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# EMOTIONS AND THE ORAL DEVELOPMENT OF TEENAGE STUDENTS OF ENGLISH AS AN ADDITIONAL LANGUAGE

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I dedicate this paper to my friend and mentor, Anaisa (*in memorian*), with great admiration.

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“A certain degree of emotional sensitivity, a degree of involvement must, of necessity, serve as the starting point of all educational efforts”.

Lev Vygotsky

## RESUMO

A aprendizagem de línguas adicionais e sua relação com as emoções tem sido um tópico de pesquisa contínuo ao longo das últimas décadas, e tem sido discutido por muitos autores (ARAGÃO, 2007, 2008, 2011, 2017; ARNOLD, BROWN, 1999; ARNOLD, 2011; BARCELOS, 2006, 2015; ROSIEK, 2003; VYGOTSKY, 1997 (publicado originalmente em 1926); VYGOTSKY, VAN DER VEER, VALSINER, 1994). Ademais, autores também realizaram vastas pesquisas a respeito da ansiedade na aprendizagem de línguas (GREGRERSEN, HORWITZ, 2002; GREGERSEN, 2003; ELAINE HORWITZ, MICHAEL HORWITZ, JOAN COPE, 1986; HORWITZ, 2001; SILVEIRA, 2020; YOUNG, 1991) nos campos da Educação e da Linguística Aplicada. Outro tópico de pesquisa popular é o conceito de *perezhivanie* (MOK, 2017; VERESOV, 2019; VYGOTSKY, 1994), que pode não possuir uma tradução literal e exata, mas é frequentemente traduzido como “experiência emocional”. Nesse sentido, o presente estudo tem por objetivo analisar: (a) quais práticas pedagógicas parecem promover emoções que prejudicam ou melhoram o desenvolvimento oral dos aprendizes; (b) se (e como) estudantes adolescentes de Inglês tentam superar suas emoções negativas quando se comunicam na língua alvo. Os procedimentos metodológicos incluíram a elaboração de colagens pelos participantes, bem como entrevistas semiestruturadas relacionadas às colagens e às experiências emocionais dos participantes. Os resultados apontam para o nível de consciência dos alunos em relação às suas próprias emoções, bem como para uma conexão próxima entre as emoções dos alunos e atividades que permitam o andaimento emocional.

**Palavras-chave:** aprendizagem de línguas adicionais; emoções; emoções negativas; Inglês; desenvolvimento oral.

## ABSTRACT

Additional language learning and its relationship with emotions has been an ongoing research topic over the past decades, and it has been discussed by many authors (ARAGÃO, 2007, 2008, 2011, 2017; ARNOLD, BROWN, 1999; ARNOLD, 2011; BARCELOS, 2006, 2015; ROSIEK, 2003; VYGOTSKY, 1997 (originally published in 1926); VYGOTSKY, VAN DER VEER, VALSINER, 1994). Furthermore, authors have also vastly researched language learning anxiety (GREGRERSEN, HORWITZ, 2002; GREGERSEN, 2003; ELAINE HORWITZ, MICHAEL HORWITZ, JOAN COPE, 1986; HORWITZ, 2001; SILVEIRA, 2020; YOUNG, 1991) in the fields of Education and Applied Linguistics. Another popular research topic is the concept of *perezhivanie* (MOK, 2017; VERESOV, 2019; VYGOTSKY, 1994), which may not have a literal and exact translation, but is often translated as “emotional experience”. In that sense, the present study aims at analyzing (a) what pedagogical practices seem to promote emotions that hinder or improve learners’ oral development; (b) if (and how) teenage learners of English try to overcome their negative emotions while communicating in the target language. The methodological procedures included the elaboration of collages by the participants, as well as semi-structured interviews related to the collages and the participants’ emotions and experiences. The results indicated at participants’ level of awareness of their own emotions, as well as to a close connection between students’ emotions and activities which allow for emotional scaffolding.

**Keywords:** additional language learning; emotions; negative emotions; English, oral development.

## ABBREVIATIONS LIST

| | |
|---|---|
| CALL | Computer Assisted Language Learning |
| CD | Compact Disc |
| EFL | English as a Foreign Language |
| FLCAS | Foreign Language Anxiety Scale |
| LLHs | Language Learning Histories |
| SLA | Second Language Acquisition |

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# 1 INTRODUCTION

Over the course of four years working as an English teacher in Brazil, I have noticed how learning and emotions are intertwined in the classroom environment. Moreover, I have often felt intrigued by how emotions and learning relate to each other, and the implications of this relationship to students' development, especially in terms of speaking. In my personal experience, I have noticed and heard from students themselves, how they sometimes feel what Elaine Horwitz, Michael Horwitz and Joan Cope (1986) would define as "communication anxiety", which consists of the feeling of "shyness characterized by fear of, or anxiety about communicating with people" (p. 127).

Because I am an undergraduate student of Letras Inglês (an undergraduate major designed for people who want to be English teachers) and an English teacher, many people might assume I have always liked English and have always been interested in studying it. However, it has not always been the case, and, at a specific moment in my childhood, I went through an experience in which my emotions concerning English were, in fact, very negative.

When I was nine years old, I had to move from Canoas, Rio Grande do Sul, to Santos, São Paulo. As my parents and I were visiting different schools, hoping to find a suitable one for me, we decided to visit a bilingual school, which was, supposedly, a very good one. During our visit, despite being curious and interested, I felt anxious and intimidated, as the school staff communicated among themselves in English the whole time we were there. I still vividly remember the moment in which a student entered the coordinator's room, where I was, and asked her something I did not understand at the moment, and certainly do not remember now. At that moment, I felt clueless, and it seemed as if I did not fit in there and that I never would.

When we left the school and entered my father's car, we were all impressed with the school. Nonetheless, I was feeling anxious and even scared of the possibility of studying there. Ultimately, we decided that, although that school had what seemed to be a great curriculum, it was not the best fit for me. Studying there might have been an excellent opportunity to develop my knowledge of the English language. Nonetheless, it could have had a negative impact in my life, considering I did not feel

comfortable during our visit to the school. Years later, while studying English at a language school, as well as in a regular private school in the city of Caxias do Sul, I grew to love this language and, eventually, decided that one day, I would like to become an English teacher. Studying at that bilingual school could have been a great opportunity for me. Still, if I had been forced to do so, at such an early age, I might have developed negative feelings that could persist to this day, leading me to a completely different path.

The relationship between additional language learning and emotions has been under researchers' radar for decades. It has also been discussed by a variety of authors (ARAGÃO, 2007, 2008, 2011, 2017; ARNOLD; BROWN, 1999; ARNOLD, 2011; BARCELOS, 2006, 2015; ROSIEK, 2003; VYGOTSKY, 1997 (originally published in 1926); VYGOTSKY; VAN DER VEER; VALSINER, 1994). Moreover, authors have studied anxiety and its implications to the teaching and learning of languages (GREGRERSEN; HORWITZ, 2002; GREGERSEN, 2003; ELAINE HORWITZ; MICHAEL HORWITZ; JOAN COPE, 1986; HORWITZ, 2001; SILVEIRA, 2020; YOUNG, 1991) in the fields of both Education and Applied Linguistics. Nonetheless, there is still a lot to be researched in terms of students' emotions and how such emotions relate to their processes of oral development in the additional language being studied.

According to Aragão (2011), although emotions have often been set aside in scientific research related to Second Language Acquisition (SLA), they should not be, once they are inherent to human beings. In addition, as Ismail (2015, p. 19) points out, although "emotions are important as an output and input for learning and come forward at the beginning of the learning process", teachers have been focusing on the cognitive aspect, and neglecting emotions. Thus, the willingness to understand the relationship between emotions and the oral development of students of English as an additional language, combined with the shortage of research focused specifically on their oral development is what led to this research.

In short, the main contributions I intend to provide through the present research are the understanding of the relationship between emotions and the oral development of students of English as an additional language, as well as how students themselves

understand this relationship. Furthermore, this research may help identify what courses of action may help lessen classroom anxiety and facilitate learning.

After being somewhat overlooked in scientific research in Applied Linguistics and Education for years, emotions have been under researchers' radar for a while now. Still, it is not easy to find undergraduate final theses about this theme in the Brazilian scenario. Moreover, it is also rare to find, in recent research about emotions and the learning of English as an additional language in Brazil, correlations with aspects of Vygotsky's Sociocultural Theory (1978, 1986, 1997), as many researchers choose to focus on other specific variables.

This research aims, primarily, at comprehending students' emotions in the English as an additional language classroom, and the relationship between emotions and oral development in students' own perspective. The intention behind this research is to focus on the relationship between the emotions of teenage Brazilian students of English as an additional language and their own oral development in the target language. In light of that, this research also aims at understanding: (a) what pedagogical practices seem to promote emotions that hinder or improve learners' oral development; (b) if (and how) teenage learners of English try to overcome their negative emotions while communicating in the target language.

Thus, understanding the relationship between learners' emotions and their oral development in the target language may help both teachers and students. Firstly, it may allow teachers to plan lessons which include practices that do not trigger students' negative emotions while communicating in English, and that will be ultimately positive for students themselves. Furthermore, it may allow students themselves to comprehend what are the main causes of their anxiety, and how they can try to evoke more positive emotions when learning and practicing the target language.

The present study is divided into five chapters, the first being this introduction. The second chapter consists of a literature review of studies about language learning and emotions in both the Education and Applied Linguistics fields. The third chapter one refers to the methodological procedures, including the context and the participants of the research, as well as the procedures for data collection. The fourth chapter is destined to the data analysis, as well as the discussion of such data and how it relates

to the theme of the present research. Finally, the fifth chapter brings some final considerations related to the findings of the research and insights for future studies about the relationship between language learning and emotions in the Education and Applied Linguistics fields.

# 2 LITERATURE REVIEW

In this literature review chapter, the central concepts and context to the comprehension and development of the present research study are presented. Therefore, the chapter is organized in two sections. The first section presents an overview of how emotions have been studied in both Applied Linguistics and Education, and how the research in this area relates to the Vygotskyan concept of *perezhivanie*. The second section attempts at bringing an overview of the recent academic research on the theme, in the Brazilian scenario.

## 2.1 Defining emotions

As previously stated, emotions are an inherent aspect of human beings (ARAGÃO, 2011). Still, defining what they are, exactly, is not an easy task and, as Shao, Pekrun and Nicholson (2015, p. 6) affirm, “L2 emotion research has long been hampered by this lack of a clear definition”. In addition, Vygotsky (1997/1926, p. 95) affirms, in relation to emotions, that “this aspect of man’s behavior proved to be more difficult to describe, to classify, and to relate by means of particular laws than did all the other subjects”.

According to Damasio (1994, p. 145), however, emotions can be understood as a combination of body changes as a response of the human brain to specific situations, which is the definition adopted for the present study. The author also goes on to explain that feelings, on the other hand, are the experience of such changes.

### 2.1.1 Language learning and emotions

In academic research, authors have often chosen to refer to emotions as affect. Arnold and Brown (1999, p. 01) described affect as “aspects of emotion, feeling, mood or attitude which condition behavior”. In relation to that, Vygotsky states that the concept of emotion should be understood “as a reaction that occurs at the critical and catastrophic moments of behavior, as points of disequilibrium, as the ultimate end and outcome of behavior, having a direct impact on the forms assumed by subsequent behavior at every moment”. (VYGOTSKY, (1997/1926, p. 101).

According to Krashen (1982, p. 31), many affective variables are related to success in language learning, and most of them may be categorized according to motivation, self-confidence and anxiety. The author's interest in these variables led him to develop and work on the Affective Filter Hypothesis, a concept originally proposed by Dulay and Burt (1977).

As stated by Krashen, language "acquirers with optimal attitudes are hypothesized to have "low" affective filters". Thus, when it comes to motivation, highly motivated students tend to have better results in second language acquisition. In terms of self-confidence, the author mentions that students who are self-confident and have a good self-image also tend to achieve better results in second language acquisition. Finally, low anxiety (whether considered individually or in group) seems to be favorable to second language acquisition.

Following the same perspective, Rugel Jara (2020) developed a piece of research entitled "The impact of the affective filter on the oral competence of EFL students". After conducting a survey with students and interviewing an English teacher, the author developed a booklet, filled with "affective activities", aimed at developing and increasing oral competence. In her own words, "in order to facilitate language acquisition, the aim of the teacher should always be providing activities that keep students' anxiety levels down" (RUGEL JARA, 2020, p. 42).

Despite the fact that it has not always received as much attention in academic research as it should have, the study of emotions is just as relevant as the study of cognition itself. One can find evidence for that in Vygotsky's statement that "emotion is no less important a tool than is thinking" (1997/1926, p. 107). Moreover, as stated by Fleer, Rey and Veresov (2017), Vygotsky did not see emotions as an isolated psychological process, such as imagination and cognition. Rather than that, he understood them as interrelated processes.

In light of that, Lantolf, Thorne and Poehner (2009, p. 222), state that the sociocultural theory approaches "take seriously the issue of applying research to practice by understanding communicative processes as inherently cognitive processes, and cognitive processes as indivisible from humanistic issues of self-efficacy, agency, and the effects of participation in culturally organized activity".

Swain (2013) defends the idea that learning an additional language does not relate only to cognition, but to emotion as well. Furthermore, as the author affirms, "emotions are an integral part of cognition" (p. 195). In a similar perspective, according

to Brown (2014, p. 141) “an understanding of SLA based only on the somewhat cognitive considerations discussed this far would fall short”, as it would circumvent the “most fundamental side of human behavior”.

Pavlenko (2006, p. 12) mentions the increasing interest in research about bi/multiligualism and emotions. Furthermore, the author explains that such interest went “beyond the study of ‘affective factors’”, with its focus on the interaction between single emotional states, such as anxiety, and the processes of second language learning and use”.

Considering the given connection between emotions and behavior, it is possible to infer that everything that happens in the classroom is, in a number of ways, related to the emotions in the given environment. Aragão, Paiva and Gomes Júnior (2017) developed qualitative research about the role of emotions in relation to the development of oral production of undergraduate students. The researchers analyzed this relationship through interactions via the digital application WhatsApp, used for instant messaging. The analysis focused on understanding how the participants, who were studying to become English teachers, felt about their own oral communication in English through the previously mentioned digital application. The results, in general, showed that the participants had positive emotions towards communicating through WhatsApp, and felt less inhibited by doing that than by communicating face-to-face.

Aragão, Paiva and Gomes Júnior (2017) also state that emotions involve a variety of aspects when it comes to learning. Such aspects include the perception and evaluation of events and experiences, as well as body and behavioral changes, and personal feelings related to such experiences.

In light of that, Swain (2013) brings the example of two different individuals (Grace, a Greek-English bilingual, and Ariel, an English-Chilean bilingual), and highlights two experiences (one of each) they had as young language learners. Such experiences had a significant impact on their behavior and attitude toward the target language.

When Grace was about eight years old, her English teacher asked the girl what the people in a given picture were eating. She proceeded to answer that they were eating salad. The teacher, then, asked her to give examples of things people put in a salad, and Grace, who was excited to be speaking in English with her teacher said “aggouri”. Her teacher, then, asked “What?”, and all her classmates started laughing. At that moment, Grace realized she did not know how to say “cucumber”. Due to this

event, she decided to go to the supermarket with her mother, because she wanted to learn the name and pronunciation of that specific word and other similar items (SWAIN, 2013).

On the other hand, Ariel's case was slightly different. His first language was English, and, when he was twelve years old, his family moved from the United States to Chile. Once they got there, his parents attempted to enroll him in a public school in Santiago. However, the principal was not willing to admit him as a student, and allegedly used his lack of Spanish knowledge as a way of preventing him from attending that institution. Once he felt the negative feelings that the principal had toward him, he decided to learn Spanish with the purpose of spiting her (SWAIN, 2013).

Considering these two examples, it is clear that emotions may have a significant impact in the learning context, due to their clear impact on behavior. According to Arnold and Brown (1999, p. 2) it is of utmost importance to have a broad understanding of this matter. "When dealing with the affective side of language learners, attention needs to be given both to how we can overcome problems created by negative emotions and to how we can create and use more positive, facilitative emotions". (ARNOLD; BROWN, 1999, p. 2)

One interesting aspect that must be considered when discussing language learning is the concept of investment. Norton (2020) affirms she developed the theory of investment after realizing that high levels of motivation do not always translate into successful language learning. Therefore, she "developed the construct of "investment" to complement constructs of motivation in the field of language learning and teaching" (p. 770).

Furthermore, the author explains that the construct of investment relates to the learner's commitment to learning the language. Hence, motivation and investment are not the same. "A learner may be a highly motivated language learner but may nevertheless have little investment in the language practices of a given classroom or community, which may, for example, be racist, sexist, elitist, or homophobic" (NORTON, 2020, p. 770). Consequently, when it comes to examining students' emotions and achievement in language learning, it is important to consider the concept of investment, as a way of better understanding how students react to certain pedagogical practices in the learning environment.

### 2.1.2 Emotional scaffolding

As claimed by Rosiek, “human experience is an emotional affair” (2003, p. 399). The author brings a report of insights brought to light during a series of collaborative research projects. The Stanford Teacher Education Program played an important role in these projects, as they chose to inquire how teachers provided scaffolding (VYGOTSKY, 1997) for student learning. One particular finding was the pedagogical practice of influencing and encouraging students to give emotional responses to ideas, which received the name emotional scaffolding.

Emotional scaffolding, thus, can be defined as “teachers’ pedagogical use of analogies, metaphors, and narratives to influence students’ emotional response to specific aspects of the subject matter in a way that promotes student learning” (ROSIEK, 2003, p. 402). In addition, Rosiek (2003, p. 411), states that teachers are not responsible for simply teaching the subject, but also for dealing with students as whole human beings. Consequently, there is the need for them to respond to students “as emotional, moral, social, and cultural as well as cognitive beings” (2003, p. 411). Still according to the author, even though these two different roles of the teacher are usually analyzed separately, teachers honor both commitments simultaneously. Therefore, “the idea of emotional scaffolding gives us one way to look, in detail, at the intersection of these two purposes of teaching and to think about how we might better prepare teachers to do both” (ROSIEK, 2003, p. 411).

Considering the ideas presented until now, one can easily notice the significance of approaching emotions in relation to language learning. Moreover, it is of utmost importance that teachers and students are aware of the impact of emotions, once, as Barcelos (2015, p. 309) states, they “shape and are also shaped by the sociocultural context”.

### 2.1.3 Language learning anxiety

Research focused on the relationship between language learning and anxiety has received special attention, at least in comparison with other kinds of emotions, in the past decades (ARNOLD; BROWN, 1999; BROWN, 2014; DUTRA, 2019; GREGRERSEN; HORWITZ, 2002; GREGERSEN, 2003; ELAINE HORWITZ; MICHAEL HORWITZ; JOAN COPE, 1986; HORWITZ, 2001; SILVEIRA, 2020;

YOUNG, 1991). One of the distinctions often used to approach anxiety is the distinction between trait anxiety and state anxiety. One may define the first as “a stable personality characteristic”, while the second can be understood as “a transient, situation-specific response to a particular anxiety-provoking stimulus” (PAVLENKO, 2005, p. 33). The concept of trait anxiety, therefore, relates to a more stable characteristic, while state anxiety works as a reaction to specific stimuli. Finally, term “situation-specific”, was coined by Elaine Horwitz, Michael Horwitz and Joan Cope (1986).

Elaine Horwitz, Michael Horwitz and Joan Cope (1986, p. 128) stated that anxiety may have “profound effects on many aspects of foreign language learning” and developed the Foreign Language Classroom Anxiety Scale (FLCAS), to measure situation-specific anxiety. The authors affirmed (p. 129) that “students who test high on anxiety report that they are afraid to speak in the foreign language”. If students are afraid to speak in the foreign language they should be learning and practicing, one can assume it will be harder for them to develop their oral skills in the given language. Moreover, Elaine Horwitz, Michael Horwitz and Joan Cope (1986) present three different kinds of performance anxiety: communication apprehension, test anxiety and fear of negative evaluation.

Because communication apprehension has a direct correlation with interpersonal interactions, the authors argue that this is particularly relevant when it comes to foreign language anxiety. Furthermore, they also affirm that people who find it hard to communicate in groups tend to find it even more challenging to speak during an additional language class.

The second situation-specific kind of anxiety proposed by the authors, test anxiety, refers to a “type of performance anxiety stemming from a fear of failure” (ELAINE HORWITZ; MICHAEL HORWITZ; JOAN COPE, 1986, p. 127). Test-anxious students have a tendency of putting unrealistic demands on themselves, and, unless their performance matches their idealistic expectations, they consider it a failure. Additionally, the authors affirm that “oral tests have the potential of provoking both test and oral communication anxiety simultaneously in susceptible students” (ELAINE HORWITZ; MICHAEL HORWITZ; JOAN COPE, 1986, p.128).

When it comes to fear of negative evaluation, it is defined as “apprehension of others’ evaluative situations, and the expectation that others would evaluate oneself negatively” (ELAINE HORWITZ, MICHAEL HORWITZ; JOAN COPE, 1986, p.128). The authors also state that, because it is not limited to test-taking situations, it is a

broader kind of anxiety that language learners may face. Thus, it may occur in a variety of situations and environments in which the learner feels evaluated by other people, such as a job interview or a language class.

According to Horwitz (2001, p. 114), “studies using the FLCAS and other specific measures of second language anxiety have found a consistent moderate negative correlation between the FLCAS and measures of second language achievement (typically final grades)”. Thus, one could infer that, even though anxious students can succeed in their learning process, anxiety is a factor that tends to have a negative impact in such process. Moreover, the author affirms that the previously mentioned negative correlation between anxiety and achievement is not restricted to a specific level of instruction or target language. Rather, it involves a variety of levels and target languages.

In relation to the three previously mentioned types of performance anxiety, one individual difference that stands out and may increase students’ language anxiety is perfectionism. According to Gregersen and Horwitz (2002, p. 563):

> With respect to language learning, perfectionist students would not be satisfied with merely communicating in their target language-they would want to speak flawlessly, with no grammatical or pronunciation errors, and as easily as a native speaker. Rather than demonstrating less-than-perfect language skills and exposing themselves to the possible negative reactions of others, perfectionist language learners would likely prefer to remain silent, waiting until they were certain of how to express their thoughts. Such impossibly high performance standards create the ideal conditions for the development of language anxiety.

Following an interesting perspective, Lightbown and Spada (2013), state that anxiety can be temporary and context-specific. By the same token, the authors call attention to the fact that these specificities are, in fact, what allows us to understand how students may feel anxious when they have to make an oral presentation to a group of people, but not when they are interacting with their peers in group work activities.

Although having a clear understanding of what triggers anxiety in an instructional environment would be a great opportunity for teachers to reevaluate their pedagogical practices, and promote more positive emotions towards learning, Horwitz (2001, p. 119) affirms that “the answers are not clear cut”. Thus, one might wonder what may be done to minimize anxiety in the learning environment. In relation to this, according to the author, it is vital that we consider cultural differences. The reason to keep these differences in mind is, in fact, simple to understand, as a particular pedagogical practice that may be perceived as comfortable by one group of students

might be stressful to another. Such different reactions derive from the different classroom organizations the groups may be used to, as stated by Horwitz.

In light of that, Young (1991, p. 429) states that one important step that should be taken in order to deal with language anxiety is to recognize “learner manifestations of anxieties related to speaking, negative evaluation, and foreign language learning-generated anxieties”. Moreover, Young brings two interesting arguments:

> All too often foreign language learners dread their language requirement, refuse to enroll in a language class until their last year, or suffer through four semesters of a language only to forget it all gladly when the requirement is met. Similarly, second language learners experience unnecessary levels of anxiety and resulting unpleasant emotions and stress as they learn the second language. (YOUNG, 1991, p. 434).

Another action that may be taken by the teacher to lessen anxiety during classes is, according to Gregersen (2003, p. 31), to consider using “more sensitive error-correction approaches”. The author states that some learners may feel distracted and less motivated if they have all their errors corrected by the teacher. Moreover, she points to the fact that overcorrection may have a backfire effect, as students may begin to focus more on accuracy and form than on communication itself.

When it comes to the importance of understanding the connection between anxiety and achievement in language learning, Horwitz (2001) affirms that it is vital that we establish a distinction between the role of anxiety in language learning and in language performance. In addition, the author (2001, p. 121/122) states that:

> It is often difficult to determine if anxiety has actually interfered with learning, thus influencing achievement levels, or if anxious learners simply have difficulty displaying the language competence they have attained. While the studies reviewed in this chapter offer some insight into this topic, the issue is unresolved. On the other hand, whether and to what extent anxiety is negatively related to second language achievement is only one (and perhaps not even the most important) issue to consider when discussing anxiety and language learning. The large number of language learners and language teachers who have personal experiences with tension and discomfort related to language learning call for the attention of the language teaching profession.

Although teachers must act towards lessening the anxiety among language learners, according to Silveira (2020, p. 17), “if learners are not engaged in a reflective process to understand themselves and find ways to keep on learning the foreign language despite FLA, it becomes a one-sided project”. Thus, one may realize that teachers must encourage students to be more aware of their own negative emotions, as well as how they can overcome them, depending on each specific case.

### 2.1.4 Language learning is an emotional experience

One of the central concepts of the Vygotskyan theory is the concept of *perezhivanie*, which, according to Mok (2017, p.19), "ostensibly unifies emotion and cognition, and the individual with their environment, in a single unit to better conceptualize the process of human mental development".

One might wonder, thus, what *perezhivanie* actually means. According to Vygotsky (1994, p. 342):

> An emotional experience (*perezhivanie*) is a unit where, on the one hand, in an indivisible state, the environment is represented, i.e. that which is being experienced — an emotional experience (*perezhivanie*) is always related to something which is found outside the person — and on the other hand, what is represented is how I, myself am experiencing this, i.e., all the personal characteristics and all the environmental characteristics are represented in an emotional experience (*perezhivanie*).

Teresa Prout, the translator of The Problem of the Environment (1994, p. 354), however, explains that the Russian term expresses the idea that a particular objective situation may be "interpreted, perceived, experienced or lived through by different children in different ways". Furthermore, she affirms that neither the term 'emotional experience', nor 'interpretation' are fully accurate translations of the term used by Vygotsky.

Veresov (2019) explains that one should always take into consideration that *perezhivanie* can be both a psychological phenomenon and a concept. Thus, as *perezhivanie* tends to be translated as "experience", the author affirms that it is important to understand and differentiate, when reading the translated works of Vygotsky, when he means *perezhivanie* and when he means *opyt* (which is the word that actually means "experience" in Russian). In addition, Veresov states that visual perception, memory, thought, emotions and imagination are all intrinsic to the meaning of *perezhivanie*.

When it comes to communication, it is vital that teachers keep in mind that, in order to achieve the communicative goals that are set, the students' learning experiences must be considered at all times. Furthermore, in the words of Aragão (2007, p. 207):

> For communication to be successful, it is important to take into account the previous language learning experiences of the students, questions of identity, emotions, power status in the classroom, language learning beliefs and the like.

Finally, it is possible to see a clear connection between emotions, anxiety and *perezhivanie* in the sense of experience. They are all, although in different levels and ways, intrinsic to the complex nature of language learning, and must be taken into account as a group, not in a simplistic and/or individual way.

## 2.2 Recent research on emotions in Education and Applied Linguistics

This section presents a brief overview of the different kinds of research related to emotions that Brazilian undergraduate and graduate students have been developing in the areas of Applied Linguistics and Education lately. This overview attempts to provide the reader of this paper with a contextualization of the current Brazilian scenario of academic research related to the theme of the present study, as well as some possible gaps to be filled.

Mendes's (2016) quantitative research aimed at comparing a group of 9th grade students at Middle School in a municipal school in Porto Alegre, who participated in ten workshops about "emotional life", with a control group. The results pointed to an increase in students' self-esteem and positive emotions, after participating in the workshops. Still, it is important to observe that her research focused on a more general view of education and learning, rather than on the relationship between emotions and language learning.

Almeida (2019) focused her research on understanding the feelings and emotions not of students, but of teachers, with the intention to "discover their difficulties and to show that the training of the graduates still needs to be rethought with respect to the teacher and the emotional self-knowledge". It is important to mention, nonetheless, that her research does not focus on the teaching and learning of languages, but, rather, on a broader perspective within the educational field.

Dutra (2019), on the other hand, developed a study in which he attempted to investigate the relationship between students' negative emotions and their level of proficiency and age. The methodology used in his research was based on the answering of two different questionnaires, and the results revealed that "the lower the proficiency level, the higher the anxiety level" and that "the older the participant is, the higher the anxiety level" (DUTRA, 2019, p. 8).

Finally, D'Andrea (2016) chose to study the emotions in language teaching for specific purposes, in a blended learning (in which aspects of in-person classes and

distance learning are brought together) context. Moreover, Vygotsky's Sociocultural Theory served as a support to her research, which, in terms of methodology, consisted of a series of collaborative tasks, and semi-structured interviews before and after the implementation of such tasks. The results of her study showed a clear correlation between the teacher's and the students' actions, as well as their beliefs and emotions. Furthermore, a diversity of emotions was observed, and an analysis of the role of such emotions was conducted.

## 3 METHODOLOGY

The narrative approach has been used in a variety of academic research papers, especially in terms of qualitative research. According to Barkhuizen, Benson and Chik (2014), “narrative is, in fact, part and parcel of research in many fields of inquiry”, especially in psychology, sociology, and education. The authors also state that, in terms of linguistic research, narrative inquiry is relevant “because it helps us to understand the inner mental worlds of language teachers and learners and the nature of language teaching and learning as social and educational activity” (p. 2). Furthermore, as the authors affirm, “self-narratives, or the stories people tell about themselves, help us to understand the ways in which individuals situate themselves and their activities in the world (p. 2)”.

Barcelos (2006) affirms that an apparently common way of understanding narratives is to see them as an instrument or method which grasps the essence of the human experience, and, therefore, of the human learning and change. Moreover, the author describes narratives as a way of viewing or investigating experiences, as well as beliefs, which derive from the experiences. Thus, if we consider such experiences as part of a learner’s *perezhivanie*, we can begin to understand how it is related to the teaching and learning processes.

In terms of structure and general features, narratives usually share some common aspects. In light of that, Barkhuizen, Benson and Chik (2014, p. 7) elicit the following characteristics:

- are spoken or written texts;
- are produced by people who have something to tell;
- are situated in time and space;
- involve development over time;
- have structures that correspond to the developments they describe;
- encapsulate a point that the narrator wants to get across;
- have purpose and meaning within the context of their telling.

Barcelos’s (2006) research followed a narrative approach, in which the participants were undergraduate students of Letras and Executive Secretariat. The author focused on understanding which beliefs are related to the experiences of such students when it comes to the English learning environment; how their experiences shape their beliefs and how they characterize their own language learning

experiences. The results pointed to a close relationship between beliefs and the way they experience and perceive their own learning process.

In the Linguistics field, research based on oral narratives is often conducted through interviews, which allow the interviewee to account for experiences related to language learning and teaching. In a different perspective, methods leaning on written narrative can take a variety of forms, such as diaries, language learning histories (LLHs), journals, and narrative frames. Narratives consisting of more than one mode are known as multimodal narratives, such as the addition of pictures to an oral narrative, for instance. (Barkhuizen, Benson and Chik, 2014).

Beatty (2010) defines *multimedia* as the combination of different kinds of media, such as text, images, sound, video, and animations. Moreover, the author states that the term *multimedia* encompasses both the non-linear organization of text in *hypertext*, and the non-linear and multiple information formats referred to in *hypermedia*. On account of that, Barkhuizen, Benson and Chik (2014, p. 53) point to the fact that the term multimedia text, frequently used in Computer Assisted Language Learning (CALL) research, has been used by narrative researchers.

Aragão states that reflecting about experiences may lead to the individual's perception of him/herself as responsible for his/her actions. Furthermore, it allows the individual to notice the consequences of his/her emotions and actions in his/her "experiential surroundings" (2008, p. 315 (translated from Portuguese)). Thus, one may understand that it is important to explore, alongside with students, how they feel about their own learning experiences. Considering that, according to Barcelos (2006), the narrative approach also allows us to make a clear connection between learners' previous experiences and their current and future ones.

## 3.1 The methodological procedures

The approach chosen for the present research was qualitative, following the multimodal narrative approach. The procedures took place in a traditional and well-known language school in Canoas, Rio Grande do Sul, Brazil. The decision of the school was based on practical issues, considering this is the school where I work. Moreover, it has already opened its doors to this kind of research in the past, which made it easier for the research to be conducted.

The school, which belongs to a famous franchise of language schools in Brazil, follows the communicative approach, and the materials used in the classes are national, produced by a publisher owned by the franchise. The school has over three hundred students, ranging from three-year-old children to elderly people, and the languages taught there are English and Spanish.

## 3.2 The participants

Since this study focused on learners' oral development of the English language, the participants were students of intermediate level (B1) from a specific group from the language school where the research took place. The participants had to meet some specific criteria:

- be Brazilian;
- have Portuguese as their first language;
- be between 13 and 19 years old;
- be taking English classes at the school where the research was conducted, in April 2022.

The participants, who were all fourteen years old, were authorized by their parents/legal guardians, who signed an informed consent form, available in appendix A. In addition, the participants themselves also signed the assent form, available in appendix B. In order to preserve participants' identity, their names have been omitted, and replaced by random ones, which still allow for gender differentiation.

## 3.3 Procedures for data collection

The present study had its data collection procedures divided into three main steps. The first one was the observation of one class of the chosen group. The aim of this observation was understanding the dynamic of the group and promoting some familiarity with them. Moreover, this first contact also had the goal of making them feel more comfortable, as well as explaining the next steps of their participation in the research.

The second step, rooted in the multimodal narrative approach, consisted of asking students to make a collage of their best and worst experiences as English learners while speaking in the classroom environment. In an attempt to better illustrate

such experiences, they were told to add pictures, text, hyperlinks and any other kinds of media which they felt could help them represent those moments. Thus, the collages they were asked to create were multimodal/multimedia kinds of narratives, with the goal of allowing them to feel free to express their experiences in a way that felt comfortable, accurate and meaningful to them. They were asked to send their collages to an e-mail account or through the digital application WhatsApp within a period of two weeks since this task was assigned.

Finally, the third step involved the conduction of short semi-structured interviews with the participants, so that they had the opportunity to explain their collages. These interviews, following the oral narrative approach, also served as a way of gathering other important information about students' experiences as English learners and the possible impact of such experiences on their emotions towards the English language.

In order to avoid any misunderstandings or even making participants feel anxious during the interviews, they were encouraged to answer the questions (available for them in both Portuguese and English and presented in appendixes C and D of this paper, respectively) in the language they felt more comfortable using.

In the next chapter, there is a detailed analysis and discussion of the data gathered throughout the three steps of the methodological procedures.

# 4 DATA ANALYSIS AND DISCUSSION

The group chosen for the research had a total of seven fourteen-year-old students (three girls and four boys) and, since all of them matched the previously specified criteria, they were all invited to take part in the methodological procedures. However, the total number of participants was five. Out of the students who did not take part in the research, one of them mentioned he did not feel comfortable, nor liked the idea of participating in it. Furthermore, he said he showed the informed consent form to his mother, who also thought it would be best for him not to participate in the research. Meanwhile, the other student who was left out of the research simply did not hand in a signed copy of the informed consent form. However, neither he nor his guardians mentioned the reason for that.

The participants were given two weeks to make the collages representing their best and worst experiences speaking English inside the classroom environment. They were free to choose the tools of their own preference for that, including using a regular sheet of paper, or any kind of online/digital platform. They were also free to decide whether they wanted to hand in a physical or digital version of their collages, which should be sent through e-mail or instant messages on the smartphone application WhatsApp. All participants chose to send digital versions through the WhatsApp application. Finally, the language chosen for all the interviews was Portuguese, and participants' answers were translated into English, so that it would fit the main language of this paper.

## 4.1 Analysis

The first question was about the best and worst experiences the participants had had (and represented in the collages). Some (Bethany and Melinda) mentioned more specific moments in their learning processes, whereas others (James, Adam, and Rachel) mentioned recurrent situations which provoked, respectively, positive, and negative emotions.

Bethany mentioned playing an online game, called VR chat, in which she was able to interact and speak with native speakers of English. Her worst experience, on the other hand, happened when she had recently joined the school and could not understand anything, especially during her first class. She affirmed "the teacher started

speaking English with me, but I had only taken a few months of (English) course, you know? Without anything formal". "I did not understand anything, and she would be like "Did you understand?", and I would be like "Aham", but I did not understand anything".

According to Melinda, the best experience she had while speaking English in the classroom environment was in the same year of the research, in the level she was at the moment. When asked about the worst experience, she mentioned that it happened in the Teens (a basic four-semester-long course for students aged between eleven and thirteen) level, when the teacher asked her to read aloud, and she did not feel confident enough to do so.

James, on the other hand, answered this question in a broader, less specific way. He said that both these experiences (the best and the worst) happen "in most classes". Moreover, he mentioned that "in most classes there is (a) Kahoot (game) and me, speaking like an Arab". It should be noted here that what James means by "speaking like an Arab" is speaking with what he considers a "bad accent". Following a similar perspective and showing an elevated level of self-criticism, Adam also mentioned situations that happen on a regular basis. According to him, the best experiences happen when he is able to understand others and be understood. In terms of the worst experiences, he compared himself with a scratched CD, because he believes that is the best way to describe how he feels when he forgets a word while speaking English.

Rachel's answer to this question was slightly different from what was expected, once she did not mention anything specifically related to the speaking skill itself. For the best (and recurrent) experience, she mentioned playing Kahoot games. In terms of the worst (and also recurrent) experience, she talked about sometimes having to read long texts and answering a series of questions about them.

The second and third questions, respectively, referred to the emotions felt by the participants during the best and worst experiences. In that sense, all of them mentioned emotions that pointed to a lower affective filter during the best experiences, and a higher one during the worst ones.

During his best experience related to speaking English in the classroom environment, Adam mentioned feeling "realization for being able to communicate in a language which is not my own". During the worst one, however, he mentioned feeling dissatisfaction. His dissatisfaction was, thus, caused by the moments in which he felt

he could not communicate well in English, showing a possible tendency to perfectionism (GREGERSEN, HORWITZ, 2002).

Bethany affirmed feeling happiness during the best experience. In her own words, “it was a really good emotion for me”. As for the worst experience, she said she felt confused. “I felt confused. I did not know anything, so I got like… Sad with myself for not being able to… At the time, like… Understand… But it happens, right?” This confusion mentioned by her could be related not only to Krashen’s theory (1982), but also to Elaine Horwitz, Michael Horwitz and Joan Cope’s (1986) description of “communication apprehension”, since the participant showed some anxiety related to how well she could communicate with others.

Similarly, James mentioned feeling happiness during his best experience, which could be related to Rugel Jara’s (2020) description of “affective activities”. In terms of his worst experience, he referred mainly to anxiety. “When I have to say a lot of things, I feel very anxious. The anxiety comes because I speak this way, because of puberty, and (things) come out a bit differently from what I imagined in my head”.

Melinda, when referring to her best experience, playing and winning Kahoot games, mentioned feeling confidence. In this way, this kind of affective activity seems to induce positive emotions onto her. As for her worst experience, she talked about nervousness, due to the moments when she does not know what to say, as well as fear of being judged. In this case, besides communication apprehension, it is also possible to notice a connection between her emotions and Elaine Horwitz, Michael Horwitz and Joan Cope’s (1986) description of “fear of negative evaluation”, given the fact that the participant shows some fear of what others are gonna think of her.

Finally, Rachel mentioned excitement while playing Kahoot games, due to the nicknames she and her classmates choose, as well as the “funny comments” that come up during the games. Once again, it is possible to trace a connection between the affective activities theory and the emotions she mentioned. As for her worst experiences, the emotion she talked about was tiredness.

The fourth question was about communicating the emotions felt during the best and worst experiences to the teacher, and the answer was unanimous: none of the participants had done so. The reasons for that, however, varied. Adam mentioned thinking it was normal and that he was not the only one who felt that way. Similarly, Melinda said she later realized it is “not a big deal” to read something aloud, because “everyone is here to learn”. Bethany, on the other hand, said she felt embarrassed to

tell the teacher about the negative emotions. Rachel mentioned assuming that the teacher is generally able to notice how she and her classmates feel about the activities. Finally, James said he did not tell the teacher anything, because he was not asked to do so.

The fifth question was about communicating such emotions to anyone other than the teacher. When asked about that, most participants mentioned talking to someone about at least some of the emotions they felt. Adam was not able to recall any specific situations in which he had talked to people about that, but he said he may have done so “in some isolated case”. Bethany said she told her friends about talking to native speakers of English, because that brought her positive emotions. Melinda mentioned telling friends about her emotions, because they are sometimes able to identify with them. Rachel said that the way she sees it, everyone sort of expresses how they are feeling about the activities during the classes. James, on the other hand, was the only one who said he had not told anyone about his emotions. When asked why, he said “no one asked.”

The sixth question referred to the reasons why the participants felt the way they did when having the best and worst experiences. The answers varied significantly, but seemed more related to the participants themselves than to the pedagogical practices adopted by the teacher(s).

Adam mentioned that he believes his realization during the best experiences comes from being able to communicate his ideas well, and in a comprehensible way. In terms of his worst experiences, he credits his dissatisfaction to the fact that he gets sad when he feels he is unable to develop his ideas.

Bethany affirmed that, when she spoke with the native speakers of English, it “was a unique experience”, and that was what made it feel so good. As for her worst experience, she said that she believes that is a natural emotion to have in situations like the one she had to face. “I think it is normal to feel embarrassment for not being able to speak and not being able to understand anything”.

While answering this question, James focused much more on the worst experiences rather than on the best ones. “You have to think about how to say (what you want to say), and then it comes out kind of weird, then it comes out kind of bad, and I do not like it, so I start messing it up, and get a bit anxious to see if I will speak better)”.

Melinda, however, credits her confidence, while playing and winning Kahoot games, to the fact that “everyone likes winning”. As for the worst experience, she said “you are afraid of saying things wrongly and everyone is afraid of making mistakes”.

Finally, Rachel said she believes that the way she feels during the class is not significantly influenced by the teacher. She believes there is nothing specific that a teacher can do which will have a negative interference on her emotions.

The seventh question was about what the participants see as triggers for negative emotions while they speak English. Here, the reasons varied, but it is possible to identify, once again, some traits of fear of negative evaluation and a bit of communication apprehension, as well.

Adam believes that what led him to feel dissatisfied while speaking English, in his worst experiences, was thinking that the others may be better or have a bigger vocabulary range. Another trigger for this negative emotion in him is not remembering what he wants to say. Similarly, Bethany said “when I do not know something, or when I am not able to say something correctly, I feel embarrassed”. Another participant who mentioned something similar was Rachel, who said she feels bad when she tries to say something and messes it up. She also brought the example of, on the same day of the interview, trying to say the word “clearly” during the class, messing it up, and feeling embarrassed.

James and Melinda, on the other hand, mentioned quite different triggers from the ones brought up by their peers. James said his diction is something that makes him anxious, while Melinda, once again, mentioned her fear of being judged.

The eighth (and last) question included in the interviews was about what the participants see as triggers for positive emotions while they speak English. There were not many significant differences between participants’ answers. Nonetheless, one of them mentioned an aspect which is not necessarily directly related to speaking.

Adam mentioned that noticing his classmates have the same level as him is something which makes him feel good. He pointed out, though, that “it is not that I want the guys to be worse, I just want them to be in the same level as me”, which may be a sign that he does not want to feel like he is not keeping up with his classmates. He also said that being able to remember everything and saying things exactly the way he wants induces him to experience positive emotions. Similarly, Bethany said she feels positive emotions when she is able to put her ideas across. “When I know something or have a lot of experience with something, and I am able to talk about that”.

Following a similar perspective, Rachel mentioned experiencing positive emotions when she realizes she can say an entire sentence without making mistakes. Moreover, she said she enjoys “forgetting” she is speaking English. Melinda also brings a point of view that seems, to a certain degree, like Adam’s. “When you realize that everyone has their own difficulties and that everyone is in the same situation, going through the same thing… You feel more at ease because everyone is in the same boat”.

James’ answer, on the other hand, pointed out to a different perspective, compared to what his peers said. He mentioned that games are something that triggers positive emotions in him.

## 4.2 Discussion

Taking into consideration the fact that all participants were young teenagers, it is expected that they would experience emotions which may, in some way, interfere with their learning process. Feelings such as anxiety, confusion, embarrassment and fear are all common at this age, and they were all mentioned by at least one of the participants at some point during the interviews. Nonetheless, James was the only one to directly address the age factor. When he mentions the connection between puberty and the anxiety he feels, he makes it evident that this is an emotion which has had a deeper impact on his life in the latest years.

Considering that, one might infer that it is important to find ways to encourage students going through puberty to accept the changes their bodies, minds and voices are undergoing. By doing that, learners may feel less self-conscious, enjoy classes more, and have a better development of their oral skills. Some teachers may find it difficult to identify with their learners and have a better understanding of what goes on in their “worlds”. In that sense, Aragão (2007, p. 207) affirms that the distance between us, as teachers, and our students may be shortened if we find a way to “participate in their worlds, in their conversations and narratives and invite them to take part in ours”. Thus, it is crucial to try to find strategies to make teachers and learners feel more connected. However, one simple, yet effective way to do that is checking what common interests the teacher and the students may have, and trying to use them in the classes.

As previously stated, the participants of the present study were all fourteen-year-old teenagers. At such an early age, people might not always have a clear

understanding of their own emotions. In that sense, another way teachers can help their students is to provide them with pedagogical practices which promote emotional scaffolding. For that to happen, educators must know how to design classes that will allow for that to happen in a natural way. According to Rosiek (2003, p. 406), “emotional scaffolding requires teachers to have clear knowledge of their subject matter and knowledge about the various influences on students’ emotional experience of the subject matter”. Thus, it is vital that teachers find the right resources to incorporate emotional scaffolding to their pedagogical practices.

One simple pedagogical practice which might enrich classes, focusing on students’ emotional scaffolding, would be to ask students how they feel in terms of the different contents they have been studying, as well as how the activities proposed seem to affect them. As previously discussed, none of the participants of this study mentioned making any straightforward comments about their emotions to their teachers. Moreover, considering what James said, about not being asked about how he felt, one could infer that this might be a good starter in order to get learners to talk about their own emotional experiences in the classroom environment. Furthermore, by doing this, teachers may encourage learners to not only talk about their own emotions throughout their learning processes, but also provide a chance for learners to reflect about such emotions.

Learners’ perfectionism is another factor which should be taken into consideration when it comes to the study of emotions (especially anxiety) and language learning. Most of the participants who took part in the present study (Adam, Bethany, James and Rachel) demonstrated some level of perfectionism in terms of their own oral skills in English. This perfectionism may appear in different ways, such as not being able to pronounce a word in the correct way, not remembering a specific word, or even struggling with diction issues. However, there are ways to help students overcome such perfectionist beliefs and have them be less demanding of themselves.

In that sense, Gregersen and Horwitz (2002, p. 570) bring some advice on how to do so. In the authors’ words, “ultimately, perfectionist students need to understand that the classroom is not merely for demonstrating knowledge and skill, but also for gaining it, and that errors are a normal and acceptable part of everyone's language learning experience”. Thus, if teachers allow learners to understand and accept the fact that, as Melinda herself mentioned during the interview, “everyone is here to learn”

and that making mistakes is an inherent part of learning, students may have better emotional experiences inside the additional language classroom.

Another crucial factor to have in mind is that anxiety may be defined as trait anxiety or state anxiety (PAVLENKO, 2005), and that, according to Lightbown and Spada (2013), it can be temporary and context-specific. Thus, allowing learners to reflect about what triggers negative emotions (especially anxiety) in them might be a useful resource in promoting a better and safer learning environment. Moreover, it may allow learners to understand how they can overcome negative emotions and make space for more positive ones during the time they spend in their language learning classrooms and, hopefully, in their own personal lives outside of the classroom environment, as well.

# 5 FINAL CONSIDERATIONS

The goal of the present study was to comprehend students' emotions in the English as an additional language classroom, as well as the relationship between emotions and oral development in students' own perspective. The participants (all fourteen-year-old learners of English as an additional language) were invited to develop collages representing their best and worst experiences speaking English in the classroom environment. Moreover, they were invited to answer questions about their own emotions and *perezhivanie*, in order to allow for a better understanding of how such emotions relate to their oral development in the target language.

Throughout the development of this research, the collected data pointed to possible answers to the driving questions of the study. In that sense, this section presents a summary of these possible answers, as well as the limitations and contributions of this study to the Applied Linguistics and Education areas.

The first specific objective of this research was understanding what pedagogical practices seem to hinder or improve learners' oral development. Interestingly, when asked if they had told their teacher(s) about how they felt when they had their best and worst experiences, all of the participants said they had not done that. In that sense, each participant had his/her own motives for that.

The reasons for not communicating such emotions to the teacher(s), according to them, included: feeling ashamed (Bethany); not being asked (James); realizing, later on, that it "was not a big deal", because "everyone is here to learn" (Melinda); thinking it was normal and that he was not the only one who felt that way (Adam) and assuming that students express their emotions in a natural way and that the teachers are able to notice this (Rachel).

In terms of the kinds of activities that induced them to live the best experiences, most students mentioned playing games. However, when it comes to the negative emotions, most of their answers were not related to teacher's practices themselves, but to their own insecurities and beliefs about what they should be able to do as learners. Nonetheless, as a way of promoting better emotional scaffolding, it may be a good idea for teachers to start promoting activities focused on allowing students to reflect about and share their emotions.

The second specific objective was to understand if (and how) teenage learners of English try to overcome their negative emotions while communicating in the target

language. Although the participants show some degree of self-awareness in terms of their own emotions while speaking English, they do not have the habit of talking about such emotions to other people. In that sense, it is important to consider the fact that not only did they not tell the teacher(s) about their emotions, but also that some did not have the habit of talking about such emotions to other people. Moreover, among the ones who did explicitly share how they felt with others, there were still some restrictions in terms of what they shared with whom. Still, it would be interesting to provide encouragement for them to reflect and talk about those emotions, in a way that may allow them to find comfort or even help from friends, family members and, of course, their teacher(s).

Bethany mentioned talking to her friends, but only about the positive emotions. Melinda also commented about sharing her emotions with her friends, because they sometimes identify with them. Rachel, however, mentioned feeling as if everyone expresses their emotions during the classes, but not necessarily in a straightforward way. On the other hand, Adam said he might have shared his emotions with other people in some isolated case, showing this is not a habit of his. Finally, James mentioned he had never shared how he felt because no one had asked about that.

Although the participants did not seem prone to communicating their emotions to teachers and, in some cases, to people in general, they were all open to discussing them during the interviews. In addition, all of them showed, during both the development of the collages and the interviews, awareness of what triggers both positive and negative emotions and were able to name such emotions. This self-awareness may be the first step in allowing these learners to develop strategies to cope with their own emotions and hopefully, overcome the anxiety felt by some of them, as they have now been able to reflect about that.

The main limitation of the present research is the fact that it has been developed considering a very specific and, given the fact that it is a qualitative study, small group of students. Thus, further research on the topic, considering different aspects could be of great value. These different aspects might be, for instance, related to language learning environments, such as regular schools; learners' age; number of participants and asking different questions during the interviews, such as "have you ever thought of any strategy to try to overcome your negative emotions when you speak English?". That way, it may be possible to collect new, meaningful data about learners' emotions,

and continue to provide practical and feasible alternatives for both English as an additional language teachers and learners.

The present study points to different actions which can be taken by both learners and teachers, but especially the latter, in order to promote better emotional experiences for learners of English as an additional language. In Vygotsky's (1994) words, "an emotional experience (*perezhivanie*) is always related to something which is found outside the person". Therefore, understanding the outside variables and keeping them in mind may be a way to ensure a better future when it comes to additional language learning in general, not only when it comes to English.

Emotions are part of who we are, as human beings, and, because of that, they permeate our lives in many ways. In that sense, understanding students' emotions and the relationship between such emotions and their learning (in the case of this paper, their oral development) may help teachers create strategies which will allow their students to, hopefully, have better emotional experiences. Furthermore, the present research may contribute to the fields of Applied Linguistics and Education through the understanding of how different pedagogical practices may help or interfere with students' oral development.

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## APPENDIX A – QUESTIONS FOR THE SEMI-STRUCTURED INTERVIEWS

1) When did each of these moments happen?
2) What emotions did you feel in the best moment?
3) How about the worst?
4) Did you communicate those emotions to your teacher? Why (not)?
5) Did you communicate them to anyone at all? Why (not)?
6) Why do you think you felt the way you did in each of these different situations?
7) What tends to make you feel negative emotions when speaking in the classroom environment?
8) What tends to make you feel positive emotions when speaking in the classroom environment?

## APPENDIX B – TRANSLATED VERSION OF THE QUESTIONS FOR THE SEMI-STRUCTURED INTERVIEWS

1) Quando cada um desses momentos descritos na colagem ocorreu?
2) Que emoções você sentiu no melhor momento?
3) E no pior?
4) Você comunicou essas emoções para o/a seu/sua professor(a)? Por que (não)?
5) Você as comunicou para alguma outra pessoa? Por que (não)?
6) Por que você acha que se sentiu dessa forma em cada uma dessas diferentes situações?
7) O que tende a fazer com que você sinta emoções negativas ao falar Inglês no ambiente de sala de aula?
8) O que tende a fazer com que você sinta emoções positivas ao falar Inglês no ambiente de sala de aula?

## APPENDIX C – INFORMED CONSENT FORM

Prezado (a) responsável, eu, Tamires Maria Rocha Machado, aluna do Curso de Letras Inglês da Universidade do Vale do Rio dos Sinos – UNISINOS, estou desenvolvendo o meu Trabalho de Conclusão de Curso, intitulado *Emoções e o desenvolvimento oral de adolescentes estudantes de Inglês como língua adicional*, sob a orientação da Professora Valéria Silveira Brisolara. A participação de seu/sua filho(a) nesta pesquisa nos ajudará a entender como se dá a relação entre as emoções e o desenvolvimento da oralidade em estudantes de Inglês como língua adicional na fase da adolescência. A participação de seu/sua filho(a) é voluntária, isto é, ela não é obrigatória, e você pode decidir não autorizar a participação no estudo a qualquer momento. Você e seu/sua filho(a) não serão penalizados(as) de nenhuma maneira caso decidam não consentir sua participação, ou se desistir dela. Contudo, ela é muito importante para a execução da pesquisa. Nos comprometemos com o sigilo e confidencialidade dos dados fornecidos e da sua identidade, e não faremos uso dessas informações para outras finalidades, sendo omitido, na divulgação dos resultados da pesquisa, qualquer dado que possa identificá-lo(a) ou identificar o local de realização. Você poderá, a qualquer momento, solicitar informações sobre a participação de seu/sua filho(a) e/ou sobre a pesquisa entrando em contato comigo pelo telefone (51) 993664852, pelo ou pelo e-mail, tamiresmariarochamachado@gmail.com. Você também pode contatar a Prof.ª Valéria Silveira Brisolara pelo e-mail valeriabrisolara@unisinos.br. Os áudios das entrevistas e as narrativas multimodais (colagens) feitas pelos(as) participantes do estudo serão armazenados, em arquivos digitais, mas somente a pesquisadora e a orientadora terão acesso a eles. Ao final da pesquisa, todo material será mantido em arquivo, por pelo menos 5 anos, conforme Resolução n. 510/2016 e orientações do CEP UNISINOS e, ao fim deste prazo, serão descartados. A participação na pesquisa não ocasionará nenhum dano físico ou moral aos participantes, e serão necessários apenas alguns minutos para a realização da colagem e da entrevista. Os resultados desta pesquisa serão publicados na forma de monografia, à qual você tem o direito de acesso e poderá ser solicitada através dos contatos previamente descritos. Ao aceitar participar, você mantém o direito de dar sua opinião, de fazer perguntas, de desistir de autorizar a participação de seu/sua filho(a) na pesquisa, se assim desejar, além dos demais direitos mencionados acima. Para confirmar e autorizar sua participação na pesquisa, peço que assine o campo indicado abaixo:

Eu, _____, fui informado(a) dos objetivos da presente pesquisa de maneira clara e detalhada e pude ler esse termo e esclarecer minhas dúvidas, e autorizo a participação de meu/minha filho(a) _____, no estudo. Sei que a qualquer momento poderei solicitar novas informações e modificar a decisão de autorizar a participação de meu/minha filho(a), se assim o desejar.

O presente documento será assinado em duas vias de igual teor, ficando uma com o(a) participante da pesquisa, e outra com a pesquisadora.

## APPENDIX D – ASSENT FORM

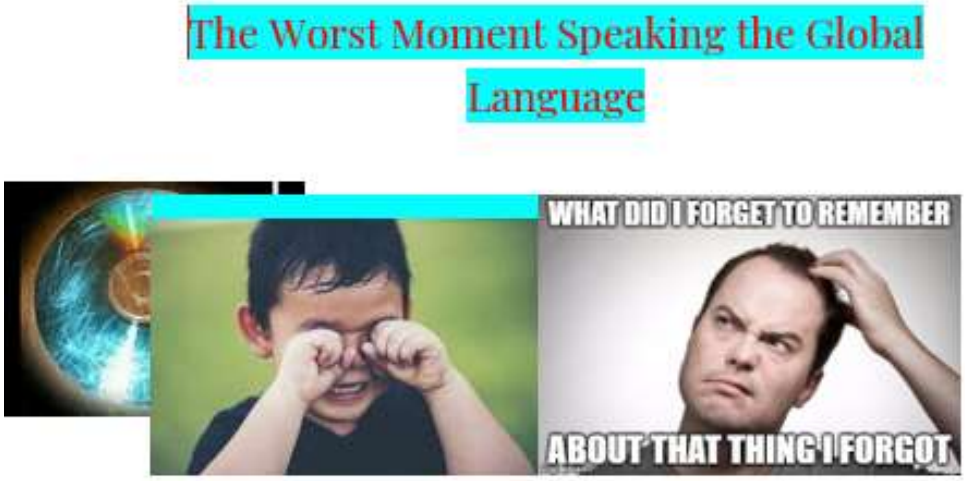
Prezado (a) aluno (a), eu, Tamires Maria Rocha Machado, aluna do Curso de Letras Inglês da Universidade do Vale do Rio dos Sinos – UNISINOS, estou desenvolvendo o meu Trabalho de Conclusão de Curso, intitulado *Emoções e o desenvolvimento oral de adolescentes estudantes de Inglês como língua adicional*, sob a orientação da Professora Valéria Silveira Brisolara. A sua participação nesta pesquisa nos ajudará a entender como se dá a relação entre as emoções e o desenvolvimento da oralidade em estudantes de Inglês como língua adicional na fase da adolescência. Sua participação é voluntária, isto é, ela não é obrigatória, e você pode decidir não participar do estudo a qualquer momento. Você não será penalizado(a) de nenhuma maneira caso decida não consentir sua participação, ou se desistir dela. Contudo, ela é muito importante para a execução da pesquisa. Nos comprometemos com o sigilo e confidencialidade dos dados fornecidos e da sua identidade, e não faremos uso dessas informações para outras finalidades, sendo omitido, na divulgação dos resultados da pesquisa, qualquer dado que possa identificá-lo(a) ou identificar o local de realização. Você poderá, a qualquer momento, solicitar informações sobre sua participação e/ou sobre a pesquisa entrando em contato comigo pelo telefone (51) 993664852, pelo ou pelo e-mail, tamiresmariarochamachado@gmail.com. Você também pode contatar a Prof.ª Valéria Silveira Brisolara pelo e-mail valeriabrisolara@unisinos.br. Os áudios das entrevistas e as narrativas multimodais (colagens) feitas por você serão armazenados, em arquivos digitais, mas somente a pesquisadora e a orientadora terão acesso a eles. Ao final da pesquisa, todo material será mantido em arquivo, por pelo menos 5 anos, conforme Resolução n. 510/2016 e orientações do CEP UNISINOS e, ao fim deste prazo, serão descartados. A participação na pesquisa não ocasionará nenhum dano físico ou moral aos participantes, e serão necessários apenas alguns minutos para a realização da colagem e da entrevista. Os resultados desta pesquisa serão publicados na forma de monografia, à qual você tem o direito de acesso e poderá ser solicitada através dos contatos previamente descritos. Ao aceitar participar, você mantém o direito de dar sua opinião, de fazer perguntas, de desistir de participar da pesquisa, se assim desejar, além dos demais direitos mencionados acima. Para confirmar e autorizar sua participação na pesquisa, peço que assine o campo indicado abaixo:

Eu, _____, fui informado(a) dos objetivos da presente pesquisa de maneira clara e detalhada e pude ler esse termo e esclarecer minhas dúvidas. Sei que a qualquer momento poderei solicitar novas informações, e o(a) meu/minha responsável poderá modificar a decisão de participar, se assim o desejar. Tendo o consentimento do meu responsável já assinado, declaro que concordo em participar desse estudo.

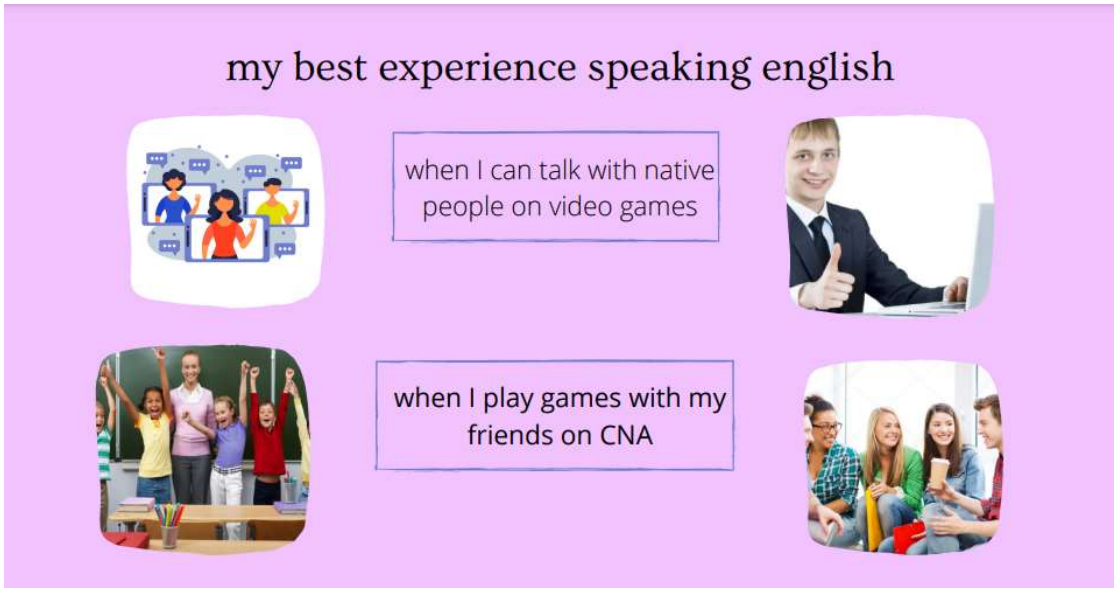
O presente documento será assinado em duas vias de igual teor, ficando uma com o(a) participante da pesquisa, e outra com a pesquisadora.

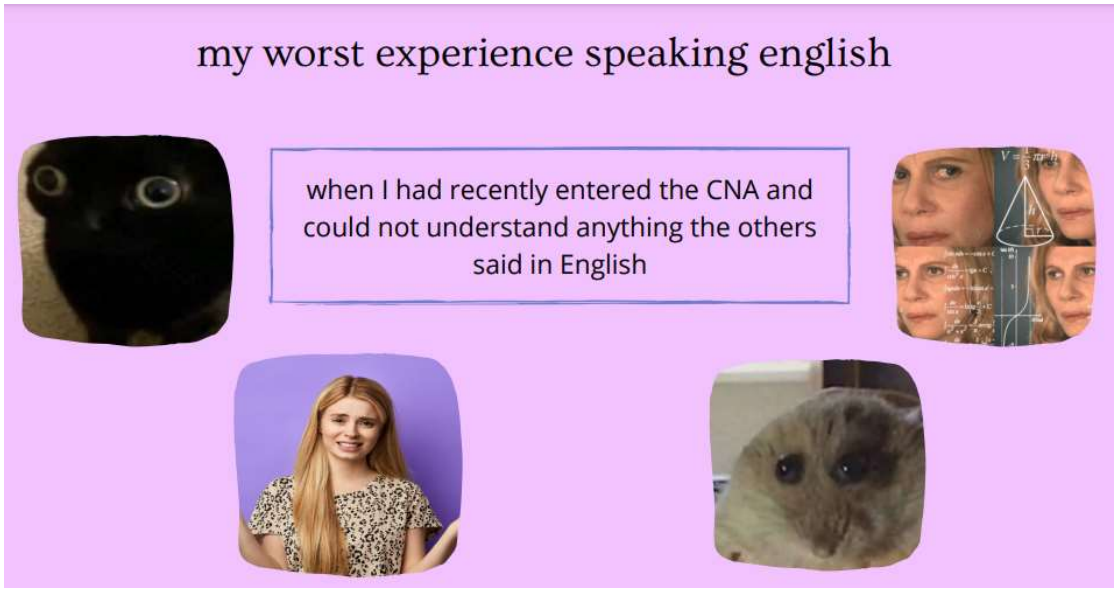
## APPENDIX E – PARTICIPANTS' COLLAGES

Adam:

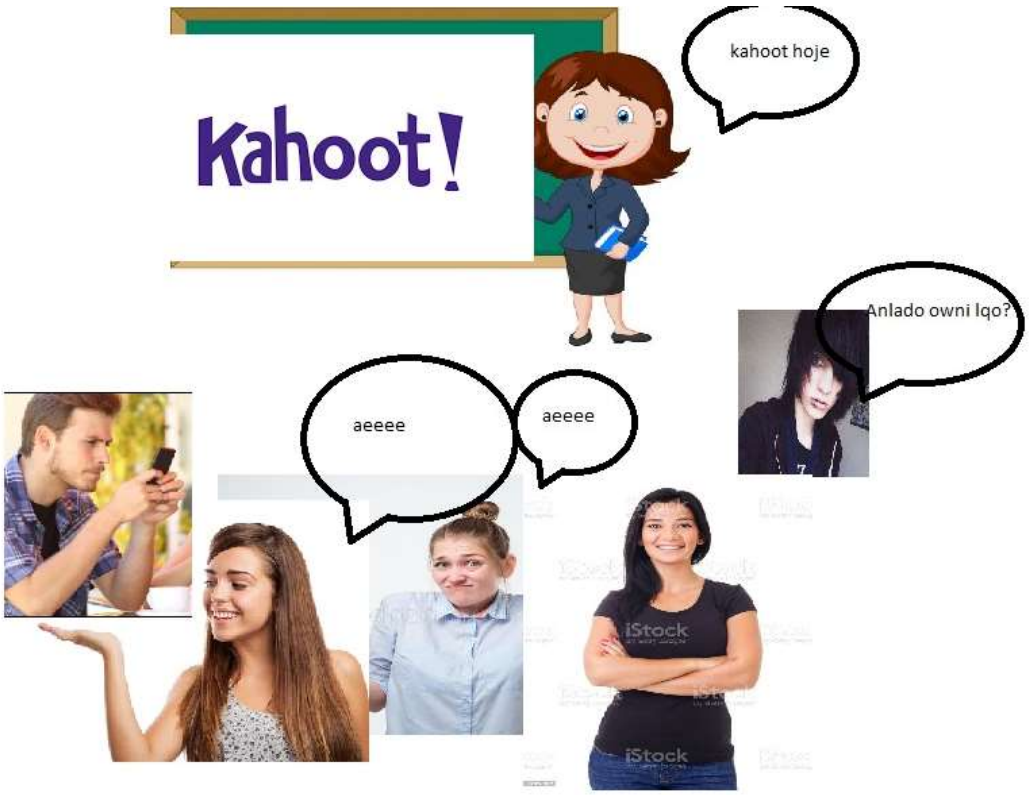


Bethany:


my best experience speaking english
when I can talk with native people on video games
when I play games with my friends on CNA


my worst experience speaking english
when I had recently entered the CNA and could not understand anything the others said in English

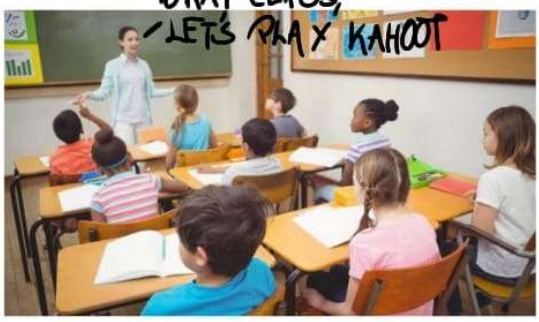
James:


Kahoot!
kahoot hoje
Anlado owni lqo?
aeeee
aeeee
iStock
iStock

Melinda:

Best

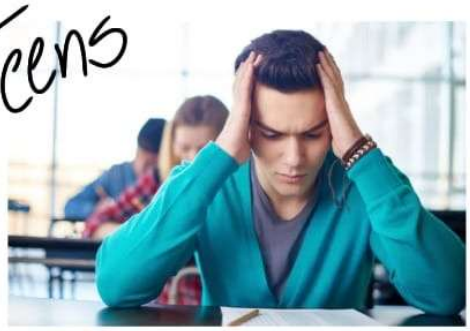
Kahoot!





Worst


Teens



Having to read a big text out loud

Rachel:


Vamos ler o textão da página 77 e depois fazer as 28 atividades
:(
nãoooooo
شوكولاتة