their characters. The teacher models how emotional terms can be used to describe a range of emotions and uses painted chips as visual representations. Then the teacher assigns a different color to each of them. With this foundation, the teacher introduces the wheel of emotions to the students (Plutchick, 1997; see figure 1), producing secondary emotions with eight basic feelings. For example, joy and trust produce love, trust and fear produce submission, fear and surprise produce awe, surprise and sadness produce disapproval, sadness and disgust produce remorse, disgust and anger produce contempt, anger and anticipation produce aggressiveness, and anticipation and joy produce optimism.

Figure 1. *Wheel of Emotions*



Taken from Martec, by R. Plutchick, 1980, Martec (<https://martecgroup.com/using-plutchiks-wheel-of-emotions-in-market-research>). COPYRIGHT © 2022 MARTEC

Think of Lydia's class as an excellent example of applying emotions to learning. Students learn through their characters how emotions combine, and the combination stimulates the ideas of their main character's stories that could have placed them in the emotion. For example, suppose the story presented speaks about characters with complicated situations, leading to sadness as the primary emotion. In that case, the students using the wheel of emotions can expand on possible outcomes. If sadness has two main components in the wheel that are grief and pensiveness, their characters somehow might suffer these to stimulate the emotion. Therefore, their stories must include possible scenarios that involve these two components. Hence, if students want to continue explaining possible outcomes from their stories, they need to understand that sadness combined with disgust generates remorse. The opposite emotion in the wheel for sadness is joy with its combination.

Students who understand how emotions direct their writing for their stories find more tools and imagination to develop ideas. More importantly, they acquire the basis to understand their feelings, affecting the learning experiences. As educators, it is common to hear that motivation is vital in students' willingness to learn. However, where does it come from? Chen and King (2021) mention that emotions in the learning process deserve attention. The author explains that the control-value theory is one of the more prominent theoretical frameworks intended to understand the relationship between emotions and the learning process. This theory says that students experience different emotions in learning and test-taking. Thus, these emotions affect students' cognition, motivation, and academic results. Students who experience positive emotions improve academic results, pursue mastery-oriented goals, participate actively, and lower efforts with better achievements.

When thinking of positive emotions as part of the learning process, is it complex to say that students will only experience positive results. Failing is an inevitable and essential part of the learning process. Hence, control-value theory explains that control over proximal determinants over students' emotions towards academic failure involves casual attribution and expectance. To that extent, the value added to summative evaluation does not determine the student's learning results. Focusing on learning and what the learning experience brings with it is what control-value propels. Giving value to what the students can control during the learning process promotes learning as the experience rather than the number obtained. An emotional teaching approach looks just that, welcomes the student to the experience, and uses the emotions to understand the subjective approach toward other components of the emotions. Using an emotional teaching approach does not represent changing students' curriculum to teach about emotions directly. Instead, it means adapting basic human emotions to the social development of the class. Hence, as mentioned in the present chapter, an emotion like fear brings psychological components that directly impact the student's performance based on what fear encodes. For instance, students can fear being laughed at by their equals and lose a sense of trust and joy. Adapting emotions to stimulate oral production is quickly done using teaching techniques like desuggestopedia.

Emotions control the classroom, whether the teacher pays attention to them. A classroom that has not been emotionally addressed is like a car without a driver. Niedt and Seals (2021) attribute the reason for learning inefficiency to psychological barriers such as the fear of being unable to perform a task. They mention that students underutilize their mental capacity. If the teacher gives students ideal conditions and more enjoyable learning environments, the student's retention capacity improves. Suggestopedia considers the physical environment and the

classroom atmosphere. Accordingly, the educator could suggest what students find more attractive and desuggest what they dislike. Hence, this practice helps overcome some of the emotional limitations students get from the learning environment. As part of the desuggestopedia teaching technique, the teacher can play with the environment and intend to set the student into a different perspective. Learners learn from what they have on the inside and from their surroundings, which is the adaptable environment that a teacher can use to affect the students' minds. This approach enriches the environment using posters or images containing targets like phrases or realia and exposes the students to a more natural condition.

The suggestion is the key to penetrating the student's mental set up to stimulate reserved mental capacities. Students can also create new patterns and dissociate negative emotions with learning circumstances through the suggestion. Therefore, the writer expresses that suggestions could be direct or indirect. Direct suggestions are directed to the conscious process. For example, a teacher announcement of a test that intends to give the student the time to prepare, the conscious suggestion might subjectively associate the announcement with a range of emotions. The indirect suggestion is unconscious; it is always present in every communication involving many levels. It encompasses all those communication factors outside of conscious awareness, such as voice tone, facial expression, body posture and movement, speech tempo, rhythms, and accent. Other significant indirect suggestions result from room arrangement, decor, lighting, noise level, and institutional setting - for all these factors are communicative stimuli that result in non-specific mental reactivity on the part conscious level. In other words, everything in the communication/learning environment is a stimulus at some level, being processed at some level of mental activity.

Role-plays are an excellent example of desuggestopedia in the class. However, utilizing the environment to "desuggest" the student is a determinant. Think of the connection emotions have with the role-play activities. If a student is having a lousy time communicating ideas beyond his intellectual capacity, the student has the ability. Nonetheless, negative emotions stop the student's performance. Setting up the classroom where the student can feel close to a real scenario and asking the student to create a character that includes emotions can help the student overcome feelings of failure. For example, a shy student, who constantly fears speaking in front of the class, is asked to create an outspoken character. This character is not taken to the front of the class to deluge the student, but he is suggested to look for a way to speak to the class from a different perspective, like creating a big circle where everyone is at the same sight level. This class is also taken into the idea that they are no longer classmates but characters of a story and are also suggested to participate in the class from this new persona they created. Errors are not graded; students get summative points from accurate syntactic structures. That way, the students are also desuggest to stop thinking about losing points but gain points.

The present chapter has reviewed the teaching and teaching approaches' theoretical information. It also lists different authors explaining emotions and what encompasses the learning process. However, students can also directly serve as communication channels for the teacher to understand how they feel. The researcher has investigated methodologies used in other professional fields and looks to understand the students or the person being served. Dekker (2020) explains how the Design Thinking technique helps develop a product that is engaging and connects with a final user. To that extent, the teacher's final user is understood as the student, and the product is how to help the student improve oral communication using an emotional-based approach.

Designs are not only exclusive domains of architects. Teachers also design to develop new ideas that make students feel engaged. Design Thinking applied to emotional teaching gives the teacher a wide variety of tools to re-design the lesson plans. Part of understanding how to deliver a class is to understand the audience, and this chapter seeks to understand the audience's emotions towards an emotional approach. Therefore, Design Thinking promotes what is called an Empathy Map. The empathy maps could be understood by explaining what a person says, thinks, does, and feels. For example, a student who fears failing an exam might tell the teacher everything is fine and not communicate possible needs to avoid being laughed at by equals. On the other quadrant, this student would also think that what is happening is terrible and bring anticipation to the list of emotions that he experiences. Overall, what this student does is stay quiet. These actions explain that all quadrants of the empathy map (feels, says, does, thinks) are connected to the same scenario but completely different feelings and actions. This disconnection of emotions and actions limits the student's opportunity to get what they need, help.

Design thinking also proposes a board of emotions. Body language is an emotional symptom that varies from subjective perspectives and backgrounds. Hence, understanding visual clues as a physiological symptom to comprehend emotions could lead to misunderstanding. The board of emotions is a way of measuring the emotional temperature the general class experiences every day. The teacher needs to understand the emotions that occur every day in the class to decide on his class design. These emotions are different, so the board proposed color-coding emotions while creating hanging tags for a blank board. When they enter the classroom, the teachers ask the students to select one of the emotions and move them to the tags stored on the mainboard. All students do this first thing in the morning and are asked to change the tag as the emotions vary. To protect the student from the social stress of exposing feelings, the teacher

never asks the students to give their names. The emotional board only measures the class's predominant emotion without mentioning a student's name. It is a general measurement to decide and announce information based on the day's emotions.

CHAPTER III

Methodological Framework

The methodological framework presents a rigorous process that explains how to collect the information developed throughout the present investigation to solve the questions raised in the first chapter by employing the population's observation and analyzing the instruments. These seek to provide a solution to the problem statement. This chapter will provide the style of research elaborated, different types of information that have been conferred, instruments used to collect the information, and the categories of analysis.

3.1 Research Approach

It is relevant to mention that the qualitative approach will be used in the development of this research; consequently, it is pertinent to refer to Hernández, Fernández, and Baptista (2014), who explain that the qualitative research approach as it "Uses data collection and analysis to refine research questions or reveal new questions in the process of interpretation" (p.7).

Therefore, the present investigation seeks to implement qualitative instruments to understand the student's experiences and affection over learning outcomes to answer the research question and understand how the teaching emotion approach affects the students' oral performance.

Hernandes et al. (2014) explain the different research approaches implemented when designing the investigation. The Quantitative approach uses numbers to test hypotheses, make predictions

using measured quantities, and eventually represent an event using figures. Using numerals, the researcher can use evolved and robust statistical tests to ensure that the results have a statistical relationship and are not just a coincidence of observance.

On the other hand, Qualitative research defines the type and quality while analyzing and comprehending an occurrence. This approach uses narrative descriptions. Qualitative research strives to give someone a mental illustration of what the researcher is seeing. Due to the temper of qualitative research, it is not easy to use statistical methods to measure sorts and grades. The author also explains the possibility of leading the investigation from a mixed approach perspective. However, as stated before, the present investigation is qualitative.

3.2 Research Design

To better understand the research design of the present investigation, the foundation of the present investigation's design is described as descriptive and action research. A descriptive design, inferred by its name, intends to describe a phenomenon. Moreover, McCombes (2020) explains the descriptive as a design that intends to accurately and systematically describe the population in question, its situation, or the phenomenon this population experiences. It can be remarked that this investigation will be based on descriptive research since the integration of the population is relevant in the rehearsal and collection of the phenomenon being studied. In addition, it is desired to describe each of the devices or methods developed by the investigator to discover the affection for the oral performance that the emotional teaching approach might have on the studied population.

As part of the present research design, the investigation drives the design in the companion of action research. VanBaren (2019) explains that an action research design is an

educational research that intends to collect information from the outcomes of the instruments applied to the studied population. To describe the phenomenon being studied, the researcher must collect the information to lead to possible results. Additionally, action research is defined by the Institute of the Study in Education (as cited by Sagor, 2020) as “a disciplined process of the inquiry conducted by and for those taking action. The primary reason for engaging in action research is to assist the “actor” in improving and refining his or her actions” (p.1). To that end, this research design focuses on the actors and the students in the subject of this study. The evaluation of the emotional teaching approach toward the population's oral performance is possible thanks to the previously explained research design. This investigation, through its design, seeks to understand the machines that a learning approach might bring to the loop of the learning experience and teaching experience.

3.3 Information Resources

The sources of information are necessary for the proper evolution of an investigation. According to the researcher's needs, such data can be collected through people, objects, or places, explaining the different types of informational sources.

3.3.1 Primary Sources

Primary sources can be described as the investigator's sources for the theoretical information. Thus, since this data source is pioneering, primary sources have never been the object of study. These sources include books, magazines, newspapers, diaries, CDs, interviews, and even interactions among several people. According to Gallaud (2015), primary sources “are those that have not been previously interpreted or, at least, that have not been interpreted in the sense that interests the focus of the thesis or with the desired breadth” (p. 21). One of the primary

sources cited in the book from Frey called *All Learning is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond*.

3.3.2 Secondary Resources

Secondary sources are constructed by intellectuals who interpret the past by examining primary sources and the analysis of others. They are generally the commentary about a topic. Gallaud (2015) defines them as “Material that has already gone through the analysis of other experts. They are facts and material known or transmitted by others. They are the books of criticism and, in general, the interpretations that of a subject have been made” (p. 21). The present investigation antecedents lead the secondary sources.

3.3.3 Tertiary Resources

A tertiary source of information is another practical resource. Researchers can consult them to acquire more information to develop their investigations since most reviews previously conducted works. Gallaud (2015) mentioned, "Tertiary sources are a selection of primary and secondary sources. It is not an excessively important or useful distinction" (p. 21). To that extent, it can be deduced that the purpose of the third source is to help the researchers to enlighten through the revision of the sources that other investigators utilized to be accepted as guides and as seeds of data that contribute to the enrichment of the research.

3.4 Analysis Categories

The categories of analysis help the present research streamline part of the phenomenon being studied. These notions have a conceptual definition, which can be understood without a vast knowledge of the developed area. In the present research, the categories mentioned are teaching, emotional, approach, oral, communication, and performance.

3.4.1 Teaching

Teaching is the application of different pedagogical strategies to help learners learn.

Teaching is the concerted sharing of acquaintance and knowledge, usually systematized within a field and, more commonly, the incentive to a person's psychological and intellectual growth by another individual or artifact.

3.4.2 Emotional

Emotional is an individual's capacity to show or relate emotions toward something else, such as a person or object. To that end, Solomon (2012) explains emotional and emotions as a complex experience of the conscious mind. The author expresses that this complex experience results from the personal significance of a thing, an event, or a state of affairs. Consequently, in this chapter, emotional is the course the teaching takes towards the methodological strategies applied in class.

3.4.3 Approach

The approach for the present investigation could be defined as the intention from where an action is taken or led. The intentionality of approaching something or someone involves becoming closer to the approach subject. Hence, British Council (n.d.) mentions that an approach is how something is observed. In teaching, it is explained by British Council that a teaching approach is a theoretical perspective of what a language is and how it can be learned. Therefore, an approach focuses on methods, the way of teaching, and classroom activities or techniques to help learners learn.

3.4.4 Oral skills

Oral can be understood as the capacity to produce spoken words through the noise of the vocal cords. Gordillo (2011) has defined oral skill as the capacity to express oneself verbally for communicating, based on the linguistic rules of a language. It is divided into two complementary skills: listening (the receptive skill) and speaking (the productive skill). Both are produced within a communication act, in which the speaker and listener communicate among themselves, not individually.

3.4.5 Communication

Communication is sharing information where a person shares meaning with another person. It consists of communicators, messages, channels, circumstances, and feedback. Moreover, according to Munodawafa (2008), communication can be defined as the transmission of verbal and nonverbal messages. In transmitting messages, the clarity of the message may be interfered with or distorted by what is often referred to as barriers.

3.5 Data Collection Instruments

To collect the data and accomplish the objectives of the present investigation, the researcher uses different instruments to understand how the emotional teaching-based approach affects oral performance in English. Consequently, different instruments such as checklists, pre-test, and post-tests are used in this investigation's study population.

3.5.1 Checklist

The first objective of this investigation is to identify the emotions that affect the study's population's oral production. Accordingly, using a checklist through a class observation helps the researcher understand the class environment and the teacher's approach to teaching speaking skills towards possible observable oral affections in the class execution. Thus, the checklist

assertions consist of the following twelve: the teacher's speaking skills are good, and the teacher speaks in English in class, for the most part. Also, the teacher's approach is calm when the students ask questions, the students and the teacher participate in conversations during the class, the students are asked to speak in English during the class, and the student tension from an observable physical retrigger symptom is low in the class, the student tension from an observable physical retrigger symptom is high during the class, the student's English level is basic, the student's English level is medium, the student's English level in advance, the class setting is appropriate for a learning environment.

3.5.2 Pre-test

Identifying the emotions that affect oral performance in English in the investigation's population is possible via a pre-test. Therefore, the pre-test of the present investigation consists of delivering an oral production using the previously viewed topics. Hence, by the time of the pre-test, the students will have reviewed the pre-tested topic with the teacher, "Introducing yourself," before being asked to present. Hence, this topic will be considered a review for the exam which means that all the students will have the necessary understanding allowing the oral production to be more precise and emotion centered. As a warm-up for the activity and to enhance the student's understanding of the topic, the researcher will ask the students to help create a list of introductory statements previously reviewed in class with the teacher.

Once the statements are listed and reviewed, the researcher will ask the students to work in pairs while gathering the necessary information to introduce their assigned classmates. At the same time, the researcher will walk around the class and ask questions in English to the students and invite them to respond in English. The questions are meant to understand the student's confidence to speak in English and do it in front of someone else. Also, these questions prove

good knowledge of the topic being used. Once all the students have finished gathering the information needed for the activity, the researcher will ask them to stand up and present the classmate they worked with in front of the class. Then, through observation, the researcher will take notes of all possible physical symptoms that indicate the appearance of the eight basic human emotions listed in the second chapter of the present research. Thus, right after the student's presentation, the researcher will hand the students a questionnaire that consists of the following: In the first question, the students will be asked to rank the emotions (from the eight basic previously mentioned emotions) they experienced before being asked to speak in English. The second question asks the students to rank their emotions after being asked to speak in class. On the third question, the students express if they think they understand the emotions that arise from speaking English. The fourth question asks the students if they believe they have been given the correct information about managing their emotions when speaking in English. The fifth question asks the students if they consider that comprehending their emotions will impact their oral performance. The sixth question asks if they feel they know English well enough to keep a conversation in English. On the seventh question, students are asked to mention their perspectives on how emotions would affect the delivery of their English oral production. Question eight asks the students whether their speaking skills are the same when alone or in front of other people. Finally, question number nine asks the students to describe their experience when asked to talk in English.

3.5.3 Activities in between

After the pre-test and understanding of the current population, the researcher will do two in-between activities to apply the emotional-based approach. During the first activity, the researcher will introduce the wheel of emotions listed in the second chapter to the students. An

informal chat does this first introduction to the students; to create a bond between students, the researcher will open up the activity by telling the stories experienced when the researcher started learning English. This initial warm-up intends to set the vulnerability of the class to allow more sincere conversations about emotions. Then, the researcher will share personal emotions that arose when initially learning English. After this warm-up, the students will be introduced to the wheel of emotions to explain the eight human emotions, along with a video explaining each of the wheel's layers. After the students understand their emotions well, the research allows them to open up about their own emotions and possible reasons that strengthen those emotions. Thus, after this chat, the researcher will warn the students that they will be asked to present role-play with the teacher in front of the class; the topic will be "ways of answering a phone call" from a previously revised topic the students already manage. Right after the warm of the activity, the researcher will ask the students to circle the emotions this assignment creates in the wheel of emotions. Next, the teacher asks each student to stand up and mock a phone call in front of the class. The researcher starts the mocked call and has the students answer the fake call using the theoretical information studied in class. After the students' oral performance, the researcher asks them to mark the emotions they experienced during the presentation with a number two.

The researcher will use two artifacts from the Design Thinking framework in the second in-between activity. First, the researcher will start the activity by warning the students that this exercise will end with an oral presentation. Then, the researcher will split the class into two groups; the first group will be asked to create a persona. The average student from their class must inspire this persona, which means that this artifact must be a fake character but reliable enough to believe it represents the average classmate. The second group will be asked to create an empathy map. An empathy map consists of four quadrants that compare the differences

between what a person says, thinks, does, and feels. The students will be told an example to explain the difference between the empathy map quadrants and asked to use as inspiration the emotions from their initial pre-test activity when they were asked to introduce one of their classmates. Finally, the students will be asked to present in groups and later respond to the two initial questions from the questionnaire used during the pre-test. They were asked to rank their emotions before and after speaking in English.

3.5.4 Post-Test

After the students had the opportunity to work around emotions and share their experiences, the researcher will apply a final post-test designed to evaluate how the emotional teaching-based approach affected oral performance in the studied population. The regular teacher of the class prepared a pre-test practice that the students had to complete prior to this final research post-test. The researcher will ask the students to change roles in the class; the students will be asked to present in front of the class the theoretical information behind each exercise while revising the response against their classmates' responses. The researcher will assign the topics to ensure each student will have the opportunity to present. This post-test is meant to be compared against the pre-test while asking the students how they think the previous activities affected their oral performance as the evaluation of the emotional-based approach.

3.5.5 Collection Data Process and Data Analysis

The collection of data process is approved by the class' teacher and the institution's principal. This information collection is done during a week for 9 hours on three different days. The principal has stated that this tenth-grade group has shown good participation in class and that the teacher is considered one of the best in the institution. Therefore, the outcome of this

data collection is expected to run smoothly. Furthermore, the present investigation has explained how emotions are a matter of personal bias among learned behaviors; hence, strong and sincere class participation is crucial for a proper investigation.

To collect the necessary data for the present investigation, the researcher will observe the class during the first research interaction to complete a check lists that seeks to understand the class environment and the teacher's approach to teaching speaking skills towards possible observable oral affections in the class execution. The checklist's assertions are mentioned in the present chapter under section 3.5.1. With this in mind, the data collection process is meant to gather data that helps identify the emotions to accomplish the first goal of the present investigation. To that end, the second interaction is designed to pre-test the students consisting of an activity where students are asked to introduce one of their classmates. At this point of the investigation, there has not been an emotional-based approach to teaching. Instead, the students are asked to present their classmates in front of the class using their personal emotional experiences. At the same time, the researcher helps the students prove they understand the topics studied in class, which the class must master at the time of the test. After the pre-test, the population studied fills out a questionnaire explained in section 3.5.2 of the present chapter.

To accomplish the second goal of the present investigation, the researcher will apply the emotion-based approach to two activities. In the first activity, students are introduced to the wheel of emotions (figure 1 of chapter two). Next, the researcher will set the class vulnerability by opening up about emotions and creating a secure environment for students to do the same. Then students are asked to deliver an oral presentation and mark in the Wheel of Emotions the emotions they now experience after the class conversation about emotions. The third interaction of data collection is meant to run through the use of the Design Thinking framework, where the

students are instructed to create a fake character that is reliable enough to represent the average student of the class while creating an empathy map to understand the differences of what a person says, thinks, does, and feel. This second interaction ends in an oral production from the students and a ranking of the emotions the students experience after the emotional-based approach is applied in the class. Finally, in the post-test, the students are asked to switch roles with the teacher of the class and revise the previously assigned practice orally in front of their classmates while explaining theoretical reasoning for their responses. The researcher, through observation, aims to evaluate how the emotional-based approach affects the student's oral production.

CHAPTER IV

Data Analysis

In the present chapter, the reader will analyze the activities applied to the studied population at Colegio Técnico Profesional Nocturno Carlos Luis Fallas During the Second Quarter of 2022.

4.1 Analysis and Interpretation of the Test Results

The reader can find the description of the observation, pre-test, activities in between, the post-test, and the final observation in the analysis and interpretation of the test results section.

4.1.1 Initial Observation

The researcher observed a class to understand the class dynamics. This observation ought to understand the environment where the students learned most of their oral skills since this is the most critical place where the learning occurs. For this reason, the class observation was followed by a checklist described in the previous chapter. The first checklist statement consisted of observing the teacher's English skills as the teacher is the reference the students have to practice their English and the only direct contact with the language. Hence, it is expected from the teacher who masters the language to be a firm reference for the students of the class and to demonstrate that they can get the appropriate exposure. The observation helped to determine that the teacher's pronunciation was good on a few English words this person pronounced in the class; however, the use of the English language in the class was the bare minimum to comprehend the teacher's

oral skills. For this reason, the result is no for the statement since the teacher's skills would not make any difference in the student's learning experience from lack of exposure to the English language. The teacher's academic level was high enough to infer that a good English level existed, but this level was not reflected in the class. This first statement also responded to the second statement of the present checklist, which sought to analyze if the teacher exposed the class to the language in question by speaking English for most of the lesson; hence, the response to this second statement is no. The students during the observation did not have the chance to practice oral or listening skills as the class was teacher-centered. The instructions provided by this teacher were all based on Spanish being the second primary language used. The third checkpoint was intended to determine if the teacher's approach was calm when the student asked questions, so it was observed that the teacher was calm when the students were asked questions and responded to all the questions asked by the students. It is crucial to mention that being calm does not necessarily mean being friendly to the students; as observed, the students have a good relationship with the teacher by being calm in class and friendly enough when talking about any topics aside from academic practice.

Additionally, it was observed some hesitation from the teacher when explaining topics that were considered covered. Finally, in the fourth statement, the researcher intended to understand how often the students participated in English conversations with the teacher. As a result, it was observed that English conversations never existed between the teacher and the students, which did not mean the students never participated in a conversation with the teacher. They talked to the teacher as often as needed but never did it in English. This previous checkpoint is somehow connected to the following statement, which is intended to determine whether the students were asked to speak in English in the class; therefore, the English teacher

did not ask the students to speak in English. Instead, the conversation was kept in Spanish at all times. Besides, the following two checkpoints of this checklist aimed to understand the students' physical symptoms when exposed to the language; consequently, no negative physical symptoms were observed on the contrary, and it was easy for the students to keep the conversation in Spanish and ask their teacher to respond to their queries from this same language. Thus, statements eight, nine, and ten were impossible to determine as the class was all in Spanish. However, as per the topics presented by the teacher, it could be said that the class had a basic English level; all the questions asked during the class demonstrated a basic knowledge of the language. Finally, the last checkpoint strived to comprehend the learning environment. The class and the institution had everything the students needed. All the students had their desks, and the classroom ventilation was good not to suffocate them; it can be said that at all levels, it was appropriate for the students, and the result of the observation was positive as the class was well decorated. In addition, all the tools needed for the class were present.

Figure 2

Initial Class Observation Checklist

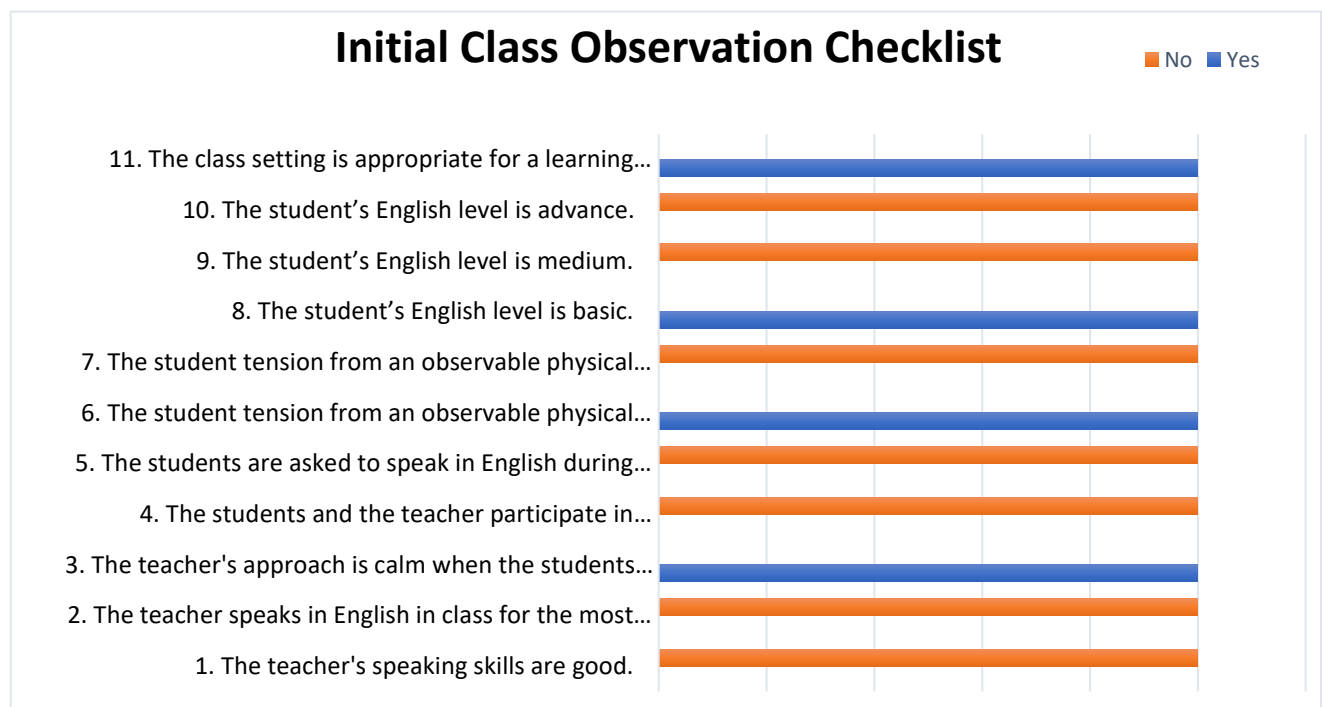


Figure 2: Initial Class Observation Checklist. Source: Researcher's creation.

The previous chart explains the results of all the statements found on the checklist. The first statement is optimistic about the class setting being appropriate for students learning. The students' English level was based on what was previously explained. The student tension was always kept low. The students were never asked to speak in English; the students and the teacher participated in conversations during the class. The teacher's approach was calm when the students asked their questions. However, as English was barely used, the last two statements are negative. As a result, four statements were positive, and seven statements were negative based on the previous chart

4.1.2 Pre-test

For this investigation's pre-test, the students were told the activities' dynamics and what to expect. It was clear to the students that this research aimed to identify the emotions that affected English oral production in class. It was also clear to the students that the present activity did not affect their course grades and that all the notes gathered were only for the investigator's eyes and treated as confidential. Therefore, the participation in the research was voluntary, meaning the students could have chosen not to participate. The investigator reviewed the previously studied vocabulary and introductory phrases to ensure everyone understood the assignment and allowed the activity to be emotionally centered. The investigator asked the students to write some phrases to introduce to someone else on the board, so they completed and created a list of phrases to introduce their peers using basic vocabulary to express the name of the person being described, the difference between words like to live in and to come from. They

also included some expressions to add extra information about the person's hobbies, favorite academic subjects, and age.

Additionally, the group explained how to adequately tell when someone is at a certain age, as some used the word “have” to express age. The students understood the concept of language interference being this one the interference that occurs from the native language pragmatics and semantics when used to express ideas in a new language that has different structures, causing the meaning of the message to be altered and to make sense only on the native language or by a native speaker of their interfering language. Then, students worked in pairs to use the introductory phrases previously reviewed to introduce their classmates. At that moment, the students did not know that the final activity delivery was to introduce the student in front of the class. All the students worked in pairs and were asked to choose a person they felt more comfortable with to work. Students started a conversation, which was marked by the fact that they decided to use Spanish as the primary language to gather the needed information.

Moreover, the investigator asked individual questions to understand the student's confidence when speaking in front of a classmate. It was observed tension in the students, but; all of them could respond to the questions aside from a few grammar and pronunciation mistakes. Repeating some of the questions was necessary but using body language to help students understand specific concepts was enough for them. The students presented physical responses like nervousness and laughed at themselves when making mistakes. Some other students showed more confidence and tried to use advanced language skills when responding, showing excitement for the opportunity they were given to talk in English. After these interactions and the students completed their peers' introductions, they were asked to step in front of the class and introduce their classmates. The class intimately expressed rejection of the idea and mentioned that it was

something they did not like to do. To avoid having the students read from their notes in front of the class, they were instructed not to take their notes and just speak about what they talked about with their classmates. Hence, all of them did not follow the instruction, and the investigator interfered by asking them to put the notes aside to avoid reading but allowing them to have them in their sight so they could follow their ideas. That flexibility seemed to work, and the students started introducing their peers. Some of them stood in front of the class and spoke at the lowest pitch possible; others expressed that they lost all the ideas they got to present. Finally, some students expressed being uncertain about pronouncing specific words; in response to their questions, the investigator asked them to give their best try. Surprisingly, the students knew the correct pronunciation of most of the words.

Moreover, the investigator asked the students to complete a questionnaire and rank the emotions they experienced. The first questions on the list had to be responded to before presenting, as the question was designed for the students to rank the emotions they were feeling before speaking in English. Once they finished their presentations, the students were instructed to respond to the second question, which sought to understand the same ranking of the same emotion but this time after they presented, intending to compare how this ranking fluctuated. Therefore, the following information was collected.

Figure 3

Pre-Test: Students' emotional ranking before being asked to speak in front of the class. One is the less experienced, and eight is the most experienced.

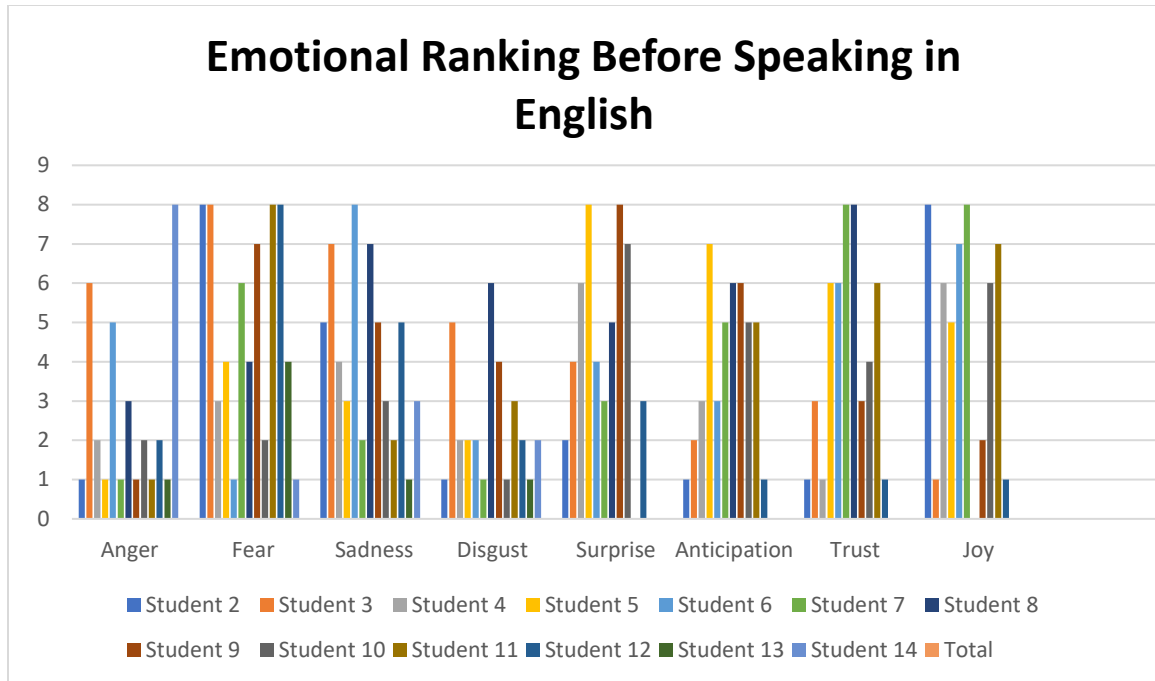


Figure 3: Emotional Ranking Before Speaking in English. Source: Researcher's creation.

Source: Pre-Test Questionnaire

The previous figure explains the emotions the students expressed feeling before being asked to present in the class. The ranking of the emotions determines that the most experienced emotion was fear, followed by joy, then trust. Also, emotions like anticipation, sadness, and surprise ranked similarly, leaving anger and disgust at the bottom of the ranking. In order to understand how the student's emotions ranked after the activity was finished, the students were asked again to rank the emotions they experienced after they finished their oral presentations. Therefore, the following information was collected.

Figure 4

Pre-Test: Students' emotional ranking after being asked to speak in front of the class. One is the less experienced, and eight is the most experienced.

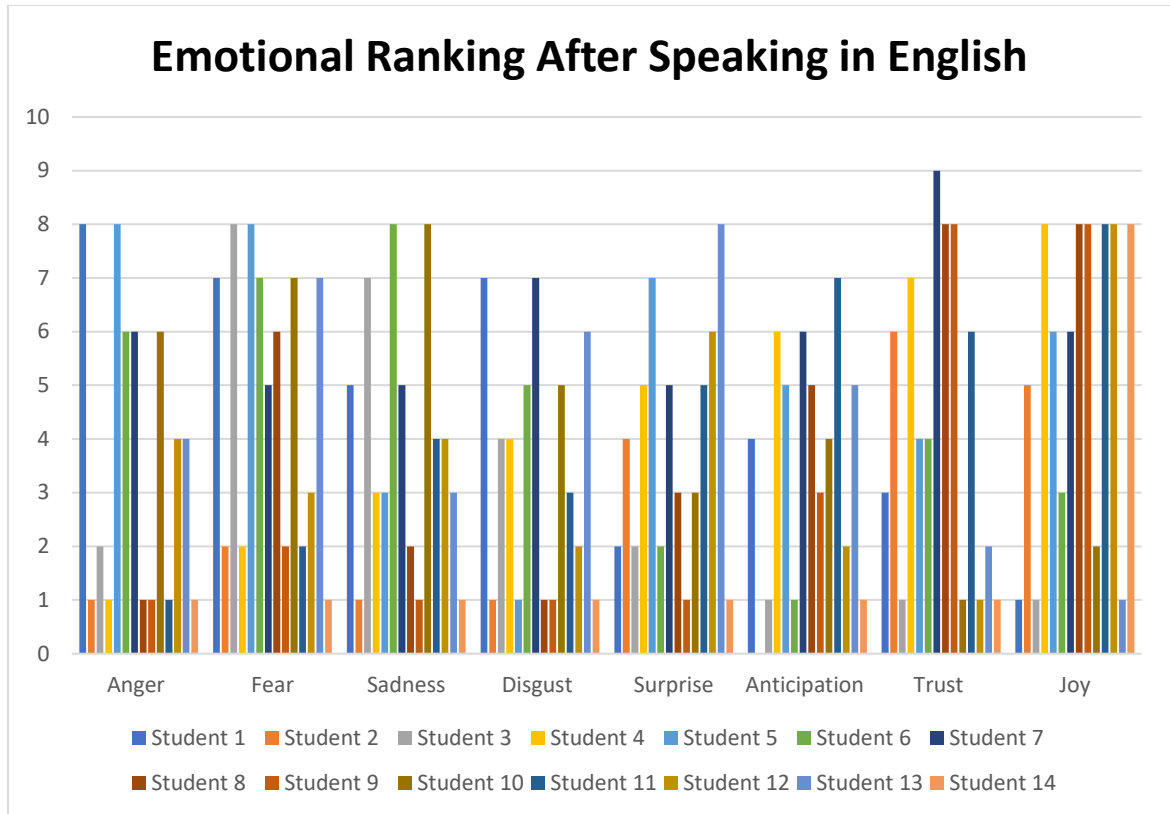


Figure 4: Emotional Ranking After Speaking in English. Source: Researcher's creation.

The previous figure explains the students' emotions after speaking English in front of the class. The ranking of the emotions shows that the most experienced emotion was joy, followed by fear, then trust. Then, emotions like sadness, surprise, anger, anticipation, and disgust rank in the order they have been mentioned.

The second section of the questionnaire sought to understand the students' perspective around the comprehension of the emotions they experienced and the information provided, among all other topics mentioned in the pre-test questionnaire described in chapter three of the current investigation. Hence, the following information was collected from the studied population.

Figure 5

Pre-Test: Questionnaire section 2.

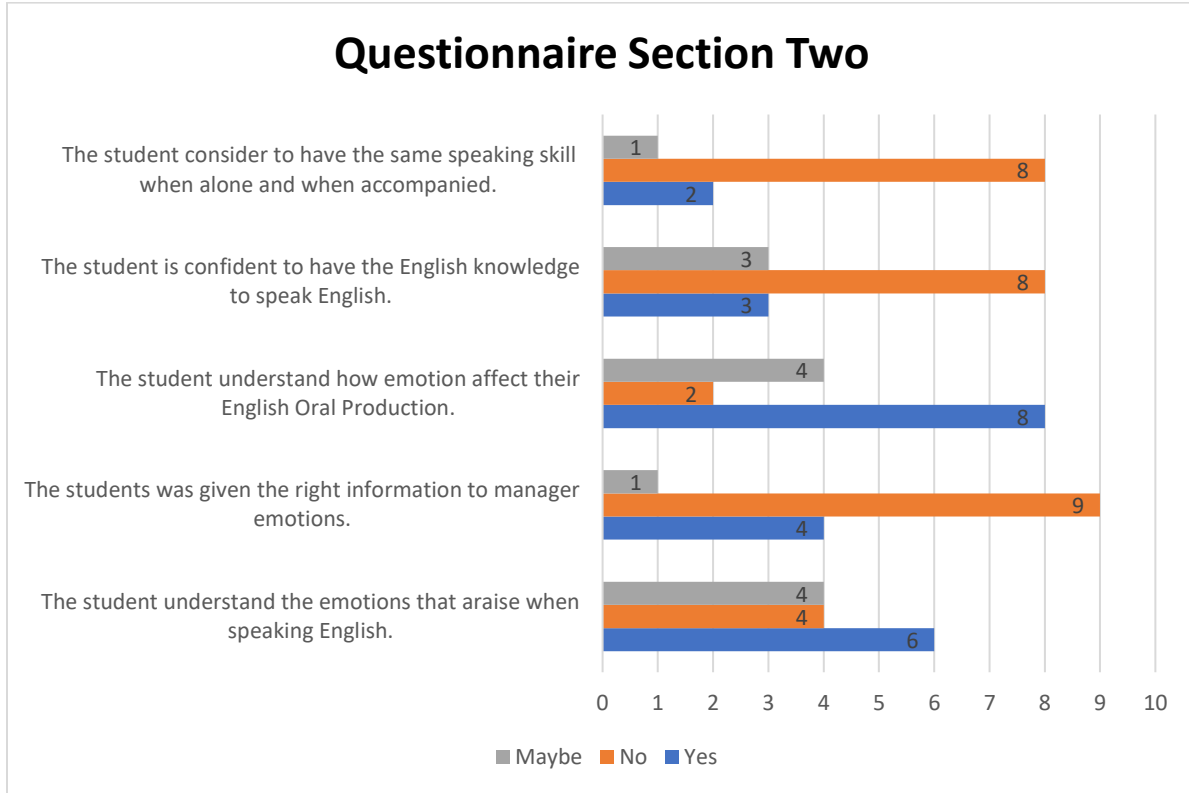


Figure 5: Questionnaire Section Two. Source: Researcher's creation.

Figure 5 explains the number of responses to each question for section two of the questionnaire. For example, one student responded no to considering having the same speaking skills when alone and when accompanied; additionally, eight responded no to the statement, and two responded yes. The second statement intended to understand the students' self-confidence when requested to speak English; to that end, three students responded maybe to the statement, eight responded no, and three responded yes. The following questions asked the student if they understood how emotions affected their oral production; four responded maybe, two responded no, and eight responded yes. Further, the followed question asked the students to mention if they were given the correct information to manage their emotions; therefore, one responded maybe, nine responded no, and four responded yes. Finally, the students were asked if they understood

the emotions that arose when speaking in English; hence, four responded maybe, four responded no, and six responded yes.

4.1.3 Activities in between

The investigator conducted the in-between activities on different days and lessons to apply the emotional-based approach. Accordingly, in the first lesson, the researcher introduced the wheel of emotions to the students to create a bond with them and open a communication channel around emotions. The second activity introduced the students to understand the difference between what is said, felt, and thought, using design thinking artifacts.

4.1.3.1 First lesson

The first activity started with the wheel of emotions. The students were given the concept of the eight human emotions and how they evolved into more sophisticated emotions. Therefore, the wheel of emotions portrays eight primary emotions: anger, anticipation, disgust, fear, joy, sadness, surprise, and trust. People who want to become more self-aware of their emotions could use the wheel to understand their different combinations. For example, students were told, using the wheel of emotions, that emotions like fear grow into terror, surprise into amazement, sadness into grief, therefore and so on; on the other hand. The basic human emotions can evolve into new emotions. For example, anticipation grows into interest and joy into serenity, and interest and serenity together grow into optimism. As a result, students were tasked with thinking about their emotions when asked to speak in English. At the same time, they were told that emotions were part of the essence that constitutes a human being and allows survival. With that in mind, they were given the example of fear and the definition described in the second chapter of his investigation. Hence, fear prepared our ancestors to run away from dangerous circumstances to

survive; however, the death tread they experimented with is no longer part of our reality during class, and fear is something learned.

Consequently, the students decided to speak out on their feelings and brainstormed possible reasons. They feared being judged, failing, and laughed at by their equals. They expressed having emotions of rejection of the language coming from past situations where negative emotions involved deeper feelings and mentioned a few of them from the wheel of emotions. Some of these students compared English with Math and said they thought English should not be as complicated as they felt, but it was just the reality they experienced. They also mentioned having teachers who did not motivate them or never showed enough interest in their English language learning. Some said they studied for the test, which was good enough to move on. Students also showed interest in what their classmates expressed and confessed feeling surprised by knowing that classmates they considered confident speaking English also had negative emotions like them when asked to talk in English. Being accepted by their equals seemed necessary to this student, who mentioned that otherwise, coming to school every day was somehow monotonous. As part of the conversation around emotions, students also asked the investigator for advice on speaking in public, being more confident, and memorizing most of the studies in the class. Therefore, the investigator explained to the students the term metacognition, leaving clear that every one of them was different and that all of them learned differently. The students were advised to understand how they learn and interpret the teacher's instructions in their learning language. They were advised to trick the brain by making it think they were well experienced in the language; the students were asked to close their eyes and strongly imagine they were in front of a large group of people but honestly think of that scenario as real as possible and pay attention to the emotions experienced, once the students identify the emotions,

slowly move through the idea of saying some English words to those people they were thinking on. Hence, they started saying out loud what emotions they experienced. Some of the emotions experienced were fear, disgust, anger, and anticipation for thinking about possible unwanted results. While the students remained with their eyes closed, the investigator then asked them to judge their emotions and think about why that emotion was happening.

Consequently, question themselves if the worse scenario comes through would it make any difference in their professional lives or social lives. People could laugh at it and make jokes, but they were the only ones who could make those words matter. Moreover, most of the classmates expressed the same feelings; it was not something happening only to them but to everyone who was gaining confidence in the language. The students were asked to repeat the same exercise every time they had the opportunity until they could trick their brains into thinking they had mastered their confidence and that that was not the first time they had felt those emotions.

In the same line of thought, using suggestopedia, the investigator asked the students to invent a character and role-play around it. Then, they were asked to mock a phone call to practice the topic they studied with the teacher. Once the activity was completed, they were asked to use the wheel of emotions and circle the emotions they experienced speaking in front of the class. However, they were given a primary instruction of failing on grammar or pronunciation the number of times they wanted but failing at least once on purpose so their classmates could take notes of the mistakes they heard and later in the class all together review the mistakes they found as a way of peer evaluation. Mistakes could be blamed on the character they created as part of the character's personality. The following information was collected.

Figure 6

Activities in between. Emotions after using an emotional-based approach.

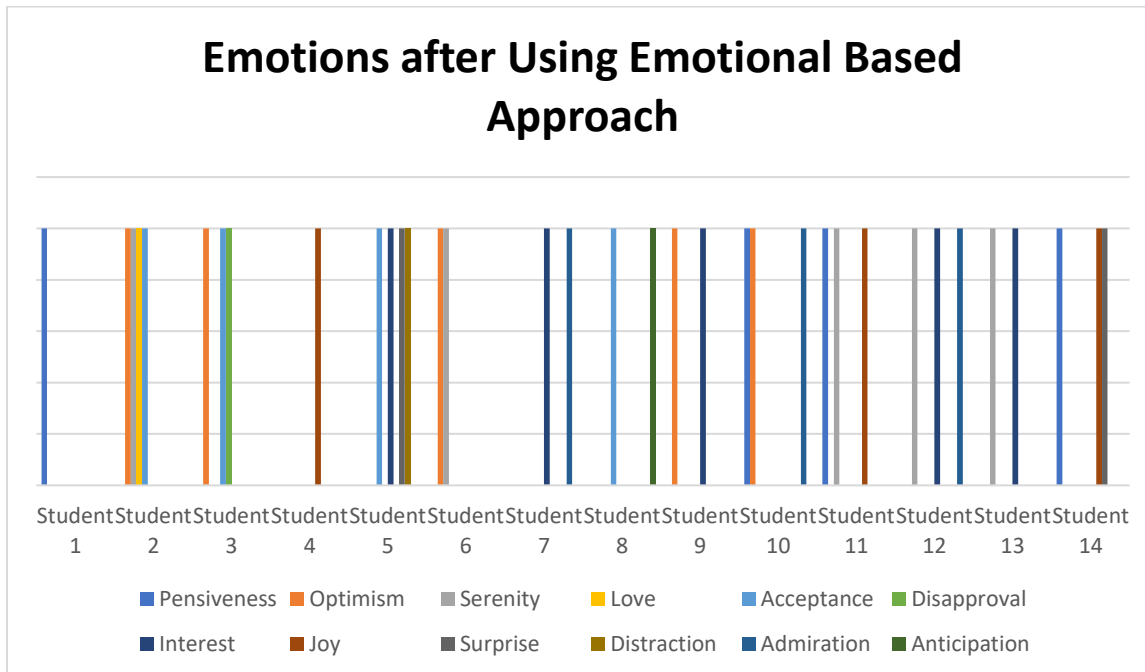


Figure 6: Emotions after Using an Emotional Based Approach. Source: Researcher's creation.

The previous chart explains the emotions that arose from the students when asked to speak in English in front of the class and after using the emotional-based approach. To that end, emotions like optimism, serenity, and interest were listed five times, followed by pensiveness, and acceptance, listed four times. Additionally, joy and admiration were listed three times, followed by surprise, listed two times. Finally, love, disapproval, distraction, and anticipation were listed once.

4.1.3.2 Second lesson

The researcher introduced the design thinking methodology to the students in the second activity. The investigator explained that the activity would result in an oral presentation. The class was split into two groups and assigned different tasks. The first group was asked to create

what is called an empathy map. Empathy maps are designed to understand the differences between what a person says, thinks, does, and feels. They were given the example of a teenager who is asked to wake up early when wanting to sleep late. Under this scenario, it would be acceptable for this teenager to respond politely to the request with an affirmation like, "yes, mom," is this affirmation the says quadrant of the map. However, this same person could think to hate the idea of waking up, making the thinking quadrant different from the says quadrant. Therefore, there are two additional quadrants to the map where the "does" represent the action of waking up and "Feeling" the emotion arising from the scenario. The students were asked to describe the first activity performed during the pre-test and outline the different quadrants from the empathy map.

This first group mentioned that in a thinking quadrant, when asked to speak in English represented the thinking of possible failure, being asked to speak a language they considered not having the complete knowledge to express their ideas. Furthermore, being in front of other people was not something comfortable and made them think of a wish to avoid the situation. On the doing quadrant, the students expressed that they tried to accomplish the tasks and stood up to the pressure the request represented, a way of following the class rules and respecting the teacher, but that was far away from what they wanted to do; therefore, the doing quadrant is the action of having to stand up and speak in front of the class. In this same line, the feeling quadrant presented the emotions of nervousness, stress, and unsafety. These students mentioned that this activity and the general approach on the previous days had given them the time to express what they felt. Just saying it out loud and seeing an acceptable response from the rest of the class was crucial for their motivation and confidence. Finally, the says quadrant, which was described as

the words mispronounced, the fact they felt they spoke fast and made themselves hard to understand to others.

Following this activity, the second group was asked to create a persona. This persona was a face character but real enough to represent the average student in the class. As a result, the students created the following persona. The character's name was Carlos Saborio, a student, 25 years old, single, from San Jose, who lives alone. A critical discussion was observed on the proper earning that a 25-year-old student would earn based on their realities. Therefore, the students determined that the average income represented 190.000 CRC monthly for a person who works at a fast-food restaurant with favorite hobbies: soccer, listening to music, and playing guitar.

Additionally, the students expressed that the average classmate needs a government grant to continue studying. Therefore, learning English was key to their success. Most of them never had the support at home to continue their studies, and others have their own home where they want to give their families an excellent example of consistency and effort. After going through the previous activity, the investigator started discussing questions about the topics studied in the previous weeks with the teacher. They were asked to ask as much as they wanted, but with clear instructions, they had to use English as much as possible. One of the students who in the past rejected the idea of speaking in English said in Spanish that speaking in English in the class was different now after speaking up and being more honest.

4.1.4 Post-Test

The post-test activity was introduced to the student as the final step of the investigation. They were asked to meditate on what they had learned about emotions when speaking in English

and dive deep into questioning whether the emotions were worth feeding. They were also asked if the activities presented in the class were helpful enough, and the students responded as follows. The students mentioned that the exercises helped to influence their confidence and provided an excellent opportunity to practice English. They also expressed in their own words that they learned that emotions controlled everything, so the activities helped them to understand this. Other students say the activities helped and considered that they need more attention and guidance on the topic. Adding to what the students expressed, they considered that the activity helped them to gain confidence when speaking in public.

With that in mind, the students were asked to use the previous practice the teacher gave and review the responses with the class. Each student was given a chance to stand up from their desks and explain each practice section orally. The information revised in the class was checked using English only, and with the help of the investigator, the students responded to questions on various topics. The first discussed topic was the introductory phrases, more precisely, how to introduce someone else, followed by a reading activity, which they completed individually and checked orally with the rest of the class. They also reviewed all possessive pronouns and ways of saying goodbye. With this in mind, the investigator asked volunteers to review and role-play the next topic to be reviewed, which was ways of answering a phone call. The investigator stood backward at the student who volunteered to participate and asked the student to fake a phone call. The conversation started with the theory reviewed in class on ways of answering a phone call. To the investigator's surprise, a couple of students started recording the activity and said they wanted to remember the conversation. After the activity was finished, the students continued talking about the name of the different workplaces they previously went through with the teacher, along with the name of different office supplies.

Additionally, the students asked questions about how to use much, many, a lot, a few, some, and a little. Finally, the last topic reviewed in the class was the comparatives and superlatives. In order to make sure students understood all the explanations, the investigator used the grammar-translation technique was used.

The students revised the theory and discussed with the rest of the class whether the responses given to the class were correct for each exercise. Once the activity concluded, they were given a questionnaire to rank the emotions they felt before and after they were asked to speak in English. These questions were taken from the pre-test questions. In addition, they added the question, "Do you consider the exercises performed by the researcher influence your oral production?" where 100% of the students responded "yes" to the statement. Therefore, the following information was collected from the emotion ranking.

Figure 7

Activities in between. Emotions before an Oral Production after the emotional-based approach

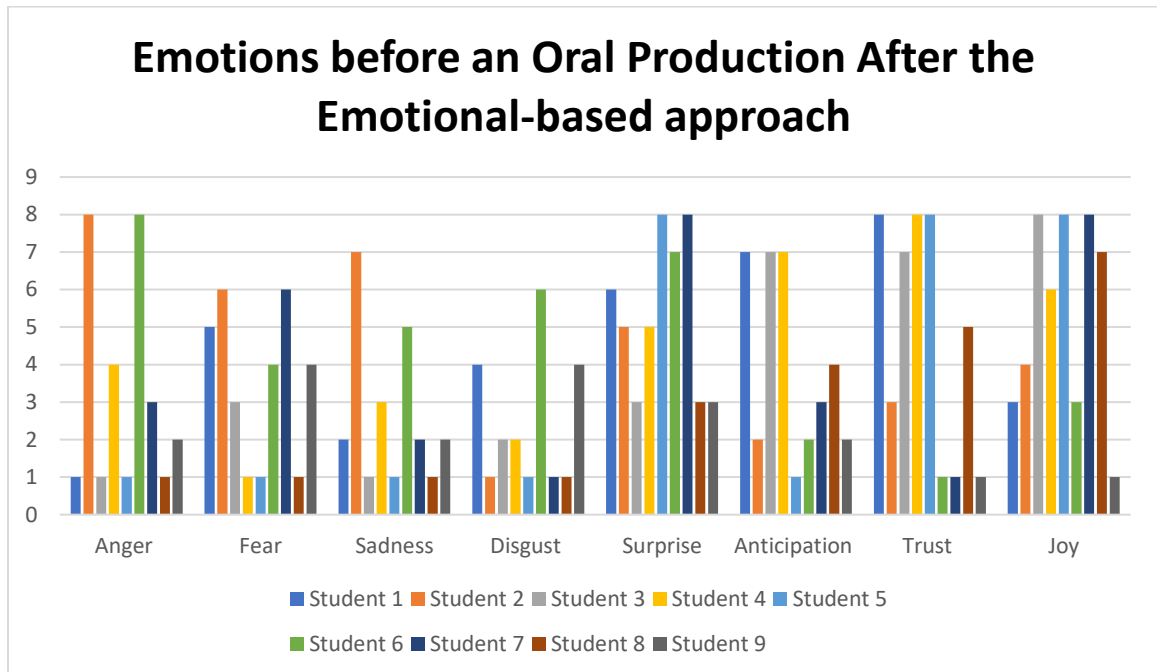


Figure 7: Emotions before an Oral Production After the Emotional-based approach. Source: Researcher's creation.

The previous chart explains that the emotions that the students mentioned experienced after the emotional-based approach are, in the first place, joy and surprise, followed by trust. After that, the emotions left ranked in the following order: anticipation, fear, anger, sadness, and disgust. To that extent, the students also ranked the emotions they felt after being asked to speak in English with what they had learned from the emotional-based approach. Therefore, the following information was gathered.

Figure 8

Activities in between. Emotions after an Oral Production after the emotional-based approach.

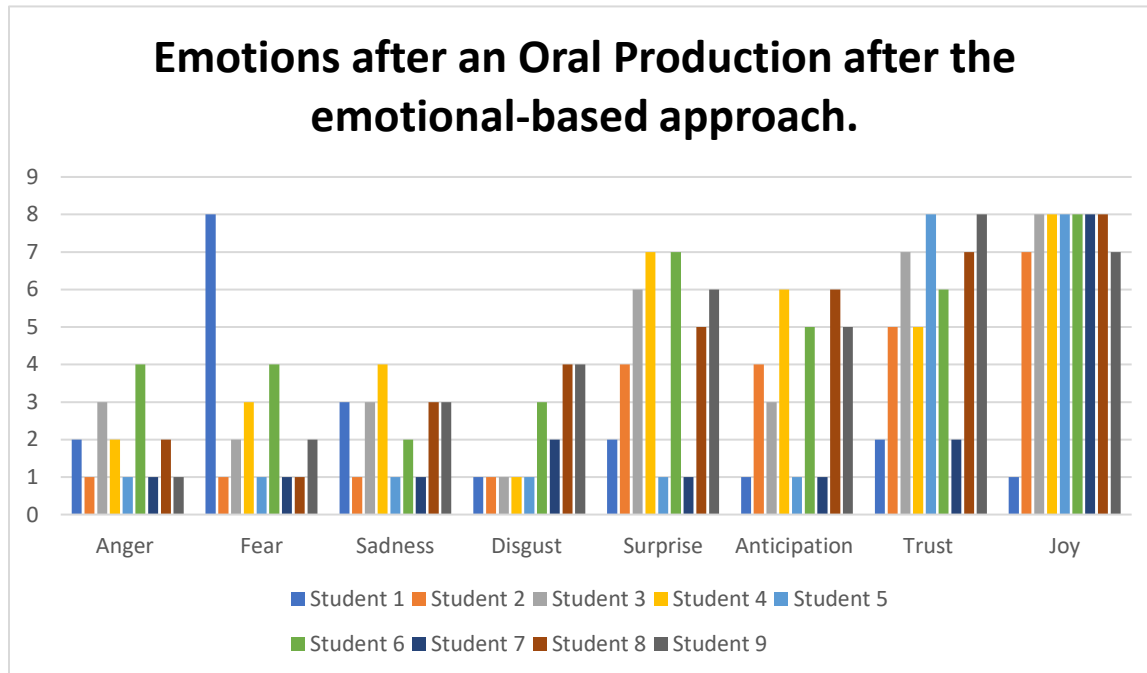


Figure 8: Emotions after an Oral Production After the Emotional-based approach. Source: Researcher's creation.

The chart presented above explains the emotions the students expressed feeling after speaking in English using the Emotional Based approach. The emotions presented ranked in the following order from the most experienced to the less experienced: joy, trust, surprise, anticipation, fear, sadness, disgust, and anger.

4.1.5 Final observation

Table 1

Comparison Between Pre-Test and Post-Test Emotion Ranking Before an Oral Production.

	Anger	Anticipation	Disgust	Fear	Joy	Sadness	Surprise	Trust
Pre-Test	13%	38%	25%	100%	88%	63%	50%	75%
Post-Test	38%	63%	13%	50%	100%	25%	100%	75%

Table 1: Comparison Between Pre-Test and Post-Test Emotion Ranking Before an Oral Production. Source: Researcher's creation.

The previous table presents the ranking of each of the emotions experienced by the students in percentages. This table compares the emotions experienced after and before applying the emotional-based approach and before being asked to speak in English. To that extent, the emotion of anger represented thirteen percent before applying the emotional-based approach. Therefore, after the emotional-based approach was used in the class, the same emotion went from 13% to 38%. Anticipation, understood by the students by the idea of wanting to know what would happen next or even think of a possible scenario, ranked from 38% to 63%, showing an apparent increase in their ranking from the students. Emotions like disgust are generally linked to negative emotions, going from 25% to 13%. The fear experimented in the class had a significant decrease from an initial 100% to half of this ranking ending at 50% after applying the emotional-based approach; on this same line, emotions like joy, considered a positive emotion, ranked from 88% percent without an emotional approach to 100% after applying the emotional-based approach. Another remarkable variable is how sadness initially ranged from 63% lower to 25%. Finally, the surprise went from 50% to 100%, and trust had no changes and was kept at 75%.

Table 2

Comparison Between Pre-Test and Post-Test Emotion Ranking After an Oral Production.

	Anger	Anticipation	Disgust	Fear	Joy	Sadness	Surprise	Trust
Pre-Test	32%	50%	34%	63%	60%	54%	54%	55%
Post-Test	27%	50%	28%	36%	98%	33%	61%	78%

Table 2: Comparison Between Pre-Test and Post-Test Emotion Ranking After an Oral Production. Source: Researcher's creation.

The table above explains the ranking of each of the emotions experienced by the students in percentages. In addition, this table compares the emotions experienced after speaking in English and before applying the emotional-based approach after being asked to speak in English. For instance, emotions like anger ranked from 32% after speaking in English without an emotional approach to 27% after the emotional approach was implemented in the class. In the same line, the anticipation had no change and remained at 50% before and after speaking in English with and without an emotional approach. Additionally, disgust went from 34% to 28% marking a 6% decrease. The emotion of fear went from 63% to 36%, keeping at the same level with and without an emotional approach, and only after speaking in English was this different from before speaking in English. Joy went from 60% to 98%, having a marked increase after the emotional approach was applied to the class. Sadness went from 54% to 33%, the surprise went from 54% to 61%, and trust went from 55% to 78%.

Chapter V

Conclusions and Recommendations

In this chapter, the investigator presents the conclusions from the research conducted after analyzing the data collected. Additionally, this conclusion is contrasted with the objectives of the investigation to comprehend the influence of emotions in the studied population. Finally, some recommendations could also be found in the present chapter if a further investigation is conducted on the same topic.

5.1 Purpose of the Conclusion

This section of the investigation shows the conclusions after applying the instruments described in the third chapter of the present investigation. Hence, this section will give the reader an overall understanding of the outcomes of the fieldwork.

5.2 Conclusions

This investigation was carried out during the second quarter of 2022 at Colegio Técnico Profesional Nocturno Carlos Luis Fallas to comprehend the affection emotions had for the oral performance in English of 10th graders of the institute. Furthermore, this investigation adds value to the learner and the teacher as to what other areas of human nature play a role in learning a language aside from the known oral English skills being emotions rarely used as the center of the lesson.

The instruments presented to the students intended to link the oral production performance to the emotions experienced in class. Hence, through observation, the investigator could understand the affection emotions had over the studied population. The instruments

applied to the class, previously explained in detail, consisted of a pre-test to test the student's oral production before applying an emotional-based approach. Two activities followed them to apply the emotional-based approach and the pos-test to understand the methodology's affection over the students.

Consequently, the activities developed in the class were based on the theoretical framework presented in the current investigation. These activities focused on delivering orally during the class using the topics the students had already studied with the teacher's help and the emotional-based approach. The emotions that served as the base of the present investigation were the eight basic human emotions described in Plutchik's wheel of emotions: anger, fear, sadness, disgust, surprise, anticipation, trust, and joy. After all the instruments were applied to the class, the investigator understood that emotions affected the students' oral production and described them as losing all the ideas they intended to present. Therefore, the students were allowed to talk about their emotions and asked to question them. Surprisingly, most of the students did speak out and mentioned that they considered it was easier to speak in private when someone they trusted on a personal level was present than when they were asked to talk in front of other people. In addition, the students noted that feeling exposed and at risk of being laughed at by their equals also influenced their oral production describing these feelings as fear and anger. These students expressed feeling neglected about not having information from their superiors regarding emotions and how to control them. After the emotional-based approach was applied to the class, most students considered it beneficial to oral production.

During the pre-test activity, it was clear that the students were uncomfortable speaking English. They froze when trying to speak in English, looking straight at the teacher's eyes. At this point, the students expressed not wanting to participate in the oral activities. They feared the

exposure. Emotions like fear ranked a hundred percent before speaking in English, dropping to an average of 63% after speaking in English based on the students' ranking exercises and without any emotion-based approach.

On the other hand, students also ranked joy at 88% before speaking in English and 60% after speaking in English, so they expressed joy by having the opportunity to practice what they had learned during the school year. Emotions like anger were ranked at 13% before speaking in English and 32% after doing it. In this same other, the emotions before and after an oral production without an emotional-based approach ranked as follows: Anticipation 38% to 50%, disgust 25% to 34%, sadness 63% to 54%, surprise 50% to 54%, and trust from 75% to 55%. After discussing the motions with the class, the students expressed that the first ranking is connected to the emotions they get from speaking in English, and the second rank is connected to the environment. The consequences the exposure could have on their classmates.

After applying the emotional-based approach, the students expressed gratitude for the opportunity they were given to put into practice the language. Therefore, this helped the investigator understand that most of the emotions on a negative level were influenced by a lack of exposure to the language and precisely to the oral production of this language. This approach intended to create an environment where failure was also part of the assignment to help students focus on producing orally rather than not failing. Another essential factor collected from this investigation is that emotions are also connected to the importance of the assignment to their students. Thus, as part of the second activity, the students were given the task of creating a persona using the Design thinking methodology, and an extended amount of conversation the students had while creating a profile for a fake character that represented the average students of the class was the sociocultural factors were learning the language represented a better future, the

fact that a low income was a reality a group of students that work during the day and studied during the night. Therefore, education represented the only option for a better future for some of these students, and those students had stronger emotions associated with their academic results. Accordingly, after the class applied the emotional-based approach, the students ranked their emotions as follows: anger came from 13% to 38% after applying the proposed method. In this same other, anticipation went from 38% to 63%; disgust went from 25% to 13%, the fear went from 100% to 50%, joy went from 88% to 100%, sadness from 63% to 25%, surprise from 50% to 100% and trust kept at the same level. This fluctuation of emotions was reflected in the students' oral performance. An improvement was noticed as the students were self-aware of what they felt and what their peers also felt, making this second factor relevant to their performance by influencing their confidence.

To that extent, emotions directly influence the students' oral production. Emotions vary on all levels, from negative to positive to even a neutral emotion that cannot be considered positive or negative until it involves someone else. Therefore, the emotional-based approach helps the students understand what they feel and gives them a tool to overcome obstacles or even strengthen those emotions that help them improve. It has been proven that student receptionists must accompany the emotional-based approach in a safe classroom environment. This investigation had three specific goals, which results are described as follows.

5.2.1 To identify the students' emotions during the oral activities and the affection for their performance in English in In-Person lessons in 10th grade at Colegio Nocturno Carlos Luis Fallas during the second quarter of 2022.

Human emotions are complex, as explained before. For this investigation, the investigator has used the eight human emotions proposed by Robert Plutchik, a professor and psychologist at

the Albert Einstein College of Medicine and adjunct professor at the University of South Florida. An emotion wheel is a psychological tool that helps individuals identify and verbalize their complex emotions. Therefore, of the eight human emotions, anger, fear, sadness, disgust, surprise, anticipation, trust, and joy, fear is considered the emotion that most affects the students' oral performance on a negative level. Fear also accompanies sadness when the first emotion is not well attended to.

Additionally, emotions like trust and joy boost the students' oral performance. The previous information is based on the average emotion from the numbers collected using the investigation field work instruments. However, it is crucial to remember that those emotions are subjective experiences of the individual approach to the stimulus. The emotions that affect oral performance are different in each student. Though it has been explained before those emotions are learned, sociocultural factors affect the subjective stimuli approach, making this similar to the rest of the students in the class.

5.2.2 To apply the teaching emotional-based approach in In-Person lessons in 10th grade at Colegio Nocturno Carlos Luis Fallas during the second quarter of 2022.

The emotional-based approach was successfully applied to the students in 10th grade at Colegio Nocturno Carlos Luis Fallas during the second quarter of 2022. When referring to the term emotional-based approach, it can be understood as paying attention to the emotions in the class. As part of the pedagogical strategies, motivation is essential in the students, and motivation is boosted by emotions while simultaneously boosting confidence. However, an emotional-based approach is not just telling the students that they are doing well or sharing anecdotes to motivate their oral production. Hence, an emotional-based approach means using emotions as the center of the class and applying it to the specific learning objectives.

The students participating in the class had different learning objectives, resulting in oral production. In addition, the different assignments the teacher gave the student involved learning, listening, and speaking. Therefore, thanks to the emotional approach's flexibility, all the students could deliver their tasks orally by completing their different assignments individually and presenting the results to the class in an oral way. The students' involvement was essential to accomplishing an accurate application of the studied approach making the exercise possible and creating a secure environment where students felt comfortable speaking up and telling others how they felt. Part of applying this approach requires proper attention to detail from the teacher in charge of the class since all students feel different and behave differently, thanks to their subjective experiences. Therefore, to make sure the class is comfortable and feels safe, the teacher in charge must be able to manage the students and redirect the conversation to a conciliatory tone avoiding negative experiences from the rest of the students that would result in an unwanted outcome that is] allowing negative emotions to be linked to the language and negatively impact the students' oral performance.

5.2.3 To analyze how the emotional approach based affects the oral performance in English in In-Person lessons in 10th grades

To analyze how the emotional-based approach affected the students' oral performance, it is a must to start by acknowledging the individuality of each of the students. All the students share sociocultural factors that make possible the present investigation. All the students at this school study at night to meet their duties during the day and seek a better future, obtaining a better academic level based on their better futures. All these circumstances create a bonding between the students making break conversations around how to prepare food in the morning before leaving for work or how to manage their work-life balance plus all the demands of the

school. On the other hand, for this investigation, acknowledging their differences is essential for accurately interpreting the results and accomplishments of the present goals. Students all react differently to the same stimuli. They have different levels of confidence that directly affect oral production by using their emotion to affect their oral production positively or negatively. The approach presented in the present investigation demonstrated that the students' oral production could be affected at different levels by paying attention to their emotions. Emotions affect the students, so it is a must to pay attention to them.

When starting the investigation and from the first class observation, it was clear that the student lacked exposure to the language at a conversational level. These students managed the grammatical aspects of the language and could accomplish all the assignments the teacher gave. However, the lack of exposure to English at a conversational level affected their confidence when speaking the language; therefore, they also lacked opportunities to understand their emotions. When initially asked to speak in English in the class, all the students rejected the idea and expressed fear that it was observed at a physical level. As explained before, fear led the way. One of the students tried to speak in English and froze when creating sentences. It was quickly observed that the student's hands were shaking, and their face became pale. Therefore, when they tried to speak, it was common seeing the students going back to their native language, which is also typical in a student at a basic level; however when approaching this student at a more private level and asking to try no matter how the outcome was, the student delivered correctly.

With all of this in mind, the emotional-based approach intended to allow the students to speak up and tell the investigator what they were going through and how they considered the exposure to the language. Unfortunately, these students expressed no understanding of the emotions and said that all they knew was that they feared speaking. Interestingly, the same

students who expressed fear of talking in English also expressed having what was needed to keep a conversation expected at their level and mentioned feeling that in private, their speaking skills were stronger. Hence, all this information leads to the conclusion that the emotional approach was needed in the class to give these students to opportunity to face the emotion they were experiencing and allow them to grow other positive emotions like joy.

All the previously explained scenarios are essential to understanding the importance of the approach and the importance of using this method once in a while in the class. Of course, it would not be accurate to say that all classes must follow the study method. However, it would be accurate to mention that the method should be used at least twice during the school year to allow the students to think about their improvements. Continuing on this same line of thought, it would also be wrong to conclude that emotions are all negative or positive or that a negative emotion affects oral production negatively. This conclusion is obtained after understanding the subjective perspective of stimuli. One of the students in the class expressed how the fear felt when speaking in English was also the motivation to improve every day. People's life experiences were different and similar in their unique ways; one more time, they all expressed their emotions differently. What is even more interesting is how one of the students who were caught by surprise on the first day of the pre-test expressed strong feelings of fear. As a result, the student did not show up the next day to the English class with the investigator infers a connection with the student's emotions. On the other hand, other students feel motivated because they were allowed to speak in English and learn how to use their emotions.

After understanding all the variables, the emotional approach has, it could be concluded that it affects the students positively if applied and managed correctly. It was observed in the students that after dealing with all the emotions and after understanding how to use the emotions

in the class accurately, their oral production improved. Consequently, for a clear statement on the analysis of the approach, what improved in the students is their confidence allowing them to focus on delivering more than what they felt and the desire of not feeling it anymore. All other aspects of the language, like grammar, pronunciation, and listening, cannot be proved to be improved by the approach even when seeing a better application of what the student knew. Therefore, learning the language and the ability to produce oral deliverables also need known teaching techniques that make it possible to center the investigation around emotion as one other factor of the English learning process.

5.3 Restatement of the Research Question

How much can an emotional-based approach help improve oral performance in English in-person lessons in 10th-grade students at Colegio Nocturno Carlos Luis Fallas during the second quarter of 2022?

The exposure to the emotional-based approach demonstrated that the emotions involved in oral production vary among all the students. Most students showed an improvement, which could be interpreted as their confidence by the lack of physical symptoms associated with negative emotions. However, after applying the method, this investigation demonstrates that all students are different, and how they respond to the stimuli is different. Therefore, how much can an emotional-based approach help improve oral performance in English in-person lessons in 10th-grade students at Colegio Nocturno Carlos Luis Fallas is a research question that needs further investigation. Maintaining these habits requires support from all parties involved in the learning process. Understanding if this approach can help other institute groups could also respond to the new research question. The group involved was known for participating in all the

activities and showing a willingness to help. Therefore, further investigation must be performed to understand the method's scope.

5.4 Recommendations

In this last section of chapter five, the following significant recommendations directed to investigators who would like to conduct similar projects or continue this project can be read.

First, it is vital to understand the research topic and its importance for its population. The topic should be of high importance so that the population is also benefited and, for that reason, happily collaborate in the research project.

First, students need to understand how to manage the emotions of learning and speaking a new language. Therefore, it is recommended that the teacher creates spaces where the students can deal with their emotions.

Second, for the student in the class, the most experimented person in the language is the teacher; teachers should keep in mind that students model what they do in the class, and as part of the modeling is the use of the language. Therefore, it is recommended that the teacher uses English more often and ask the students to practice it.

Third, creating a secure environment is the base of the investigation. Emotions must be as neutral as possible when discussing the students' experiences.

Fourth, allowing the students not to worry about their fear is also a must for the success of the student's oral performance. Students tend to give more attention to what they do not know than what they know.

Fifth, understanding the different emotions at the stages of oral production is a determiner of success. Students feel different emotions before, while, and after speaking in English.

Therefore, emotions need to be viewed as separate by the stage.

Sixth, no matter the level of English, students should always receive appropriate and accurate feedback on their performance so that they can understand what they can do to improve along with what they are doing well.

Seventh, students could benefit from more activities in between to have more opportunities to practice the language and make the oral production emotion center in a way that could help them improve.

Eight, further investigation is recommended around the listening skills and how emotions interfere with the ability to understand English through focusing on the content and not worrying about failing.

Annexes

The purpose of this research survey is to identify the emotions that affect your oral production. This is a research project being conducted by Esteban Jimenez as part of a graduation requirement at Universidad Internacional de las Américas for the major in English with a minor in Teaching.

Your participation in this research study is voluntary. You may choose not to participate. Your responses will be confidential, and we do not collect identifying information such as your name.

The present survey does not affect your grades. This information is only for the purpose of the present investigation and will be only reviewed by the researcher.

- Rank from 1 to 8 the emotions that you experience **before** speaking in the class where 1 is the less experienced emotion and 8 is the most experienced emotion.

Emotion	Ranking
Anger	
Fear	
Sadness	
Disgust	
Surprise	
Anticipation	
Trust	
Joy	

- Rank from 1 to 8 the emotions that you experience **after** speaking in the class where 1 is the less experienced emotion and 8 is the most experienced emotion.

Emotion	Ranking
Anger	
Fear	
Sadness	
Disgust	
Surprise	
Anticipation	
Trust	
Joy	

- Do you think you understand the emotions that arise from speaking English?

4. Do you think you have been given the right information about how to manage your emotions when speaking in English?

5. Do you consider that understanding your emotions makes any different when speaking in English?

6. Do you feel confident that you have the knowledge to keep a conversation in English?

7. How do you think the emotions you experienced affect the delivery of your English-speaking skills?

8. Do you consider your speaking skills to be the same when alone as when you are in front of other people?

9. Describe what you experience when asked to talk in English



Institution: **Colegio Técnico Profesional Nocturno Carlos Luis Fallas**
 Teacher: Esteban Jimenez
 Topic: Pre-Test

Learning Objective	Learning Methodology	Evaluation
<p>Speaking:</p> <p>Understand the use of the emotions in the oral performance.</p>	<p>As a warm-up for the activity and to enhance the student's understanding of the topic, the researcher will ask the students to help create a list of introductory statements previously reviewed in class with the teacher</p> <p>Once the statements are listed and reviewed, the researcher will ask the students to work in pairs while gathering the necessary information to introduce their assigned classmates. At the same time, the researcher will walk around the class and ask questions in English to the students and invite them to respond in English. The questions are meant to understand the student's confidence to speak in English and do it in front of someone else. Also, these questions prove good knowledge of the topic being used. Once all the students have finished gathering the information needed for the activity, the researcher will ask them to stand up and present the classmate they worked with in front of the class.</p>	<p>Observation and Questionnaire</p>

Institution: **Colegio Técnico Profesional Nocturno Carlos Luis Fallas**
 Teacher: Esteban Jimenez
 Topic: Activity One

Learning Objective	Learning Methodology	Evaluation
<p>Speaking:</p> <p>Understand the use of the emotions in the oral performance.</p>	<p>During the first activity, the researcher will introduce the wheel of emotions listed in the second chapter to the students. An informal chat does this first introduction to the students; to create a bond between students, the researcher will open the activity by telling the stories experienced when the researcher started learning English.</p> <p>After this warm-up, the students will be introduced to the wheel of emotions to explain the eight human emotions, along with a video explaining each of the wheel's layers. After the students understand their emotions well, the research allows them to open up about their own emotions and possible reasons that strengthen those emotions. Thus, after this chat, the researcher will warn the students that they will be asked to present role-play with the teacher in front of the class; the topic will be "ways of answering a phone call" from a previously revised topic the students already manage.</p>	<p>Observation and Questionnaire</p>

Institution: **Colegio Técnico Profesional Nocturno Carlos Luis Fallas**

Teacher: Esteban Jimenez
 Topic: Activity Two

Learning Objective	Learning Methodology	Evaluation
<p>Speaking:</p> <p>Understand the use of the emotions in the oral performance.</p>	<p>First, the researcher will start the activity by warning the students that this exercise will end with an oral presentation. Then, the researcher will split the class into two groups; the first group will be asked to create a persona. The average student from their class must inspire this persona, which means that this artifact must be a fake character but reliable enough to believe it represents the average classmate. The second group will be asked to create an empathy map. An empathy map consists of four quadrants that compare the differences between what a person says, thinks, does, and feels. The students will be told an example to explain the difference between the empathy map quadrants and asked to use as inspiration the emotions from their initial pre-test activity when they were asked to introduce one of their classmates. Finally, the students will be asked to present in groups and later respond to the two initial questions from the questionnaire used during the pre-test. They were asked to rank their emotions before and after speaking in English.</p>	<p>Observation and Questionnaire</p>

Institution: **Colegio Técnico Profesional Nocturno Carlos Luis Fallas**

Teacher: Esteban Jimenez
 Topic: Post- Test

Learning Objective	Learning Methodology	Evaluation
<p>Speaking:</p> <p>Understand the use of the emotions in the oral performance.</p>	<p>After the students had the opportunity to work around emotions and share their experiences, the reacher will apply a final post-test designed to evaluate how the emotional teaching-based approach affected oral performance in the studied population. The regular teacher of the class prepared a pre-test practice that the students had to complete prior to this final research post-test. The researcher will ask the students to change roles in the class; the students will be asked to present in front of the class the theoretical information behind each exercise while revising the response against their classmates' responses. The researcher will assign the topics to ensure each student will have the opportunity to present. This post-test is meant to be compared against the pre-test while asking the students how they think the previous activities affected their oral performance as the evaluation of the emotional-based approach</p>	<p>Observation and Questionnaire</p>

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