

**Psychological factors affecting english learning in ninth graders at colegio técnico Jaime  
Pardo Leal IED in Bogotá: a perspective from pedagogical mediation paradigm**

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### **Abstract**

English language learning is a fundamental aspect globally and in the Colombian context, which is why educational public policies have promoted strategies for its improvement in recent years at different levels. However, to continue strengthening these policies at the secondary level specifically, to understand the psychological factors that affect English language learning in adolescents is crucial since their development stage has a significant impact on the learning process of this language. Therefore, this study aimed to analyze these factors in ninth-grade students of Colegio Técnico Jaime Pardo Leal IED in Bogotá, through the contrast of perceptions and experiences of both students and their teachers, collected under a mixed approach. Based on the paradigm of pedagogical mediation, recommendations were made that seek to address these factors reflectively, to provide a vision of the role of the teacher mediator in the public educational context based on the specific psychological needs of students in this context.

**Keywords:** English language learning, adolescent learning, psychological factors, pedagogical mediation.

## Resumen

El aprendizaje del idioma inglés es un aspecto fundamental a nivel global y en el contexto colombiano, por lo cual las políticas públicas educativas han impulsado estrategias para su mejoramiento en los últimos años en los diferentes niveles. Sin embargo, para seguir fortaleciendo estas políticas en secundaria específicamente, comprender los factores psicológicos que afectan el aprendizaje del inglés en adolescentes es crucial, ya que su etapa de desarrollo tiene un impacto significativo en el proceso de aprendizaje de este idioma. Por lo anterior, este estudio tuvo como objetivo analizar dichos factores en estudiantes de grado noveno del Colegio Técnico Jaime Pardo Leal IED en Bogotá, mediante el contraste de percepciones y experiencias tanto de los estudiantes como de sus docentes, recolectadas bajo un enfoque mixto. A partir del paradigma de la mediación pedagógica se plantearon recomendaciones que buscan abordar de manera reflexiva estos factores, con el fin de aportar una visión desde el rol del docente mediador en el contexto educativo público partiendo de las necesidades psicológicas específicas de los estudiantes de este contexto.

***Palabras Clave:*** aprendizaje del inglés, aprendizaje en adolescentes, factores psicológicos, mediación pedagógica.

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## **Introduction to the Research Study**

Learning is the process of acquiring knowledge, skills, and attitudes through experiences, practice, and study, from Piaget's constructivist theory, which emphasizes the active role of learners in constructing their own understanding. There are many factors that affect learning, and psychological factors are among the most relevant. These factors, such as motivation, self-confidence, and autonomy, directly influence the way students engage with new content and their overall success in mastering a second language.

In Colombia, some studies on the factors influencing English learning have revealed that psychological elements play a crucial role in students' progress. Research has shown that factors such as anxiety, motivation, and classroom environment impact learners' ability to grasp the language effectively. These studies have provided valuable insights into how educational strategies can be adapted to foster a more supportive and psychologically conducive learning environment, which is essential for improving English proficiency in different educational settings. Their contributions have been significant because they offer a deeper understanding of how internal and external factors interact, helping to shape more effective teaching practices that address the emotional and cognitive needs of students.

This research study intends to analyze the most important factors affecting the English learning process of ninth-grade students at Colegio Técnico Jaime Pardo Leal IED and to recommend some possible suggestions from pedagogical mediation to consider in the curriculum at this school. Several research studies have focused on researching the factors that affect students' English learning. However, the current one tends to analyze psychological factors in English learning, focusing on teenagers in a public school in Bogota.

### **Context of the Research Problem**

This first chapter outlines the main problem observed in an official institution in Bogotá, where ninth-grade students face significant challenges in learning English as a foreign language. These challenges manifest in decreased classroom participation, low-quality task completion, and underperformance in English assessments. That is why understanding the psychological factors that impact students' engagement and learning outcomes is crucial for addressing these issues effectively.

The current study tries to understand some of these aspects that could affect the English learning process in ninth graders at Colegio Técnico Jaime Pardo Leal IED observed during English classes such as a decrease in student participation in class, low quality in the development of the proposed activities, addition to the low results obtained in English subject during 2023, in this sense, it may contribute to educational languages field to identify some of the psychological factors affecting students with similar characteristics in official schools, this can be useful for other teachers in the same area in this school to design other alternatives to facilitate students English learning process.

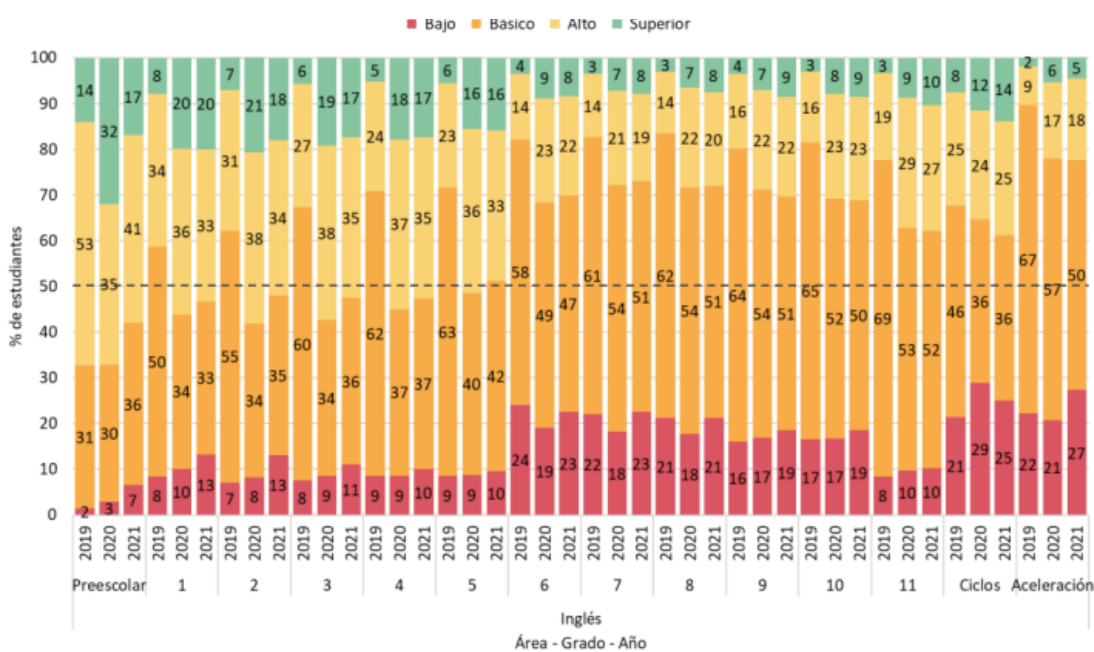
Over the past two years, a steady decline in student engagement and academic performance has been observed among ninth-grade students at Colegio Técnico Jaime Pardo Leal IED. This trend is consistent with broader national challenges in English language education, despite efforts such as the National Bilingualism Program, which has aimed to improve English proficiency among Colombian students (Ministerio de Educación Nacional, 2006).

Despite reported progress, the 2023 academic results at Colegio Técnico Jaime Pardo Leal IED show that many students struggle to meet national English proficiency standards. On a

grading scale where 3.0 is the basic passing score, most students score between 3.0 and 3.5, highlighting a persistent gap between expected and actual performance. This issue is further complicated by the socioeconomic context of the school in the Policarpa neighborhood, where many families depend on informal labor, limiting students' access to educational resources and structured learning environments

**Figure 1**

*Grades level of performance*

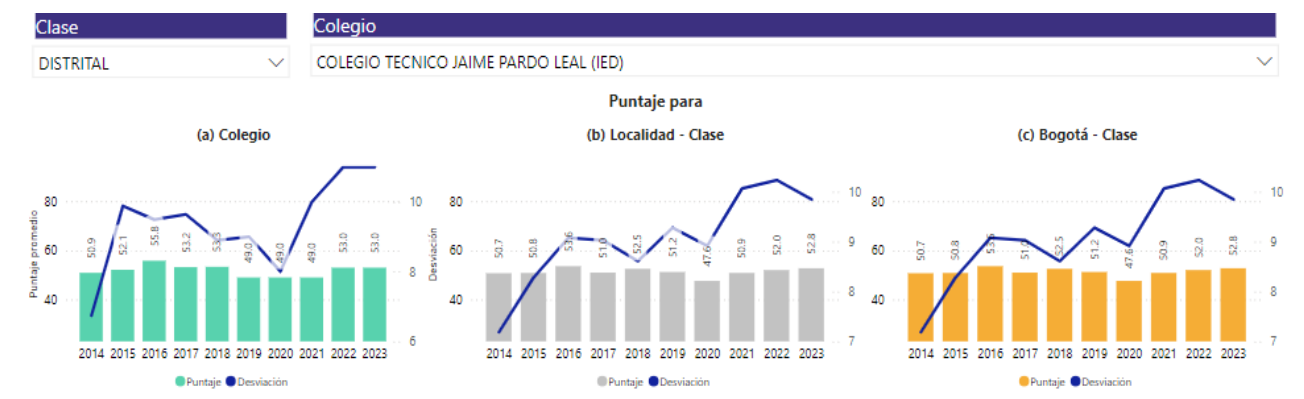


*Note.* Retrieved from Sistema Multidimensional de Evaluación para la Calidad Educativa SMECE

These levels show that some of the strategies implemented at the national level have been effective. In Bogota, 1% of public school students achieved this level in 2021, which never happened before. According to the data provided in the English results document, the following is observed concerning Colegio Técnico Jaime Pardo Leal's performance in those tests.

**Figure 2**

*ICFES tests results in English 2014-2023 Colegio Tecnico Jaime Pardo Leal IED*

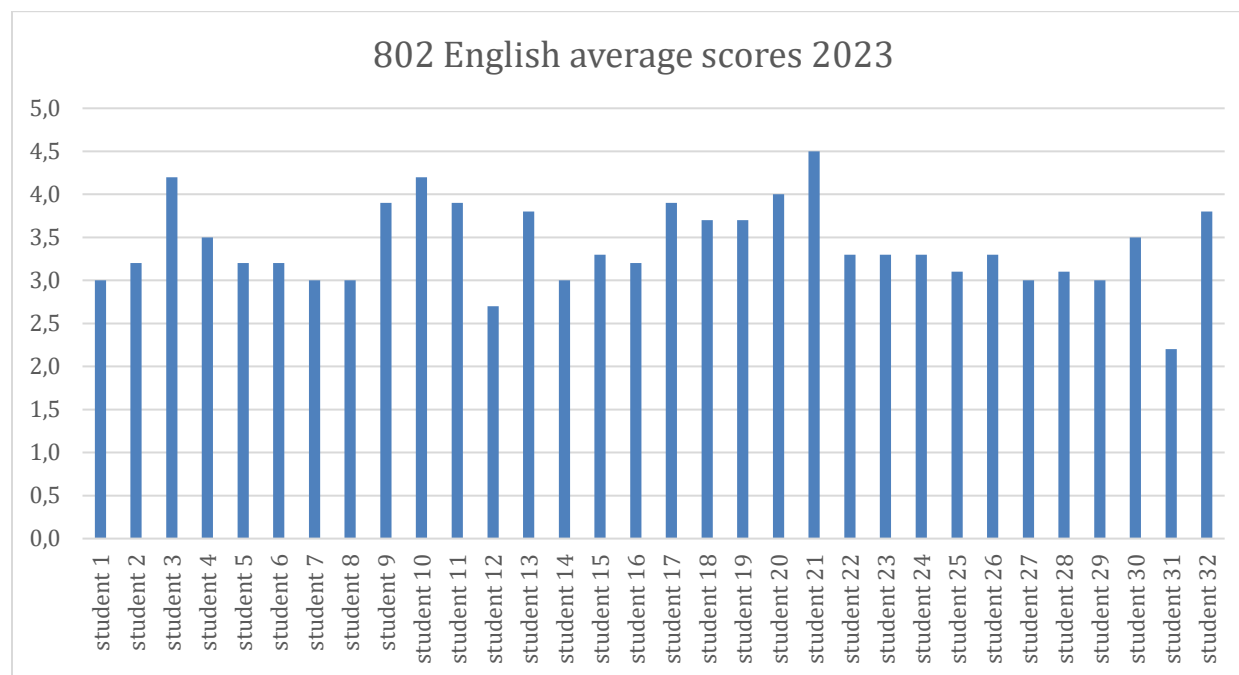


*Note.* Retrieved from Sistema multidimensional de evaluación para la calidad educativa SMECE

Perhaps these advances in the tests, in the classroom, make it evident that there is still a need to improve different aspects. In daily classroom practice, there are some situations that show the need to continue identifying aspects that may be impacting students' performance, specifically in English learning, to continue researching and supporting students to maintain and increase these levels of proficiency.

**Figure 3**

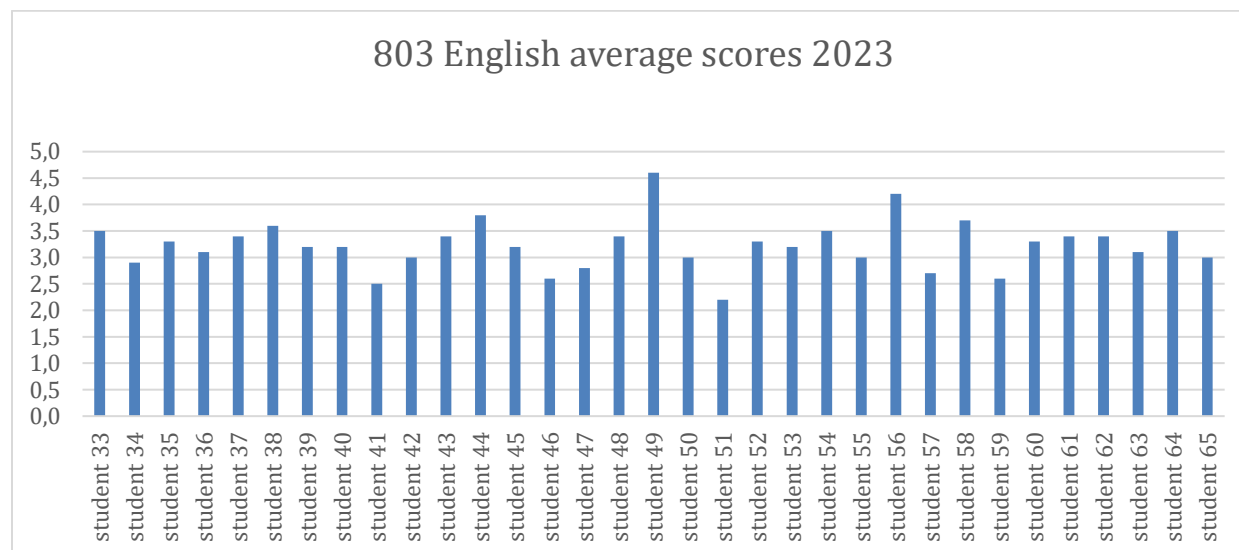
*Student's academic results in English subject 2023 (course 802).*



*Note.* Author's elaboration is based on school data from 2023.

**Figure 4**

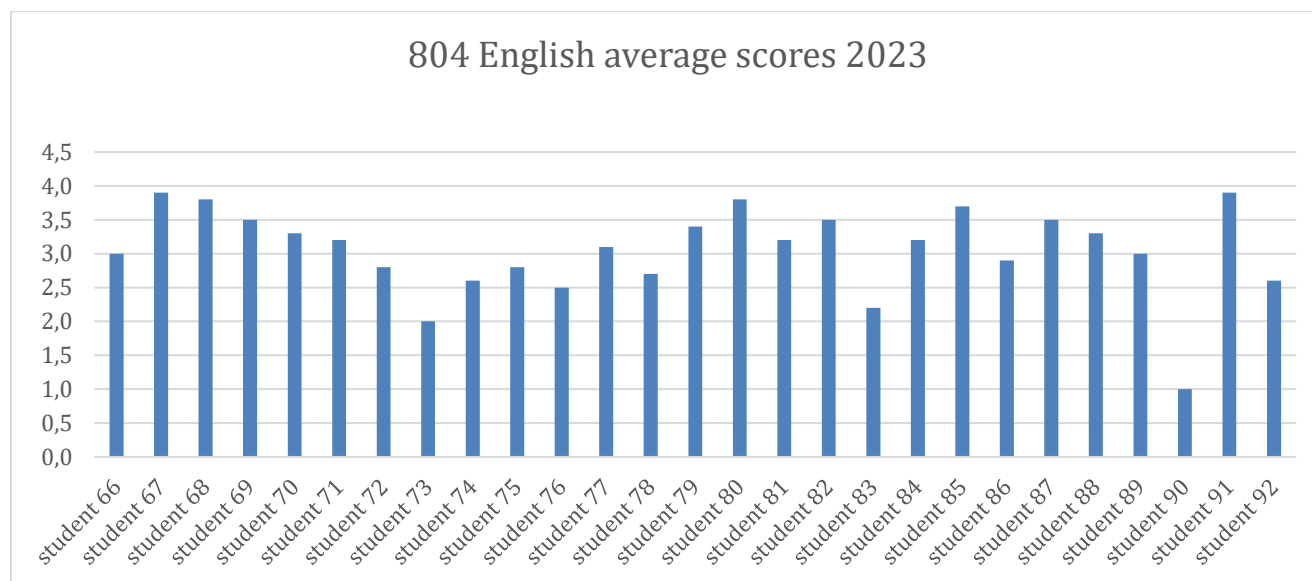
*Student's academic results in English subject 2023 (course 803).*



*Note.* Author's elaboration is based on school data from 2023.

**Figure 5**

*Student's academic results in English subject 2023 (course 804).*



*Note.* Author's elaboration is based on school data from 2023.

Some research indicates that socioeconomic factors significantly influence language learning outcomes. According to Gardner (1985), students from lower backgrounds often face greater difficulties in learning English languages due to limited exposure and access to supplementary learning materials. Additionally, Vygotsky's (1978) sociocultural theory emphasizes that learning is a socially mediated process, meaning that students from economically disadvantaged backgrounds may require additional classroom support to develop their English skills.

In addition to that, according to the observed in English classes, some aspects are evident and are constantly repeated in ninth grade, which are manifested in the fact that many ninth-grade students at Colegio Técnico Jaime Pardo Leal IED are guided by grades rather than personal interest, leading to minimal engagement beyond classroom tasks, in different occasions, They have shown to rely heavily on teacher guidance and wait for the teacher to tell them exactly

what to say or how to structure their responses instead of attempting to build them on their own. This dependence limits their ability to practice English outside the classroom, reducing overall language exposure.

Finally, it is important to consider that adolescence is a critical period for identity formation (Marcia, 1980), and students at this stage experience intensified emotional responses that could affect their learning attitudes. Also, according to Gestsdottir & Lerner (2008), adolescents struggle with self-regulation due to peer influence and emotional variability, which may affect their engagement levels.

Given the characterization outlined above, this research seeks to identify and analyze the psychological factors affecting English language learning among ninth-grade students at Colegio Técnico Jaime Pardo Leal IED. By applying a pedagogical mediation framework, this study aims to provide actionable recommendations that can help teachers in similar contexts implement strategies that foster student engagement, autonomy, and confidence in English learning.

The findings from this research will contribute to the broader field of English language teaching in public schools by addressing an underexplored intersection between pedagogical mediation and psychological factors. Ultimately, understanding and addressing these psychological dimensions will be crucial for improving student learning outcomes and informing curriculum development in official schools.

The aspects explained above are relevant for understanding some of the constraints that affect students' language acquisition now in ninth graders from Colegio Técnico Jaime Pardo Leal IED and Tuzi (2013) showed the previous step to identify the possible solutions or alternatives. (minute 14:41) It is also important to point out the idea of curriculum development

as a more comprehensive process necessary to start by determining the need to develop this process of designing and implementing positively. (Richards, 2001).

## **Research Question and Objectives**

### **Research Question**

What are the main psychological factors that influence the English learning process of ninth-grade students at Colegio Técnico Jaime Pardo Leal IED, and how can pedagogical mediation contribute to improving their learning experience?

## **Research Objectives**

### **General Objective**

To analyze the main psychological factors that affect English learning in ninth graders at Colegio Técnico Jaime Pardo Leal IED in Bogota from the pedagogical mediation paradigm.

### **Specific Objectives**

To explore the main psychological factors that affect the language learning process in ninth-grade students, both from the teachers' and students' perspectives.

To compare the main psychological factors perceived by both teachers and students using a contrast matrix to highlight common and divergent aspects.

To propose recommendations derived from the analysis of student and teacher perspectives, considering the pedagogical mediation paradigm and the teacher's mediating role at Colegio Técnico Jaime Pardo Leal IED.

## **Rationale of the Research**

Understanding the psychological factors that influence adolescent English language learning is crucial for developing effective pedagogical strategies. Ninth-grade students are at a crucial stage in their educational trajectory where psychological factors motivation (Dörnyei, 2005), anxiety (Horwitz et al., 1986), self-efficacy (Bandura, 1997), and attitudes toward learning (Gardner, 1985), can significantly impact their academic performance, due to their mental developmental stage. According to Piaget's (1972) cognitive development theory, adolescents in the formal operational stage begin to think more abstractly and critically, which affects their ability to engage with language learning in complex ways. Additionally, Vygotsky's (1978) sociocultural theory emphasizes the role of social interaction in learning, suggesting that students' psychological engagement with English is shaped by classroom dynamics and peer influences. This study aims to identify the most important psychological factors that affect English learning among ninth-grade students at Colegio Técnico Jaime Pardo Leal IED, an official school in Bogotá, and to explore how pedagogical mediation (Delgado Álvarez, 2014) can address these factors to improve the learning process.

The ninth-grade level represents a critical point in secondary education where students are consolidating their academic skills and preparing for future educational and career pathways. Language learning theories, such as Krashen's (1982) input hypothesis, suggest that comprehensible input and a low-anxiety environment contribute to language acquisition, reinforcing the need to analyze psychological factors affecting students' learning experiences. English language proficiency is increasingly important in a globalized world, and yet, many students face psychological barriers that hinder their ability to learn effectively. Identifying and

addressing these psychological factors is essential for improving language learning outcomes and ensuring that students are equipped with the necessary skills for their future endeavors.

This study is poised to make a significant contribution to the field of language education and educational psychology by examining the psychological factors influencing English learning among ninth graders and exploring how pedagogical mediation can address these factors. Understanding and addressing these psychological barriers is crucial for enhancing students' learning experiences and outcomes. By applying pedagogical mediation strategies, such as scaffolding (Wood et al., 1976) and cognitive apprenticeship (Collins et al., 1989), this research aims to develop actionable methods that can improve students' autonomy and motivation in English learning.

## **Literature Review**

### **Introduction to the Literature Review**

The field of English language learning has been the subject of considerable research in recent years, as scholars attempt to understand the multiple factors that influence the learning of this global language. Given the increasing demand for English proficiency in both academic and professional settings, it is essential to analyze the different elements affecting the learning process. This literature review aims to provide a comprehensive understanding of the psychological factors that influence English language learning, integrating and critically examining different research studies and articles presented in recent years at the international level as well as at the national one to present an overview of the current state of this field.

This review focuses on key aspects related to language learning and the psychological factors inherent to this process. The selected studies offer insight into the challenges faced by learners in their efforts to learn English, highlighting the complex interplay between psychological and social factors. By examining these studies, this literature review aims to identify gaps in existing research, thus providing a foundation for future research. Finally, to present how pedagogical mediation has been explored in the global and national context in the field of English language learning and how it has contributed to this topic to determine how current research can contribute significantly to meeting some of its potential challenges.

## **State of the Art**

For this state of the art, a thematic typology was implemented to categorize and synthesize the results of different research studies based on the most relevant research studies related to the psychological factors that influence English language learning. This approach allows for a systematic presentation of the literature by grouping the research studies, articles, and essays into categories such as psychological factors, followed by internal and external factors that are not independent of each other, and pedagogical mediation in English language learning. This is to provide an overall understanding of how these issues have been considered in different national and international research studies, as well as their impact on English language learning and their contribution to the understanding of the state of the art.

### **Research Studies on Psychological Factors in English Learning in Colombia**

Some Colombian studies have explored psychological factors affecting English language learning. Bastidas and Muñoz (2020) conducted a quantitative-descriptive study with high school students in Pasto, Colombia, aiming to identify internal and external factors that shape students' language learning experiences. The study analyzed data from 150 students and 10 teachers using questionnaires and semi-structured interviews to assess students' motivation, attitudes, and external influences on English learning. Some of their findings revealed that motivation and attitude were the most influential internal factors, while external factors included the role of community and family support in student engagement. This study aligns with the present research by demonstrating the importance of motivation and socio-emotional support in fostering language learning, particularly in public educational settings.

In this same row, Figueroa (2022) investigated motivational barriers in English learning at the University of Nariño through a mixed-methods approach, using surveys and focus groups

with 70 undergraduate students. The study aimed to explore the impact of anxiety, motivation, and self-confidence on students' ability to learn English. The findings indicated that high levels of anxiety hinder oral performance, while students with higher intrinsic motivation demonstrated greater perseverance in language acquisition. Figueroa's study emphasizes the need to address psychological aspects such as anxiety and motivation to enhance learning outcomes, supporting the current study's focus on pedagogical mediation as a tool to reduce anxiety and enhance motivation in English learning.

Despite these contributions, there is still a gap in research specifically addressing how pedagogical mediation can effectively mitigate these psychological factors in Colombian high school students. While these studies have contributed valuable insights, they primarily focus on identifying these factors without deeply exploring their specific implications for pedagogical strategies in public schools.

It would be quite significant to understand some of the psychological factors associated with English learning in the Colombian public educational context and even more to obtain possible recommendations to address these factors from the pedagogical mediation perspective.

### **International Research Studies on Psychological Factors in English Learning**

In the international context, different research studies have been carried out on the psychological factors that affect the learning or development of different language skills, making different contributions in this field of research, some of which are mentioned below:

Budianto's (2010) study provides a comprehensive exploration of psychological factors that influence second language acquisition (SLA) in the Indonesian educational context. Using a qualitative research approach, the study synthesized findings from literature reviews, case studies, and semi-structured interviews with 50 high school students. The study identified

anxiety as a significant barrier to language participation, while a positive attitude toward the language and integrative motivation were key contributors to success in SLA. The study proposed five strategies to reduce anxiety and enhance learning, including preparation, relaxation, positive thinking, peer support, and controlled resignation. This study supports current research by demonstrating that pedagogical strategies addressing psychological factors can significantly impact student engagement.

Yuliana's (2021) conducted a quantitative-descriptive study examining the relationship between motivation, anxiety, attitude, and self-confidence and their effect on oral English performance among Indonesian students. The study used Pearson's correlation analysis on a sample of 120 students from three universities and found no significant direct relationship between these psychological factors and oral performance in the specific sample analyzed. However, motivation emerged as the psychological factor with the highest impact, highlighting the need to foster a motivational classroom environment to enhance oral proficiency.

Wang, Abdullah, and Leong (2022) conducted a quasi-experimental study on technology-based teaching methods and their impact on student motivation and anxiety in language learning settings in Malaysia. The study involved 80 high school students, divided into a control group (traditional learning) and an experimental group (flipped classroom learning with digital resources). Using pre- and post-test evaluations and surveys, the study found that flipped learning significantly improved student motivation and reduced anxiety compared to traditional instruction. This research highlights how cognitive development in adolescence enhances the effectiveness of interactive learning, supporting the need for student-centered methodologies like those explored in this study. This research highlights the role of cognitive development in adolescence, suggesting that the increased plasticity of the adolescent brain makes this period

ideal for language learning. This provides an approach on how to address some psychological factors that negatively affect the learning of English, providing a strategy such as the flipped classroom and the implementation of technology approaches.

Finally, Bakhtiar and Suwandi's (2022) explored the impact of psychological factors— anxiety, self-confidence, motivation, and shyness—on oral English skills in an Islamic school in Indonesia. Using a qualitative case study with interviews and classroom observations, the study analyzed 30 students and five English teachers. The study reveals that anxiety manifests at various levels, hindering student participation and oral performance. Additionally, low self-confidence and shyness were identified as significant barriers that prevented students from expressing themselves freely. On the other hand, both intrinsic and extrinsic motivation were seen as critical factors driving students to practice and improve their oral skills. This study provides insights into how social-emotional barriers impact English learning, aligning with the current research's focus on pedagogical mediation to improve confidence and participation in classroom settings.

Overall, these international studies emphasize the significance of psychological factors in language learning outcomes and demonstrate how targeted interventions can address them. However, many still lack an explicit pedagogical framework, reinforcing the need for the current study's focus on mediation techniques in Colombian high school settings.

### **Research on Internal and External Factors Influencing English Learning**

Research on language learning has traditionally focused on cognitive and linguistic factors. However, different studies have emphasized the importance of psychological dimensions, including motivation, self-esteem, and anxiety. Internal factors such as cognitive abilities, motivation, and learning styles have been found to significantly impact the learning

process (Brown, 2007). These elements are closely linked to students' commitment to engage with the language and their persistence in overcoming possible obstacles. External factors, on the other hand, involve teaching strategies, classroom environment, and community support (Brown, 2007). The quality of the classroom environment and the effectiveness of teaching methods are critical for fostering a positive learning experience. Moreover, the involvement of family and community provides students with additional support, reinforcing their efforts to achieve proficiency in English.

The study conducted by Cabrera-Solano et al. (2019) examined the internal psychological factors affecting English learning in Ecuadorian high schools, including motivation, anxiety, willingness, self-efficacy, and memorization. Using a mixed-methods approach, the study gathered data from 200 students through surveys, classroom observations, and teacher interviews. The findings revealed that motivation decreased with age, while anxiety increased in listening and speaking activities. The study recommended that teachers adapt pedagogical strategies based on students' age and proficiency level. This aligns with the present study's focus on pedagogical mediation to adjust teaching approaches for different learner profiles and contributes to the literature by proposing targeted pedagogical recommendations for adolescent learners, offering practical applications for teachers addressing similar psychological and educational challenges.

Mahmoudi and Mahmoudi's (2015) conducted a quantitative study analyzing 136 Iranian graduate English language teaching (ELT) students using principal component analysis (PCA) on a 30-item questionnaire. This, explores the internal (cognitive and affective) and external (curricular and environmental) factors affecting the learning of English as a foreign language from the perspective of Iranian graduate English language teaching (ELT) students. Using an ex

post facto design and principal component analysis (PCA). The study concludes that researchers should avoid rigidly categorizing the factors influencing learning and instead approach the phenomenon holistically, balancing attention among all factors for a more comprehensive understanding of the English learning process. These findings highlight the interaction between different factors, emphasizing the importance of perceiving them holistically rather than in isolation.

Gómez et al. (2024) examined how variables such as self-regulation, motivation, test anxiety, and classroom environment impact English learning in an online setting. A non-experimental, descriptive, cross-sectional design was employed with a sample of 542 university students. The findings revealed significant differences in these variables when comparing students by gender and proficiency level. For example, higher motivation and self-regulation were observed among students with higher English proficiency levels, whereas test anxiety decreased as proficiency increased. These results highlight the importance of considering both internal and external factors when designing pedagogical strategies for English instruction, particularly in online environments. However, the study does not explore how pedagogical mediation can effectively address these psychological factors, suggesting the need for further research in this area.

In this context, the integration of internal and external factors allows for a more comprehensive examination of factors affecting language learning. As noted in some studies, internal and external factors often interact with psychological dimensions as they influence learners' emotional responses and attitudes toward language learning. By including these factors, the state of the art can present a holistic view of the learning process, highlighting how psychological factors do not operate in isolation but are also influenced by some internal and

external conditions. This thematic approach enriches the analysis and provides a clearer path to identify possible intervention recommendations from pedagogical mediation that address psychological needs in a holistic approach.

The current research addresses this gap by specifically focusing on psychological factors in adolescent learners while also incorporating the role of the pedagogical mediation perspective to address these psychological factors.

### **Research Studies on Pedagogical Mediation in Language Learning**

The inclusion of the pedagogical mediation perspective in the framework of this research is fundamental for understanding how teachers can serve as facilitators, guiding students in their learning processes. As cited by Delgado Álvarez (2014) in his article *Pedagogical Mediation and Learning*, published in *Revista de Lenguas Modernas*, “pedagogical mediation is a useful tool to help educational actors interpret these experiences and realities” (p. 514). This statement aligns with the present thesis, as it highlights the importance of teachers not only as transmitters of knowledge but also as interpreters of the unique educational contexts and psychological factors that shape students' learning experiences.

In this context, the role of the teacher transcends traditional instruction and enters the realm of facilitation, where he or she is “an entity in charge of perceiving the reality of the objective individual and not of objective knowledge” (Delgado Álvarez, 2014, p. 49). This shift in focus suggests that teachers should prioritize understanding the learner's reality, including their cognitive, motivational, and emotional states, over the mere transmission of content. The ability to recognize and address these psychological dimensions enables educators to mediate effectively, creating a conducive learning environment that mitigates challenges such as anxiety

or low motivation, which are common barriers to language learning. In addition, the teacher's role as mediator emphasizes the development of learners' autonomy and problem-solving skills.

As Fraser (2006) points out, “the pedagogical mediation approach attempts to help learners construct their knowledge, solve problems independently, and understand their thought processes” (as cited in Delgado Álvarez, 2014, p. 52). This concern with cognitive and metacognitive development is particularly relevant to this research, as it underscores the need to equip students with the skills to become active participants in their learning journey, rather than passive recipients of information.

In line with this perspective, the role of the mediator includes fostering social and community impacts through education. Delgado Álvarez (2014) argues that “as facilitators, we must continue to work on social impact achievements that benefit ourselves and the community around us” (p. 54). This holistic view of mediation focuses not only on academic success but also on the broader social and personal development of students, which is crucial for addressing the psychological factors affecting English language learning in the context of public education in Bogotá.

The notion of pedagogical mediation is fundamental when considering how to address psychological aspects of English language learning, such as low motivation or anxiety. Furthermore, the inclusion of psychological elements within mediation strategies is essential, as Alzate and Castañeda (2020) highlight: “dentro de los cinco componentes que soportan las estrategias de la mediación, se contempla el psicológico, desde el cual se tienen en cuenta los elementos como la motivación, la metacognición, el aprendizaje significativo y la capacidad para comunicar pertinentemente” (p. 7). This focus on psychological factors directly supports the aim of the present thesis to explore how these components can influence language learning and

highlights the need to integrate pedagogical approaches that prioritize the emotional and cognitive well-being of learners.

According to this essay, by understanding and implementing these mediation strategies, educators can create learning environments that not only address academic needs but also foster a holistic development of the psychological and emotional dimensions of learners, thus contributing to a more holistic approach to language learning in the school context.

The concept of mediation is explored extensively in the Cambridge paper *Mediation: What it is, how to teach it, and how to assess it* (2022), which discusses how mediation goes beyond the use of language to encompass emotional, cognitive, social, and cultural intelligence. As stated in the paper, “Mediation thus encompasses the emotional, cognitive, social, and cultural intelligence we need to use language in many different real-world contexts and to aid our understanding even further” (p. 4). This conceptualization aligns with the goals of my research by emphasizing that the role of a mediator goes beyond facilitating language comprehension and contributes to a more holistic development of learners by incorporating various intelligences into the teaching process.

This view complements the focus of the present study, which is centered on addressing psychological factors that affect English language learning. Mediation, in this sense, is not limited to linguistic interactions but is a multidimensional approach that supports the overall development of the learner in a variety of contexts, both inside and outside the classroom. The relevance of this perspective lies in its potential to bridge the cognitive and emotional domains, offering a more integrated approach to pedagogy that is sensitive to the complex psychological needs of learners. In that sense, the current research aims to contribute significantly to the field of pedagogical mediation by addressing identified gaps in the understanding of how

psychological factors such as motivation, anxiety, and self-efficacy influence adolescent English language learning. By focusing on these aspects, this study aims to provide insights into the practical application of strategies from pedagogical mediation that foster a conducive learning environment and facilitate positive emotional outcomes for learners.

The thesis aims to align the concept of pedagogical mediation, as defined by Cambridge (2022), with specific teaching strategies that can help teachers address psychological challenges more effectively. Through its objectives, which include exploring both students' and teachers' perspectives on the psychological factors affecting learning, this research aims to offer a nuanced understanding of the mediator's role. Furthermore, the study will recommend alternatives that consider the psychological needs of learners, thus addressing the gap in the literature on the practical applications of pedagogical mediation in similar language learning contexts.

The integration of the pedagogical mediation approach in this research provides a comprehensive perspective on how this paradigm adopts a humanistic and transformative approach, positioning students as active agents in their learning journey, with teachers serving as facilitators who guide the construction of knowledge through meaningful interaction and critical reflection. While previous studies have explored the psychological factors affecting language learning, such as anxiety, motivation, and self-efficacy, this research emphasizes the need to adapt these findings to specific educational contexts. Studies like those conducted by Mahmoudi and Mahmoudi (2015) and Budianto (2010) offer valuable insights into these factors but often lack concrete applications of pedagogical mediation in addressing psychological factors within classroom settings.

In summary, while existing research has extensively documented the impact of psychological factors on language learning, the present study contributes a unique perspective by

exploring the application of pedagogical mediation to address these challenges. This investigation not only bridges the gap between theory and practice but also offers practical recommendations for integrating a mediation perspective into the English learning process, enhancing the learning experience for students.

## **Theoretical Framework**

### **The Learning Process in Adolescents**

To begin, it is necessary to clarify that the present research considers the conception of learning from a constructivist perspective to define the learning process and its implications. To this end, Coll (2001) suggests that in schools, students learn and develop to the extent that they construct adequate meanings about the curriculum contents, which illustrates the role of students as active participants and constructors of their learning process. According to the same author, the learning process is not determined solely by the student's cognitive abilities; instead, the curriculum contents and all that they encompass influence these abilities and contribute to the overall development of the student.

It is important to consider that the learning process does not occur in the same way when you are a child, an adolescent, or an adult. In that sense, it is relevant to reflect on special characteristics according to the physical, cognitive, emotional, and social changes that adolescents might experience. This stage is crucial and is characterized by some of the challenges of puberty as well as some advanced skills that may affect their ability to learn English.

Cognitively, adolescents begin to develop the ability to think abstractly, plan for the long term, solve complex problems, and manage their emotions more independently (Brown, 2007). This advanced cognitive development enables them not only to learn a new language but also to reflect on it and use it creatively and critically. The ability to understand and use language in more sophisticated ways, such as using metaphors, sarcasm, and multiple meanings, is a hallmark of language learning at this stage (McDevitt & Ormrod, 2013). Based on the above, it can be deduced that adolescents are predisposed to learn language more practically, as their level

of comprehension is broader compared to other developmental stages. This also highlights their need to learn dynamically and in ways that align with their immediate needs.

During adolescence, students enter the stage of formal operations, according to Piaget. In this stage, they develop the ability to think abstractly and hypothesize situations that are not physically present (Brown, 2007). This advanced cognitive ability is crucial for learning a foreign language, as it allows them to understand and use language in more complex and nuanced ways. This involves learning the use of language in context, as well as understanding commonly used idioms and idiomatic expressions.

In addition, cognitive development at this stage includes the improvement of executive functions, which are essential for self-regulation and metacognition. Adolescents demonstrate an increased ability to plan their studies, manage their time, and control their emotions, all of which are critical for effective learning. However, this stage can also be challenging due to peer influence and the emergence of intense emotions, which can negatively affect self-regulation and, consequently, academic performance (Gestsdottir & Lerner, 2008). Therefore, although adolescents have greater cognitive potential to learn, they must also face emotional and social obstacles that can influence their learning process.

Adolescents' cognitive development is marked by the onset of formal operational thinking, allowing them to think abstractly and beyond their immediate experiences. This stage, as outlined by Piaget, is crucial for language learning, as it enables adolescents to form and think about hypothetical situations, reason about the logic of statements, and manage their thinking and emotions independently. Furthermore, the ability to self-regulate thoughts, behaviors, and emotions increases during adolescence, despite the influence of peers and strong emotions, which can sometimes hinder self-regulation (Vink et al., 2020).

Some theories suggest that the primary task of adolescents is developing a sense of identity, which influences their academic and social behaviors. Adolescents face the crisis of "identity versus role confusion," where successful resolution leads to identity achievement, while failure can result in identity diffusion or moratorium (Marcia, 1980). Teachers can support students through this critical period by providing consistent feedback and opportunities for self-exploration and identity formation.

Increasing executive functions and metacognitive capacities enables adolescents to plan, solve problems, and manage their thinking independently. However, the presence of peers and strong emotional responses can affect self-regulation, leading to impulsive decisions and reward-seeking behavior. Teachers, therefore, need to create structured yet flexible learning environments that encourage self-regulation and independent learning (Gestsdottir & Lerner, 2008).

Cognitive development theories, such as Piaget's stages of development and Vygotsky's Zone of Proximal Development (ZPD), provide a foundation for understanding how adolescents process and internalize new knowledge. At this developmental stage, students possess advanced cognitive abilities, such as abstract thinking and self-regulation, yet are simultaneously vulnerable to emotional fluctuations and social pressures that can impact their learning processes (Gestsdottir & Lerner, 2008). This framework acknowledges these aspects and emphasizes the need for educational practices that accommodate the cognitive and emotional needs of adolescents.

The integration of these theoretical perspectives highlights the multifaceted nature of English learning in adolescents. By understanding the cognitive, emotional, and social

dimensions of adolescent development, educators can better tailor their perspectives to meet the psychological needs of their students.

### **Psychological Factors in Language Learning**

Motivation, self-efficacy, and anxiety are key psychological factors influencing the learning of a foreign language. According to Dörnyei (2005), motivation in language learning can be classified into two main types: instrumental motivation, which refers to learning a language for practical purposes such as career advancement, and integrative motivation, which involves learning a language to integrate into a culture or community. Additionally, Deci and Ryan's (2000) Self-Determination theory distinguishes between intrinsic motivation (driven by personal interest and enjoyment) and extrinsic motivation (influenced by external rewards or pressure). In the context of adolescent learners, teachers should consider how these different types of motivation interact with students' personal goals and learning environments.

Similarly, self-efficacy, as defined by Bandura (1997), refers to an individual's belief in their ability to succeed in specific tasks. In language learning, higher self-efficacy leads to greater persistence in overcoming difficulties, while low self-efficacy may result in avoidance behaviors and lack of engagement. Zimmerman (2002) highlights that, self-regulated learners, who actively monitor their progress and set learning goals, tend to have higher self-efficacy and better learning outcomes. This underscores the importance of designing pedagogical interventions that foster students' confidence and self-regulatory abilities.

On the other hand, anxiety has been identified as one of the most significant barriers to language acquisition. Krashen's (1982) Affective Filter Hypothesis suggests that high levels of anxiety can block language input and hinder learning. Horwitz et al. (1986) further explored this concept through their development of the Foreign Language Classroom Anxiety Scale (FLCAS), which measures communication apprehension, fear of negative evaluation, and test anxiety. These emotional factors can significantly impact adolescent learners, particularly in oral communication tasks. Addressing anxiety in

the classroom through supportive pedagogical mediation strategies is crucial for fostering a low-stress environment that promotes student engagement.

The integration of these theoretical perspectives highlights the multifaceted nature of English learning in adolescents. By incorporating motivation theories (Dörnyei, Deci & Ryan), self-efficacy research (Bandura, Zimmerman), and anxiety frameworks (Krashen, Horwitz et al.), this study aims to provide a robust understanding of the psychological factors influencing students' language acquisition. These concepts directly inform the application of pedagogical mediation strategies to create a more effective and psychologically supportive language learning environment.

### **Pedagogical Mediation**

The concept of pedagogical mediation emerged as an alternative paradigm in educational theory, primarily influenced by key educational theories that emphasize the role of the teacher as a facilitator of the learning process. Drawing on Ausubel's theory of meaningful learning and Bruner's cognitive framework, it highlights the construction of knowledge relevant to students' interests and needs (Leon, 2014). In line with Piaget's cognitive development theory, which focuses on fostering ongoing cognitive conflict and resolution to promote mental growth, this process helps students achieve a balance between cognitive disequilibrium and equilibrium, facilitating deeper learning.

In addition, Vygotsky's concept of the Zone of Proximal Development (ZPD) highlights the social dimension of mediation, emphasizing that learning develops through guided interactions. Feuerstein's theory of cognitive modifiability further reinforces this framework, advocating that teachers, as mediators, enable learners to overcome barriers through active cognitive engagement (Bessone, 2005). This holistic perspective integrates cognitive, social, and emotional dimensions, ensuring that education is tailored to the individual needs of learners while promoting autonomy, self-regulation, and meaningful interaction.

The work of Reuven Feuerstein in the 1980s introduced the idea of Mediated Learning Experience (MLE), which was initially applied to disadvantaged adolescents. This approach emphasized the role of the teacher not as a mere transmitter of knowledge but as a mediator who facilitates cognitive development through meaningful interactions. Feuerstein conceived the teacher as a mediator who, through intentional interactions, guides students in developing more complex cognitive skills, enabling them to transcend their initial limitations.

Feuerstein (1980) and Vygotsky (1986) both built their theories under the influence of Jean Piaget, often regarded as the "father" of cognitive developmental psychology. However, they each critiqued certain aspects of Piaget's approach. Vygotsky critiqued the individualistic epistemology of Piaget's theory, emphasizing instead the importance of social mediation. Feuerstein, on the other hand, focused on the concrete mechanisms of learning through human mediation. Vygotsky (1978, 1986) identified three types of mediators in cognitive processes: material tools, psychological tools, and human interaction (Presseisen & Kozulin, 1992).

The inclusion of pedagogical mediation as an approach in the educational field began to consolidate in the 1990s, in response to the need to overcome rigid and memoristic educational models, promoting learning that considers the needs and contexts of students. Since then, it has been applied in various contexts, such as special education, foreign language teaching, and the development of socio-emotional skills (Gutiérrez & Prieto, 2002; Varela, 2000).

The pedagogical mediation approach focuses on four key principles: meaning mediation, where students connect content to personal experiences, enhancing motivation and deeper learning (Assmann, 2002); competence mediation, which fosters a positive self-concept and confidence in their abilities (Gutiérrez & Prieto, 2002); self-regulation and goal setting,

guiding students to set goals, track progress, and develop autonomy (Feuerstein, 1986); and shared behavior mediation, encouraging collaboration and peer interaction for problem-solving (Varela, 2000). Pedagogical mediation has had a significant impact on the way contemporary educational practices are conceptualized. This perspective has prompted educators to design learning experiences that respond to the individual needs of students and promote critical thinking, creativity, and collaboration (Delgado, 2013). Moreover, pedagogical mediation has become a relevant approach in inclusive education contexts, where personalized attention is required for students with different learning styles and paces.

The theoretical foundation of pedagogical mediation in this thesis is aligned with constructivist principles, which advocate active learning processes in which students construct their understanding through experiences and interactions. This perspective is highly relevant for understanding pedagogical mediation not only as a paradigm but also as an approach, highlighting its implications in the educational field and, more specifically, its potential to address the psychological factors that affect the learning of English. This contrasts with paradigms that represent broader and more rigid frameworks of educational theory.

In the theoretical framework of this thesis, the distinction between pedagogical mediation as a paradigm and as an approach reflects the need for a broader and more reflective understanding of educational processes. As a paradigm, pedagogical mediation goes beyond strategies or techniques, fostering a continuous process of reflection that integrates cognitive, emotional, social, and cultural dimensions in education. This promotes what Alzate and Castañeda (2020) describe as a humanizing and interdisciplinary way of facilitating learning: “es desde el plano de la mediación pedagógica donde se crea una visión inter y transdisciplinar sobre

los procesos de enseñanza y aprendizaje y, desde allí, se gestan otras formas estéticas de facilitar la utilización del conocimiento” (p. 7).

Rather than focusing strictly on tools or methods, pedagogical mediation as a paradigm emphasizes the role of the educator in guiding students through meaningful encounters with knowledge, recognizing the complexity of their personal, psychological, and social realities. As Villarruel (2009) points out, the educator becomes more than a transmitter of knowledge; they must mediate students' relationships with learning by fostering critical reflection, emotional awareness, and self-discovery. This approach aligns with the reflective nature of mediation, where teaching is seen as a dynamic and ongoing dialogue between educator and learner, focused on personal growth and autonomy beyond mere academic achievement.

From an aesthetic point of view, according to Alzate and Castañeda (2020), pedagogical mediation becomes a construction rooted in human development. This approach demands the educational promotion of a network of learning possibilities based on the human being-world interconnection so that we can be “in front of an eminently poetic thought, that is, productive and creative” (Najmanovich, 2005, p. 30). Pedagogical mediation is thus conceived as a process-oriented toward human development, where education should promote a network of learning possibilities that connect human beings with their environment.

The central idea is that this connection allows educational thinking to be poetic, that is, creative and productive. In this context, *poiesis* implies not only the transmission of knowledge but also the active creation of new ways of understanding and transforming the world. This perspective emphasizes that education is not limited to the reproduction of knowledge but also fosters personal growth and creativity.

Although the essence of pedagogical mediation is that of an educational approach, some authors interpret it as a paradigm when applied to a broader transformation of teaching. This transformation changes not only practices but also the vision of how learning and teaching take place. Considering the above arguments, this thesis could be interpreted in both ways.

Although pedagogical mediation presents multiple benefits, its effective implementation implies a profound change in traditional teaching practices, which requires continuous training and a rethinking of the roles of educational actors. The mediation approach demands commitment from educators to adopt more reflective and flexible postures, adapting their methods and strategies to the particularities of each learning context (Assmann, 2002).

According to Tebar (2011), some of the aspects that characterize mediators in learning include constantly assessing learning and identifying mistakes, revising programs and methods for improvement based on established goals, and observing classroom dynamics as a crucial way to enhance professional practices. In this process, teachers and students become researchers of their performance, creating conditions conducive to learning development. Tebar also highlights the fundamental role of the teacher as a mediator in the learning process, emphasizing that the teacher facilitates the construction of learning by guiding students through their cognitive and emotional challenges.

This role is particularly relevant in the context of English language learning, where psychological barriers such as lack of confidence or low motivation can significantly hinder learners' progress. According to Tebar, the mediator adapts teaching strategies to the individual needs of learners, fostering an environment in which they feel supported and capable of achieving their learning goals.

Finally, Tebar (2011) emphasizes that fostering learner autonomy and providing emotional support are essential components of pedagogical mediation. Autonomy empowers students to take responsibility for their learning by developing skills such as self-regulation and problem-solving, which are crucial for maintaining consistent effort, particularly in English learning. Emotional support is equally important, as learning involves both cognitive and emotional processes; anxiety or fear of failure can hinder participation. Creating a safe environment helps students build confidence and resilience, aligning with this research's focus on how autonomy, effort, and emotional well-being influence adolescent English learning.

Bearing this in mind, it is necessary to consider the role of the mediator of language because teachers sometimes are not aware of educational practices beyond the classroom and the possible implications of different actions and variables in the learning process of students. In addition, there is a limited conception of research as the possibility of finding solutions to problems found. However, through the statement of the problem of this research, it is possible to use research to enrich the educational field and to analyze different aspects that affect learning and, in this way, to contribute to improving educational practices in students with similar contexts from this role.

To sum up, this theoretical framework integrates key theories to explore the psychological factors affecting English language learning, adopting a chronological structure. It begins with constructivist learning theory, which emphasizes students' active role in shaping their educational journey through meaningful interactions (Coll, 2001). Cognitive development theories, such as Piaget's formal operational stage, further enrich the framework by highlighting adolescents' growing abilities in abstract thinking and self-regulation (Brown, 2007; McDevitt & Ormrod, 2013).

Finally, pedagogical mediation, grounded in the works of Feuerstein, Vygotsky, Piaget, and Tebar, underscores that its implementation offers numerous benefits but requires a shift from traditional teaching practices. This shift demands ongoing training, a redefinition of educational roles, and a broader perception of pedagogical mediation as a reflective and complex process that integrates English learning, and the psychological factors involved.

## **Research Design**

### **Introduction to the Research Design**

This chapter presents the methodological design adopted in this thesis, addressing the research approach and methods selected to achieve the objectives of the study. The chapter discusses the adoption of an exploratory research design to investigate the psychological factors that influence English language learning in ninth-grade students at Colegio Técnico Jaime Pardo Leal IED. A mixed-methods approach combining qualitative and quantitative data is justified to provide a comprehensive analysis of these factors. Additionally, criteria in the selection of participants, data collection instruments, and analysis procedures are presented, ensuring alignment with the research objectives and the necessary ethical considerations.

## **Methodological Design**

### **Research Method**

This study adopts an exploratory research method, as the research question posed is: “Which are the most important psychological factors affecting the English learning process in ninth graders at Colegio Técnico Jaime Pardo Leal IED, an official school in Bogotá, and how can the pedagogical mediation paradigm contribute to improving this process at school?” This aligns with an exploratory study because it aims to identify key factors without making prior assumptions about their importance or relationships. Exploratory research is appropriate as it provides flexibility to investigate unknown dynamics, enabling a deeper understanding of the psychological aspects influencing learning (George, 2023).

This research study was developed in different steps aligned with the exploratory method. The first step was problem identification, focusing on understanding the psychological factors that influence English language learning in ninth-grade students. This provided a clear starting point to explore the challenges faced by students in English classes

The second step involved the formulation of exploratory objectives, which, rather than rigid hypotheses, aimed to identify the psychological factors that most influenced learning, guiding the research without preconceived conclusions.

The third step was the design of the methodology using a mixed-methods approach to collect primary data directly from students and teachers. This included a survey, interviews, and a group interview, enabling the collection of both quantitative and qualitative data. This approach was essential for addressing the primary research question, as it relied on data collected directly from primary sources (George, 2023).

A fourth step involved the collection and analysis of data from students and teachers, which revealed emerging patterns. This allowed flexibility, adjusting the research approach as new insights emerged during analysis. Finally, consideration of future avenues of research, suggesting that future research could include more specific quantitative studies to validate findings on a larger scale and showing some recommendations from pedagogical mediation. This followed the steps proposed by the exploratory research method shown below:

### Figure 6

#### *Exploratory research method steps*



*Note.* Retrieved from Scribbr. (n.d.). Exploratory research: Definition, guide, & examples.

All the above allowed for a comprehensive and holistic understanding of the psychological factors that influence English language learning in ninth-grade students in the specific context of Colegio Técnico Jaime Pardo Leal IED.

## **Research Approach**

This research adopted a mixed-methods approach that incorporated both qualitative and quantitative instruments allowing for a more holistic analysis of psychological factors affecting English learning. According to Creswell and Plano Clark (2018), mixed-methods research offers the advantage of addressing both the depth and breadth of the research problem by integrating detailed qualitative data with quantitative statistical analysis. This approach is particularly suitable for this study because psychological factors such as motivation, anxiety, and self-efficacy involve both subjective experiences (best captured through qualitative methods) and measurable trends (best analyzed through quantitative methods). By combining both types of data, this study ensures a more nuanced understanding of how these factors impact ninth-grade students' English learning process. In this study, qualitative data were gathered through interviews with students and teachers, while quantitative data were collected via surveys administered to the student sample. The qualitative data provided in-depth insights into students' and teachers' perceptions, challenges, and experiences, while the quantitative data allowed for statistical validation of patterns observed in the interviews, ensuring that findings were representative and not solely based on individual narratives.

The mixed approach in the current research contemplated the five steps of the exploratory research method explained before. In the qualitative part, a semi-structured interview was conducted with a group of 7 ninth graders from this school to collect qualitative data regarding their perception of some psychological aspects of their English learning processes. In addition, two semi-structured interviews were conducted with two English teachers (individually). After collecting information through interviews, the recordings were transcribed. This process involves

converting spoken words into written text. After the transcription process, there is a codification step made by assigning different colors according to the categories set.

After this, a data triangulation process was conducted, involving the comparison of information from different sources—in this case, student and teacher interviews. This process identified common themes across these perspectives and contrasted them to analyze the psychological factors influencing the English learning process. This triangulation ensures that subjective accounts from individual participants are cross validated, reducing bias and enhancing the credibility of the study's conclusions. Creswell and Plano Clark (2018) emphasize that integrating qualitative and quantitative data through triangulation enhances the validity and reliability of the findings. By combining the descriptive richness of qualitative data with the statistical power of quantitative data, this approach provides a more comprehensive understanding of the psychological factors influencing English language learning in ninth-grade students within the specific context of Colegio Técnico Jaime Pardo Leal IED. The qualitative insights explain the "why" behind students' challenges, while the quantitative results establish "how often" and "to what extent" these factors affect learning. This integration allows for more actionable recommendations for teachers and policymakers, making the study both theoretically grounded and practically relevant.

## Context of the Research

### Population and Sampling Procedures

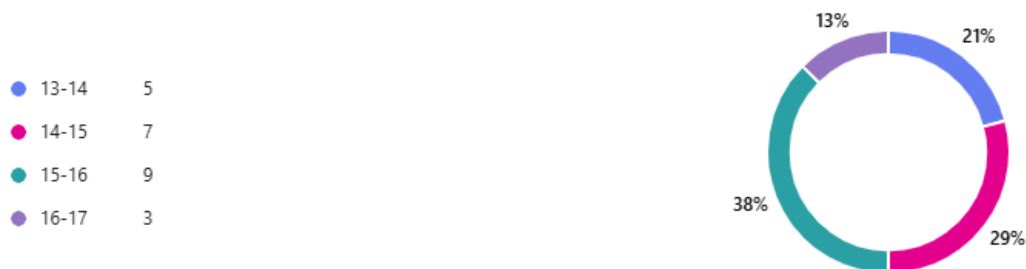
The target population was 24 ninth graders at Colegio Técnico Jaime Pardo Leal IED, a public institution in Bogotá, Colombia, belonging to socioeconomic strata 1, 2, and 3 (13 to 16 years old) who were selected equally from each of the 4 courses (7 per group) from a total of 108 ninth graders. The sampling method used in this study is *non-probability sampling*, specifically *convenience sampling*, which was selected due to the ease of access to them due to the assignment of the academic load in the school, which allowed the application sessions of the survey as well as the interview to be carried out. Non-probability sampling involves selecting participants based on accessibility rather than random selection, meaning not every individual in the population has an equal chance of being included. While this approach carries the risk of sampling bias and limited generalizability, it is practical for studies like this, where the focus is on gaining a deeper understanding of specific psychological factors affecting English learning among adolescents at Colegio Técnico Jaime Pardo Leal IED. Given that the primary aim is not to generalize findings to a broader population but to identify key psychological factors and understand them in depth, this sampling method provides flexibility and efficiency.

It is important to highlight that in this grade there are students of different age ranges; however, all of them are in their adolescent stage, marked by different changes in their moods, need for peer approval, and a constant search for identity, which significantly affects their learning process in general. In this way, an overview of the research context can be obtained, which will help to contextualize the results and conclusions drawn. Understanding the environment in which the research takes place will be crucial to properly interpret the results and

to recommend practical implications for the improvement of the English language learning process in this educational context.

## Figure 7

### *Sample age range*



*Note.* Own elaboration based on the survey of a sample of 24 students. The graph represents the age distribution of the participants, grouped into four age ranges: 13-14 years (21%), 14-15 years (29%), 15-16 years (38%) and 16-17 years (13%).

## **Ethical Protocol**

This study was carried out following ethical principles and guidelines established in Colombian and international regulations to ensure the integrity of participants and respect for their rights. In compliance with Ley 1090 de 2006 (Bioethics Code of Psychology in Colombia), this research adheres to ethical principles in psychological studies, ensuring respect for human dignity, confidentiality, and informed consent. Additionally, it aligns with Ley 1581 de 2012 (Habeas Data Law), which regulates the protection of personal data, ensuring that all participants' information is managed securely and confidentially. Given that participants are minors, it is essential to obtain informed consent from their legal representatives, parents, or guardians before they participate in the study.

### ***Principle of Autonomy and Informed Consent***

To respect the autonomy of all participants, the study followed the ethical requirements of Resolution 8430 of 1993 by the Colombian Ministry of Health, which classifies research

involving human subjects and establishes guidelines for informed consent. Informed consent will be provided in a clear and understandable format. This document will explain the study's objectives, procedures, potential risks, and benefits, along with the steps to protect participants' data. Parents or guardians will have the opportunity to review and ask questions before signing, ensuring voluntary and informed participation. Additionally, student participants were informed of their right to withdraw at any time without consequences, following ethical research practices outlined by the American Psychological Association (APA, 2017). Teachers will also be asked to provide consent to participate, confirming their understanding of the research process and data protection measures.

### ***Principle of Confidentiality and Data Protection***

Confidentiality is a core principle of this study. Following the guidelines established in Ley 1581 de 2012 and Decreto 1377 de 2013, which regulate the collection, storage, and processing of personal data in Colombia, all collected data were used exclusively for research purposes and stored securely. To further protect participants' privacy, identifying information was anonymized using numeric codes, preventing direct identification. This principle applies to both student and teacher participants, guaranteeing that their data remains protected throughout the research process. Audio recordings of interviews and survey responses were encrypted and stored in password-protected files, accessible only to the researcher, ensuring compliance with national data protection laws.

Additionally, the school administration was informed about the research process in May 2014 to ensure open communication and cooperation. This collaboration aims to facilitate the study and provide future recommendations based on the identified psychological factors, contributing to the educational development of the school community. The findings of the study

will be shared with the institution through a formal academic report, ensuring transparency and allowing for potential applications in future pedagogical interventions. See Appendix A. for documentation regarding informed consent procedures.

### **Data Collection Techniques**

Data were collected through 1) Semi-structured interviews, 2) Focus group, and 3) Survey which are explained next.

#### **Description and Rationale of the Instruments**

The instruments applied in the collection of qualitative and quantitative data are described below:

The semi-structured interviews served as key instruments for exploring in depth the perceptions, experiences, and opinions of students and teachers regarding the factors that influence English language learning. These interviews captured aspects that cannot be easily obtained through quantitative methods. Kvale (1996) highlights that semi-structured interviews are flexible, allowing researchers to adapt to participants' responses. This flexibility enables the emergence of unexpected themes and the exploration of areas of interest that might not have been initially considered.

The interview questions were carefully designed to address key issues, such as the specific challenges students face in learning English, the teaching strategies that teachers find most effective, and perceptions of the learning environment in the English classroom. By allowing participants to articulate their experiences freely and openly, the semi-structured interviews provided a rich and detailed understanding of the cognitive, affective, and social processes involved in learning English. Additionally, the group setting allowed data to emerge naturally and fluidly.

A total of 25 questions were asked to the student focus group, organized into different topics: emotional well-being (9), context and experience in learning English (4), motivation and commitment (5), and the teacher's influence on learning English (7). A focus group was chosen

over individual interviews because it allows for dynamic interaction among participants, encouraging them to share their experiences more openly and build upon each other's responses. This approach fosters richer discussions, reveals common themes, and provides deeper insights into collective attitudes toward English learning. Additionally, it enables the researcher to observe group dynamics, peer influence, and shared perceptions, which are essential for understanding the psychological factors affecting students' engagement with language learning (Krueger & Casey, 2015). Further details are provided in Appendix C.

On the other hand, the interview implemented individually at the school in May by the two English teachers comprised a total of 20 questions divided into sections as follows: motivation and commitment (4), emotional well-being (5), attitude towards learning English (4), autonomy and self-regulation (3), and teacher influence (4). Evidenced in Appendix D. This process started by selecting a group of 7 students from ninth-grade courses for a semi-structured group interview. The sample included 3 students from course 901, 2 from course 902, and 2 from course 903, with a balanced gender distribution of 4 boys and 3 girls. These students were chosen based on their varied English performance levels to capture a broad range of perspectives. The interview took place on-site at the school, where students were taken out of class to participate, fostering an atmosphere that allowed students to express themselves openly and comfortably. Interviewing in a group setting enabled a dynamic conversation flow, as students interacted naturally, addressing both the guided questions and responding to each other's

The implementation of a survey to allow the collection of quantitative data on specific variables related to English language learning. In this case, it was based on a Likert scale to measure these variables in an objective and quantifiable manner. According to Dillman, Smyth,

and Christian (2014), “surveys are an effective alternative to collect data about attitudes, beliefs, and behaviors in a large and diverse sample of participants”. The standardization of questions and answers in the questionnaires ensures accuracy in data collection and facilitates comparison between different groups of participants. According to Hernández Sampieri, Fernández, and Baptista (2010), it is a current and quite popular approach that consists of a set of items presented in the form of statements or judgments, to which participants are asked to react, and each statement is presented, and the subject is asked to express the reaction by choosing one of the five points or categories of the scale. In this case, the questionnaire is intended to collect data related to the psycholinguistic aspects that affect students' learning and will use this scale to measure their perceptions, opinions, and attitudes towards different aspects of this field. This digital survey, elaborated in forms applied in May during 4 class sessions that corresponded to each of the ninth grades, was implemented only for the selected sample and for those who were authorized by their parents during these class spaces who answered it on their cell phones and with data shared by the teacher to ensure its development and access to the internet.

The survey consisted of a total of 28 questions that were measured through a Likert scale from 1 (strongly disagree) to 5 (strongly agree) and divided into motivation (6), effort (6), confidence (4), autonomy (8), social and global context (2), and the importance of English language in their personal and professional development (2). See Appendix E.

## Validation Procedures

### Testing through Piloting

According to Boud et al. (2014), piloting is a strategic approach used to verify the effectiveness of a tool before its broader application. In tool development, piloting functions as a trial, allowing for testing in a realistic yet controlled environment to identify potential problems or overlooked details in the initial design. This process offers an initial overview of the tool's performance under real-world conditions, enabling adjustments and improvements based on user feedback and practical insights.

In this study, all instruments, including the semi-structured interview for students, the survey about psychological factors, and the focus group, were piloted with a small group of students to ensure clarity and avoid any potential ambiguities. The semi-structured interview questions for the focus group were first revised by the thesis assessor and a colleague before being tested by a group of students. Similarly, the survey was reviewed by the thesis assessor and subsequently evaluated by a colleague.

To establish content validity, experts in the field, including the thesis assessor and an experienced colleague, reviewed the instruments to confirm that they adequately covered the intended psychological factors (motivation, self-efficacy, and anxiety). The alignment of questions with theoretical constructs ensured that the instruments measured relevant aspects of the research topic.

Construct validity was assessed during piloting by analyzing whether students' responses reflected their actual perceptions and experiences regarding English learning. The reformulation of unclear questions ensured that each item effectively measured its intended construct, reducing the risk of misinterpretation.

Reliability was tested by evaluating consistency in students' responses. Adjustments, such as refining the Likert scale in the survey to include numerical values, improved the precision of statistical analysis. Additionally, the reorganization of questions in the interview and survey enhanced the internal coherence of the instruments, ensuring that responses could be consistently analyzed and interpreted.

### **Outcomes from the Piloting Test**

The validation of these research instruments was conducted through a comprehensive and systematic process to ensure their validity and reliability in involved piloting instruments and making the necessary adjustments based on feedback received from students, colleagues, and the thesis advisor.

Some questions from the semi-structured interview for the student focus group were similar or redundant and were eliminated to optimize the interview; some others were reformulated to ensure that they were clearly understood by the students because, during the piloting test, students seemed confused and repeated their answers because they comprehended the same meaning in some of them, which indicated some questions required a closer and more familiar language. This revision process ensured that the interview maintained construct validity by accurately capturing students' psychological experiences

From the piloting survey, it was identified that the Likert scale used qualitative measurements instead of numerical values. This could increase challenges when analyzing the data statistically. To address this, the Likert scale was revised and readjusted to include numerical values, facilitating easier statistical analysis. In addition, some questions were regrouped according to their topic. This facilitated the measurement and interpretation of the different factors included in each section according to the student's experiences. These

modifications strengthened both reliability and construct validity by ensuring consistent and meaningful responses across participants.

This refinement process, involving validation procedures and adjustments based on initial feedback, ensured the instruments' effectiveness in capturing the necessary data while maintaining rigor in their validity and reliability.

## **Data Analysis**

### **Introduction to data Analysis and Findings**

The following describes the primary data analysis process, based on information collected from semi-structured interviews, survey, and focus group. Rooted in a systematic coding process and categorization of information to analyze the main psychological factors in English learning among the participants, addressing the research question and objectives by uncovering the complex layers of students' and teachers' perspectives and experiences. The data analysis process is detailed in the following sections.

### **Data Management Procedures**

Quantitative data, such as the survey students' responses, were digitally collected through Forms Office, enabling efficient organization and preparation for further analysis.

Meanwhile, qualitative data from semi-structured interviews with students in the focus group and teachers were carefully transcribed to ensure accuracy. A manual coding process was then applied, where relevant factors were highlighted in different colors in Word to identify keywords and expressions across each transcription, allowing for systematic comparison. The following sections outline this process in detail.

#### **Assembling Data**

For the survey, students accessed the final questionnaire using their mobile devices, connecting to the school's internet on May 3rd, 2024. Although there were initial technical difficulties due to limited internet access, these issues were resolved, allowing the full sample of 24 students to complete the survey by May 20th. The responses provided quantitative data, which was organized and analyzed to identify psychological factors in English learning, particularly focusing on levels of motivation, attitudes, and perceptions. This combined approach of interviews and surveys ensures a comprehensive analysis of student engagement and the psychological aspects impacting language learning at Colegio Técnico Jaime Pardo Leal IED.

To analyze qualitative data, thematic analysis was applied following Braun and Clarke's (2006) six-phase framework, which involves familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. This method allowed for the identification of key themes related to students' learning experiences, emotional responses, and motivational factors.

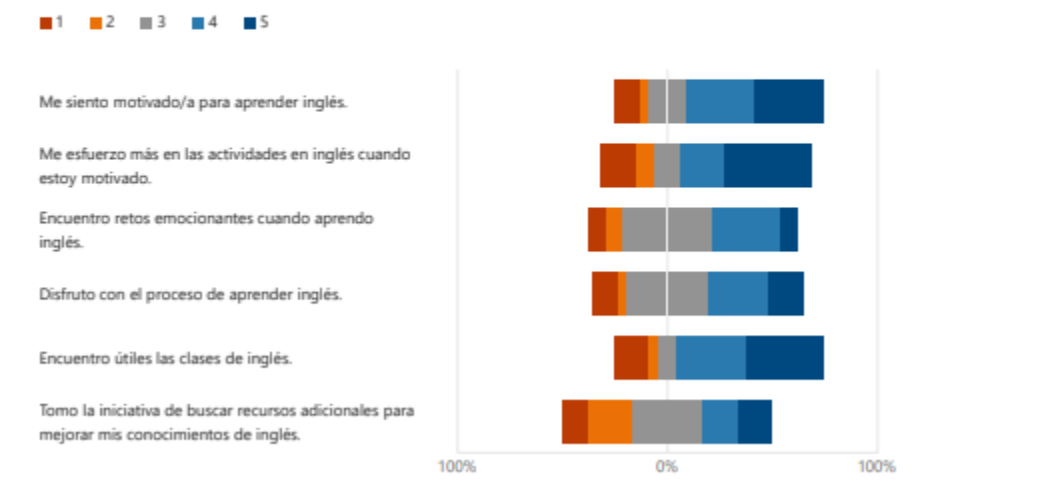
A triangulation process (Denzin, 2012) was implemented to enhance the study's validity by cross-verifying data from multiple sources, specifically student and teacher interviews. Methodological triangulation was used, where both qualitative (interviews) and quantitative (survey) data were compared to find patterns and discrepancies. This approach strengthens the reliability of findings by ensuring that conclusions are supported by multiple perspectives.

Visual representations of findings, including engagement levels and psychological factors, illustrate the diverse student experiences and provide a clear overview of how mediation and psychological factors interrelate within this educational setting. The guidelines for this analysis are the code-color bars which allow to interpret the different levels. 1. *strongly disagree* (red), 2. *disagree* (orange), 3. *neither agree nor disagree* (grey), 4. *agree* (blue), 5. *strongly agree* (dark blue) The color-coded bars, show the distribution of responses for each statement, with higher scores indicating stronger agreement.

## Figure 8

### *Motivation level*

2. Motivación. Por favor, califica tu posición según cada afirmación utilizando la siguiente escala de valoración. Totalmente en desacuerdo (1) En desacuerdo (2) Ni de acuerdo ni en desacuerdo (3) De acuerdo (4) Totalmente de acuerdo (5) (0 punto)



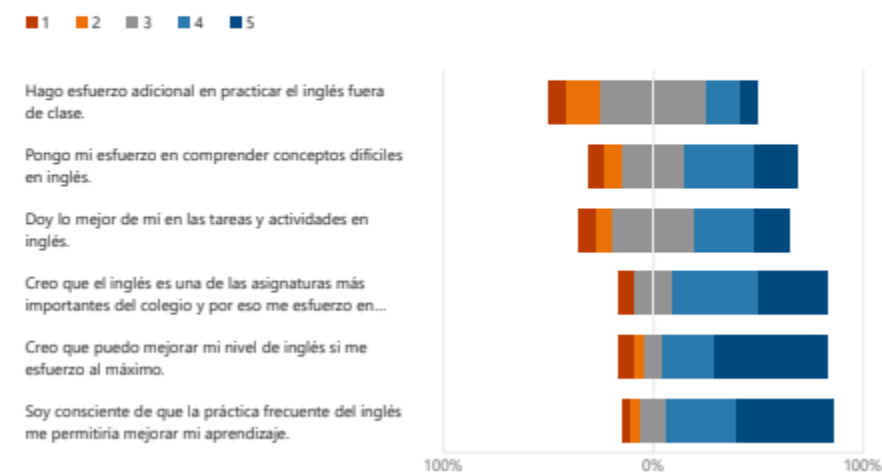
*Note.* Data was collected through a survey designed and analyzed with Microsoft Forms. Results represent the responses of 24 ninth-grade students on factors that affect their English learning.

The graphic shows students' agreement with six motivation statements for learning English. Most of the students expressed high motivation and enjoyment in learning English, with many agreeing that they put in more effort when motivated and find their classes useful. Responses varied more on whether students take the initiative to seek additional resources for English learning, showing mixed levels of independent motivation. Overall, the data indicates a generally positive attitude toward English learning in students.

## Figure 9

### *Effort level*

3. Esfuerzo. Por favor, califica tu posición según cada afirmación utilizando la siguiente escala de valoración. Totalmente en desacuerdo (1) En desacuerdo (2) Ni de acuerdo ni en desacuerdo (3) De acuerdo (4) Totalmente de acuerdo (5) (0 punto)



*Note.* Data collected through a survey designed and analyzed with Microsoft Forms. Results represent the responses of 24 ninth-grade students on factors that affect their English learning.

The graphic shows the levels of agreement related to students' effort in learning English. Most students agreed or strongly agreed that they put effort into understanding difficult concepts and doing their best in English tasks and activities. There was also a high level of agreement on recognizing that frequent practice would improve their learning. However, for the statement about making extra effort to practice English outside of class, their responses were more varied, indicating some differences in the level of effort applied outside the school environment.

**Figure 10***Confidence Level*

4. Confianza. Por favor, califica tu posición según cada afirmación utilizando la siguiente (0 punto) escala de valoración. Totalmente en desacuerdo (1) En desacuerdo (2) Ni de acuerdo ni en desacuerdo (3) De acuerdo (4) Totalmente de acuerdo (5)

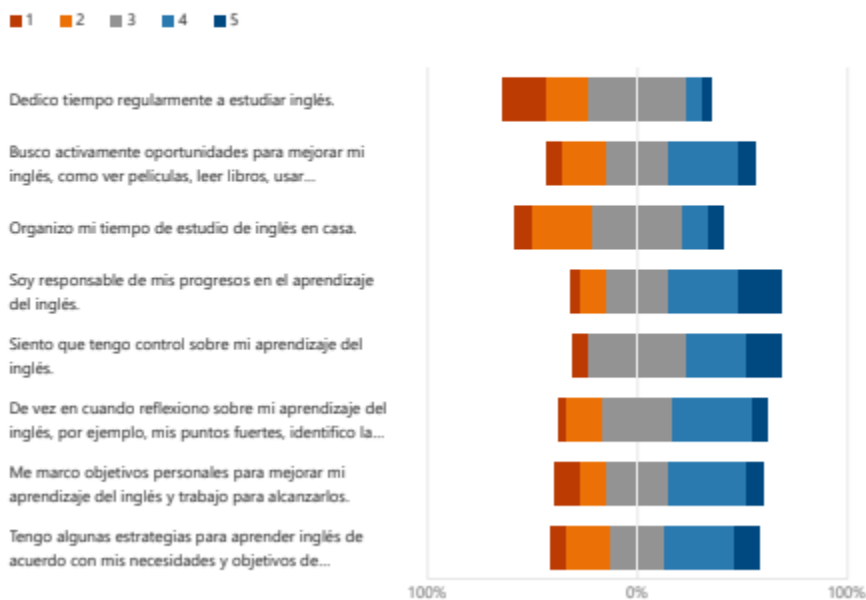


*Note.* Data collected through a survey designed and analyzed with Microsoft Forms. Results represent the responses of 24 ninth-grade students on factors that affect their English learning.

The graphic above represents students' confidence level in learning English based on four statements. Responses are varied, but there is a general tendency to agree or strongly agree with statements such as feeling able to learn English independently and being willing to make mistakes when practicing. However, confidence in speaking English shows somewhat more variation, with fewer students selecting “strongly agree” compared to the other statements, indicating a moderate level of confidence in spoken English among the group.

**Figure 11***Self-autonomy level*

5. Autonomía. Por favor, califica tu posición según cada afirmación utilizando la escala de valoración. (0 punto)



*Note.* Data collected through a survey designed and analyzed with Microsoft Forms. Results represent the responses of 24 ninth-grade students on factors that affect their English learning.

The image above allows to understand students' autonomy level in English learning, based on their responses to statements about study habits and self-directed learning. Their responses show a mix of agreement and neutrality, with some students regularly dedicating time to studying English and actively seeking learning opportunities. There is moderate agreement among students regarding responsibility for their progress and setting personal goals for improvement. However, fewer students consistently report organizing their study time at home or having clear learning strategies, indicating variability in autonomous learning practices among the group.

**Figure 12***Global and social context in English learning level*

6. Contexto social y global en el aprendizaje del inglés. Por favor, califica tu posición según cada afirmación utilizando la siguiente escala de valoración. Totalmente en desacuerdo (1) En desacuerdo (2) Ni de acuerdo ni en desacuerdo (3) De acuerdo (4) Totalmente de acuerdo (5) (0 punto)

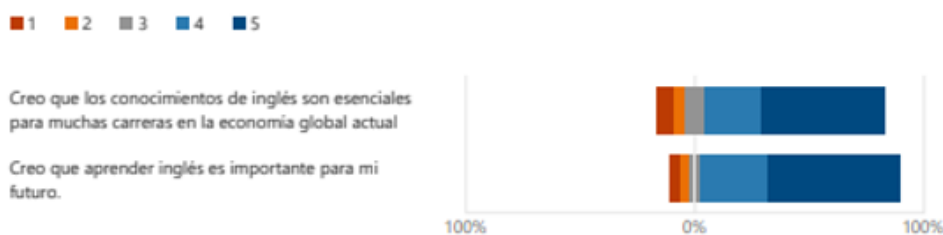


*Note.* Data collected through a survey designed and analyzed with Microsoft Forms. Results represent the responses of 24 ninth-grade students on factors that affect their English learning.

The previous graphic displays participants' perceptions regarding the importance of English in a global and social context. The two statements evaluated are: “creo que el ingles es una herramienta valiosa para la comunicacion en un mundo globalizado”and “creo que aprender ingles puede ampliar mis perspectivas y ayudarme a comprender diferentes culturas” The results show a strong positive inclination, with most responses in the categories "Agree" (4) and "Strongly Agree" (5), indicating that students recognize English as a valuable skill for global communication and cultural understanding.

**Figure 13***English language importance for personal and professional development level*

7. Importancia de la lengua inglesa para el desarrollo personal y profesional. Por favor, califica tu posición según cada afirmación utilizando la siguiente escala de valoración. Totalmente en desacuerdo (1) En desacuerdo (2) Ni de acuerdo ni en desacuerdo (3) De acuerdo (4) Totalmente de acuerdo (5) (0 punto)



*Note.* Data collected through a survey designed and analyzed with Microsoft Forms. Results represent the responses of 24 ninth-grade students on factors that affect their English learning.

The previous graphic represents participants' perspectives on the importance of English for personal and professional development. The two statements evaluated are: “Creo que el aprendizaje del inglés es esencial para muchas carreras en la economía global actual” and “Creo que aprender inglés es importante para mi futuro.” The responses predominantly fall within the "Agree" (4) and "Strongly Agree" (5) categories, suggesting that students highly value English as a skill that is crucial for their future career prospects and personal growth.

### **Systematic Coding**

Coding serves as the foundational stage in the analytical process, where the researcher systematically identifies and categorizes emerging patterns from data. In this study, the first level of coding involved a manual approach, applied to the transcriptions of interviews conducted in the focus group with ninth-grade students evidenced in Appendix F along with two semi-structured interviews with English teachers from the same institution evidenced in Appendix G.

In this process, pre-coding by colors was made according to the different factors with the categories established in the semi-structured questions in the focus group interview. The colors were related to the initial categories as follows: emotional experience in learning English, positive feelings (purple); emotional experience in learning English, negative feelings (blue); factors that hinder learning (red); motivators for learning English (green); influence of methodology and teacher's attitude (orange); students' suggestions for improvement (pink). (Appendix F). After this pre-coding process, an integral comprehension of the varied perspectives within the participant group was ensured.

The two interviews for teachers, recorded on May 16th, 2024, through audio recording and later transcribed, were contrasted later with the focus group interview through a contrast matrix evidenced in Appendix H Comparing the main factors affecting English learning from both perspectives, students' and teachers'.

### **Categorization and Naming**

After the initial coding, we then proceeded to step two, which involved the categorization of the responses obtained in the student's interview evidenced in Appendix F. For this purpose, categories and subcategories were defined based on these response patterns and highlighted with different colors according to the repetitions, variations, and common points found in the student's answers.

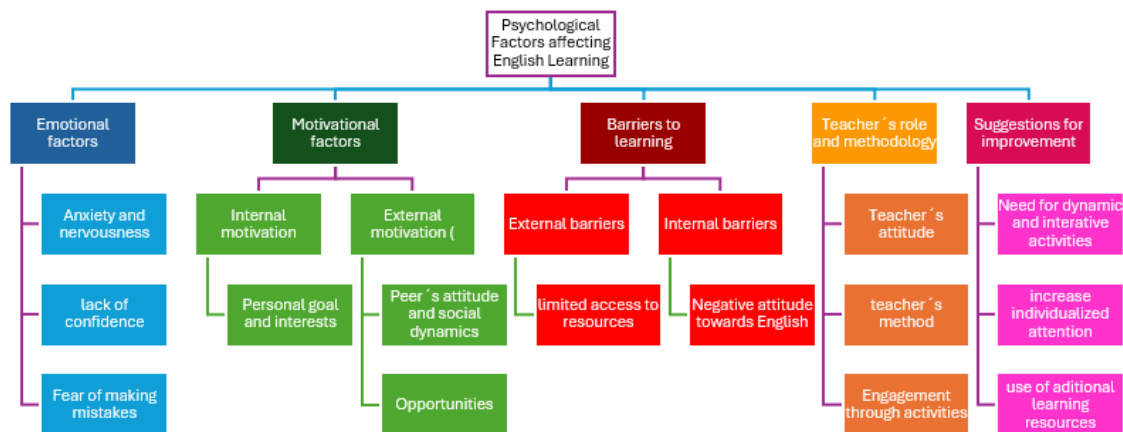
### **Establishing Meaningful Categories**

The categorization process allows organizing and hierarchizing the categories and subcategories that emerged during the systematic coding of the qualitative data obtained to explore the main psychological factors that affect the language learning process in ninth-grade students, both from the teachers' and students' perspectives. Five categories were defined, each

one with different subcategories according to the perspective of students and teachers, obtained in the contrast matrix evidenced in Appendix H. These categories are directly connected to the research question: Which are the most important psychological factors affecting the English learning process in ninth-grade students at Colegio Técnico Jaime Pardo Leal IED, an official school in Bogota, and how to contribute from pedagogical mediation to improve this process at school? The identified categories not only highlight the key psychological factors, such as motivation, frustration, and the influence of teacher attitudes, but also reveal, in part, practical and actionable insights, such as the need for dynamic activities, enhanced class time, and better use of resources. By structuring the data in this way, the categorization process aligns with the study's objective of exploring psychological factors to offer a roadmap for practical improvements in the educational setting from pedagogical mediation. It is important to highlight that the colors in the graphic categorization were presented using the same as in the pre-coding stage obtained from students' interviews.

**Figure 14**

*Graphic categorization pre-coding process.*



*Note.* Author's own elaboration based on semi-structured interviews conducted with a focus group of 7 students. The main categories include emotional and motivational factors, learning barriers, the role of the teacher and methodology, as well as suggestions for improvement. This graph synthesizes the findings organized during pre-coding for subsequent analysis.

## **Results**

The results section consolidates the findings obtained from the thematic and statistical analysis conducted in this exploratory study. These findings are organized to answer the research question: Which are the most important psychological factors affecting the English learning process in ninth graders at Colegio Técnico Jaime Pardo Leal IED, an official school in Bogotá, and how to contribute from pedagogical mediation to improve this process at school? The results are presented in three main sections: thematic analysis from interviews with students and teachers, the student's survey insights, and the integration between qualitative and quantitative themes. These results are synthesized to provide a holistic understanding of the psychological factors influencing English learning.

### **Thematic Analysis**

The thematic analysis allows for the identification of patterns and recurring themes in the data set. This approach was particularly suited to the exploratory nature of the study, as it provides a structured yet flexible method for organizing diverse perspectives, as is the case with students and teachers. By using thematic analysis, the results were able to provide a deeper understanding of psychological factors, capturing the nuances of individual experiences.

### **Motivation**

From interviews, both teachers identified fluctuating student motivation as a challenge. Students confirmed this variability, with external factors (family obligations, peer influences) and internal factors (self-perception of abilities) shaping their engagement T2. Teachers and students also noted that real-world activities, such as pen-pal exchanges, significantly enhanced students' enthusiasm (S3, S5). Motivation is closely tied to both internal and external factors, with authentic and interactive activities playing a pivotal role in fostering student engagement.

From the focus group, 3 of 7 students expressed finding joy in learning English through interactive games or discussions, stating these methods kept them engaged. One student emphasized the importance of English, stating: "Me encanta el inglés y siento que es muy importante aprenderlo obviamente porque sirve para absolutamente todo" (S4). However, several students highlighted that limited class hours diminished their ability to maintain focus and motivation over time. One student shared: "Me ha dado alegría saber que puedo mantener una conversación en inglés o entender lo que se está hablando muchas veces en clase" (S6).

### **Effort and Autonomy**

Both students and teachers agreed that self-regulated learning remains underdeveloped. While some students reported seeking additional resources, the majority depended heavily on teacher guidance (S4, S6), reinforcing the need for strategies that cultivate independent learning habits. Teachers observed that many students struggle with autonomy, often needing reminders and direct instructions to stay on track, particularly for home-based tasks (T1). Effort and autonomy remain areas requiring significant attention, as many students rely on external support rather than developing independent learning strategies. From the focus group, 4 of 7 students admitted struggling with consistent study habits or seeking resources independently. One student noted: "Yo a veces procrastino mucho, pero trato de hacer varias lecciones de Duolingo, que aunque no parezca, ayuda mucho" (S2). A few students mentioned using apps like Duolingo or watching content in English, but these were exceptions. Both teachers emphasized the need for structured guidance to promote autonomous learning. Another student reflected on their difficulty in maintaining concentration: "A mí me falta es la concentración, porque no sé si a muchos les pasa, pero yo me desconcentro hasta si pasa una mosca" (S5).

## **Confidence**

Students shared that confidence varied across skills; students expressed higher confidence in listening and reading but speaking posed challenges due to fear of judgment or making mistakes (S3, S7). Teachers supported this sentiment, observing that students often hesitated to participate orally, requiring a safe and encouraging environment to engage in (T2). One student expressed frustration, stating: "No por nada, pero cuando hay una persona que sobresale en el inglés, a veces tú te sientes como, ¿por qué no tengo ese nivel? o ¿por qué siento que estoy tan atrasado?" (S3). 2 students explicitly stated they felt proud when able to hold a conversation or complete tasks independently, but 5 others shared feelings of frustration or intimidation, especially when comparing themselves to peers with higher fluency levels. Another student shared: "A veces me pongo triste o bravo cuando no entiendo bien las palabras en inglés" (S7).

## **Suggestions**

Teachers emphasized the need for enhanced resources, such as individualized tools or technology, to facilitate engagement. They highlighted the success of activities such as virtual exchanges and interactive writing tasks, which provided students with authentic communication opportunities. They also noted that incorporating tools like podcasts, games, and presentations helped diversify the learning experience and better addressed individual student needs (T1). Engagement was noted as highly effective (T2). 5 of 7 students suggested having more interactive tools and expanding the use of existing resources, such as the language lab, to make lessons more engaging and practical. One student proposed: "Que empezáramos a usar la sala de inglés que tenemos en el colegio y hacerla más amplia porque solo la están usando los de primaria" (S4). Another student expressed the need for more challenging activities: "Me gustaría

que experimentáramos con un nivel de pronto más alto, tipo el nivel que se usa en once o que toda la clase sea en inglés" (S1).

## Statistical Analysis

The statistical analysis revealed a generally positive attitude toward English learning among students. All quantitative data collected through surveys were analyzed using Microsoft Excel, which facilitated the calculation of percentages and the organization of data trends. The software was used to generate statistical summaries, ensuring accuracy in data interpretation. See

Table 1

**Table 1**

### *Motivation levels*

Response Level	Percentage	Interpretation
Strongly Agree (5)	40%	High motivation and enjoyment in English classes.
Agree (4)	30%	Motivated to put in more effort when classes are engaging.
Neutral (3)	15%	Ambivalent interest in English learning.
Disagree/Strongly disagree (2 & 1)	15%	Low motivation due to external pressures (e.g., family obligations).

*Note.* Author's work based on a survey designed and analyzed with Microsoft Forms.

This distribution highlights the importance of external influences on motivation. While 70% of students reported feeling motivated, 15% expressed neutral attitudes, and another 15% felt unmotivated. The neutral responses suggest that some students lack strong motivational drivers, potentially due to external factors such as lack of parental support or classroom engagement. Understanding these responses allows for the development of strategies to reinforce motivation among these students.

**Table 2***Effort levels*

Response Level	Percentage	Interpretation
Strongly agree (5)	50%	Invest significant effort in understanding concepts.
Agree (4)	30%	Recognizing frequent practice improves learning.
Neutral (3)	-	Not applicable to this analysis.
Disagree/Strongly disagree (2 & 1)	20%	Unwilling to engage in extra effort outside class due to constraints.

*Note.* Source: Author's work based on a survey designed and analyzed with Microsoft Forms.

The data underscores a strong link between motivation and effort. Students who reported higher motivation levels also tended to put in more effort. However, 20% of students admitted they were unwilling to exert extra effort outside of class, which could be attributed to factors such as time constraints, lack of independent study habits, or competing priorities at home. This suggests a need for targeted interventions to encourage independent learning practices.

**Table 3***Confidence Levels*

Category	Response Level	Percentage	Interpretation
Speaking confidence	Moderate		
	Confidence (3–4)	45%	Moderate confidence in fluency.
Willingness to make mistakes	Strongly Agree/Agree (4–5)	60%	Positive attitude toward learning from errors.
	Agree (4)	30%	Able to learn English independently.
Autonomy in learning	Neutral (3)	30%	Indicates room for improvement in fostering autonomous behaviors.

*Note.* Author's work based on a survey designed and analyzed with Microsoft Forms.

The variation in speaking confidence indicates that while many students feel capable of learning English, oral communication remains a challenge. Fear of making mistakes and peer judgment may contribute to this hesitation. Additionally, the data on autonomy suggests that while some students take initiative in learning, others require more structured support. These findings emphasize the need for strategies that build confidence in speaking, such as peer collaboration, role-playing activities, and increased exposure to real-life communication scenarios.

Finally, most of the students recognized the importance of English as a tool for global communication. See Table 4.

**Table 4**

*Global and social context*

Response Level	Percentage	Interpretation
Strongly agree (5)	55%	English is essential for cultural understanding and opportunities.
Agree (4)	35%	Valued to broaden perspectives.
Neutral/disagree (3 & 2)	10%	Less emphasis on global relevance.

*Note.* Author's work based on a survey designed and analyzed with Microsoft Forms.

This data suggests that the majority of students recognize the global importance of English, with 90% of respondents acknowledging its significance for communication and career development. However, 10% of students demonstrated lower levels of engagement with the global role of English, possibly due to a lack of immediate relevance in their daily lives. These insights suggest that incorporating more culturally relevant and practical applications of English into the curriculum could help bridge this gap.

### **Integration of Statistical and Qualitative Data**

To provide a comprehensive understanding of the psychological factors affecting English language learning among ninth graders, both statistical and qualitative results were integrated. This mixed-methods integration allows for a more nuanced interpretation, where numerical trends from surveys are complemented by personal experiences shared in interviews, ensuring a

more robust analysis of the data. A Venn diagram was employed to visualize their relationship and the distinctions between these two types of data, highlighting shared themes as well as the unique perspectives offered by each approach.

Inside the common themes, motivation and confidence emerged as key factors in both data sets. Quantitatively, high levels of motivation and willingness to make mistakes correlated with qualitative insights, where teachers and learners frequently stressed the importance of maintaining motivation and confidence to overcome learning challenges. For instance, 70% of students reported feeling motivated in survey responses, while interview data reinforced that engaging classroom activities, such as interactive games and real-world communication tasks, played a pivotal role in sustaining this motivation. Both perspectives underscored the role of these factors in influencing effort and ultimately learning outcomes.

Within the themes differentiated in the quantitative data, the statistical analysis allowed the identification of trends such as students' strong appreciation of the global and social relevance of English. A significant percentage (90%) of students recognized the value of English for communication and cultural understanding, reinforcing its importance as a tool for personal and professional growth. However, the qualitative interviews revealed that while students acknowledge this importance, they struggle to stay engaged due to personal anxieties and self-doubt, which were not explicitly captured in survey results.

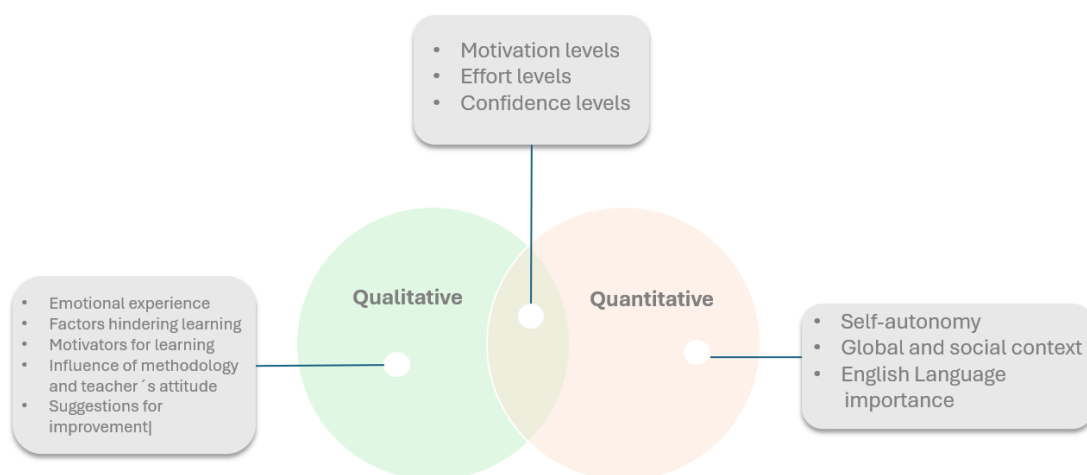
Meanwhile, in the qualitative data collected, the qualitative results revealed varied psychological barriers, such as anxiety and lack of autonomy, that were not explicitly evident in the quantitative results. For example, teachers highlighted how students' fear of failure or low self-efficacy hindered their participation in class activities and their overall engagement with the language. One teacher (T2) stated: "Muchos estudiantes dudan en hablar en inglés porque temen

cometer errores y ser juzgados por sus compañeros." Similarly, a student (S5) mentioned, "Quiero participar más, pero me pongo demasiado nervioso cuando tengo que hablar frente a la clase."

Overall, these results provide a holistic picture of the psychological dynamics that influence English language learning in this educational context. Observe Figure 15.

### Figure 15

#### *Qualitative and quantitative themes integration*



*Note.* Author's own elaboration based on the semi-structured interviews and survey conducted. Qualitative themes include emotional experience, factors hindering learning, and motivators, while quantitative themes address motivation, effort, and confidence levels. This graph shows how both approaches contribute to a comprehensive view of the psychological factors affecting English learning.

By integrating both data sets, this study provides a clearer picture of how psychological factors influence English learning. While survey responses quantify student attitudes and

behaviors, interviews reveal the underlying emotional and cognitive challenges that shape these responses. This highlights the necessity of implementing targeted pedagogical mediation strategies, such as self-regulation training, increased oral participation support, and personalized feedback mechanisms, to address both statistical trends and personal learning barriers.

## Discussions and Conclusions

This last chapter presents the most important discussions, implications, limitations, recommendations, and conclusions of this research study. Focusing the discussion on the psychological factors that affect English learning. Concentrating on English learning in adolescents, considering their development and learning stage, is crucial to approach learning through the perspective provided by pedagogical mediation in this educational context.

### Discussions

#### *The pivotal Role of Motivation*

The results of this study align with previous research studies on psychological factors influencing language learning and provide new perspectives adapted, in this case, to the context of public education at Colegio Técnico Jaime Pardo Leal IED. The thematic analysis revealed different psychological factors in addition to others that affect English Language learning, with parallels to established theories and findings in the field. Motivation emerged as a central focus, aligning with Dörnyei's (2005) L2 Motivational Self System, which explains that students' motivation to learn a second language is shaped by their future aspirations and perceived benefits of learning. The findings confirm the conclusions of Figueroa (2022) and Abrar et al. (2018), who identified motivation as a key factor in language learning, which emerged as a central focus of this study. The findings confirm the conclusions of Figueroa (2022) who identified motivation as a key factor in language learning. Teachers interviewed in the current study highlighted the impact of real-world activities, such as pen-pal exchanges, which significantly enhanced students' engagement. This is supported by the distinction between instrumental and integrative motivation proposed by Gardner (1985), which suggests that students who see English as a tool for personal and professional growth (instrumental motivation) may engage more actively in learning tasks.

Additionally, the variability in student effort reflects challenges noted by Bakhtiar and Suwandi (2022), who emphasized the role of internal factors, such as anxiety, and external influences, such as peer pressure, in determining student engagement. Overall, motivation emerged as a cornerstone of the English learning process, underscoring its importance in both theory and practice.

Both students and teachers acknowledged that motivation strongly influences effort and engagement levels. Quantitative data indicated that most of the students were motivated by the relevance of English in a global context and future career opportunities. However, qualitative findings revealed that motivation is often external rather than intrinsic, with students relying on grades or teacher approval to stay engaged. This suggests a need for pedagogical strategies that nurture intrinsic motivation, such as connecting learning tasks to students' personal interests and life goals.

### ***Self-Confidence and Autonomy in Adolescents Learning***

The role of self-confidence and autonomy in learning English is supported by the research of Bakhtiar and Suwandi (2022), who found that anxiety and hesitation significantly hinder students' oral participation. This is further explained by Krashen's (1982) Affective Filter Hypothesis, which argues that high anxiety can block language acquisition, preventing students from fully engaging in communication. This finding is corroborated in the present research, as student interviews revealed that 4 out of 7 participants explicitly mentioned feeling anxious or self-conscious when speaking English in front of their peers.

Similarly, the observation by Gestsdottir and Lerner (2008) that adolescents often struggle with self-regulation due to intense emotions and peer influence was reflected in the results of this study. Teachers reported that most students lacked consistent study habits and

relied heavily on guidance, further emphasizing the need for fostering autonomy and self-regulation in the classroom. Bandura's (1997) Self-Efficacy Theory also helps explain these results, as students with low self-efficacy—beliefs about their ability to succeed—were more hesitant to take risks in speaking English.

Confidence varied significantly across language skills, with students feeling more assured in reading and listening than speaking. Fear of making mistakes and the lack of opportunities for authentic communication were cited as primary barriers. The relationship between confidence and authentic communication reinforces Vygotsky's (1978) sociocultural theory, which posits that language development is enhanced through interaction in meaningful social contexts. Teachers observed that students who participated in interactive activities, such as virtual exchanges, displayed greater confidence, underscoring the importance of creating safe and supportive environments for practicing oral communication. A gap between effort inside and outside the classroom was evident, with students demonstrating higher engagement during structured activities but minimal self-directed learning. Teachers identified this lack of autonomy as a key area for improvement. While some students recognized the value of practicing independently, most relied heavily on teacher guidance, indicating a dependency that hindered their progress. Building self-regulated learning skills and fostering a culture of independent study are essential for addressing this challenge.

### **Impact of Global and Social Contexts**

This study underscores the importance of English as a tool for global communication and personal development, aligning with the findings Wang et al. (2022), who emphasized the social and professional relevance of language learning. At a national level, this connects to Colombia's National Bilingualism Program, which aims to improve English proficiency for global

competitiveness (Ministerio de Educación Nacional, 2014). Teachers noted that culturally relevant activities enhance students' understanding of the role of English in broadening their perspectives. This observation is supported by Marcia's (1980) work on identity formation in adolescence, which highlights the value of incorporating global contexts into the classroom. Such practices enable educators to tap into students' intrinsic aspirations and motivations, further enriching the learning experience.

Students in this study expressed strong agreement regarding the importance of English for global communication and cultural understanding, emphasizing its perceived value for personal and professional growth. However, the findings also revealed that a subset of students remains indifferent due to a lack of immediate relevance in their local context. To bridge this gap, national educational policies should consider localized interventions, such as community-based English programs or partnerships with local businesses to create real-world learning opportunities. These results suggest that emphasizing the practical applications of English in real-world scenarios can enhance student engagement and motivation, while tailored interventions may be necessary to address the needs of less-engaged students.

### **Role of Pedagogical Mediation**

Pedagogical mediation emerged as a vital paradigm for addressing psychological factors and enhancing the learning process. Teachers highlighted the effectiveness of authentic tasks, such as pen-pal exchanges and collaborative projects, in fostering motivation and confidence. This aligns with Wang, Abdullah, and Leong's (2022) findings that technology-based methods, such as flipped learning, enhance motivation and reduce anxiety. The cognitive plasticity of the adolescent brain makes this developmental stage particularly suitable for integrating complex and interactive language learning approaches.

Beyond the classroom level, pedagogical mediation should be recognized as an essential component of national education policies. By incorporating mediation strategies into teacher training programs, the Ministry of Education could provide educators with tools to address students' psychological barriers to learning.

The results also support Brown's (2007) emphasis on fostering abstract thinking skills in adolescents, which are essential for engaging in nuanced language tasks. Furthermore, the current study highlighted the need for improved resources, such as technology and individualized learning tools, to address diverse learning needs. A shift towards dynamic and student-centered methodologies was recommended to align teaching practices with the psychological factors identified in this research.

### **Research Implications for the Field of Study**

The following proposal is rooted in the paradigm of pedagogical mediation, emphasizing the role of reflection, interaction, and autonomy in the learning process. Instead of focusing solely on tools or methodologies, this approach prioritizes the deeper connections between students, teachers, and the learning content. By viewing the teacher as a mediator, the aim is to foster a learning environment where students actively participate in constructing their knowledge, guided by meaningful interactions and tailored strategies that address their psychological, emotional, and social needs. This proposal aligns with the principles outlined by Tebar, highlighting the importance of creating reflective spaces in which students not only acquire language skills but also develop critical thinking, autonomy, and an appreciation for the relevance of English in their personal and professional lives. Through a mediation-focused process, this framework seeks to transform English learning into a holistic and engaging experience that resonates with students' realities, particularly within the context of public

education. Additionally, schools should prioritize professional development programs for teachers to implement reflective and adaptive teaching practices. Integrating technology, promoting real-world communication tasks, and fostering autonomy can significantly enhance the learning experience. By addressing the identified psychological factors and leveraging the principles of pedagogical mediation, this study contributes to improving English education outcomes in public schools, aligning with broader goals of equitable and effective language learning.

### **Research Limitations on the Present Study**

It is necessary to expand the sample size, and exploring similar factors across different educational contexts would provide a more generalizable understanding of psychological factors in English learning, the following are some of the limitations considered in the current research study:

#### **Sample Size and Representativeness**

The sample used consisted of 24 students and 2 teachers, selected for convenience. Although students with different levels of performance in English were included, the small size makes it difficult to extrapolate the results to larger populations. This is especially relevant in the context of public institutions with such diverse characteristics.

#### **Limited Context**

The study was conducted exclusively at Colegio Técnico Jaime Pardo Leal IED, which limits the generalizability of the findings to other educational settings, such as private schools, rural schools, or other urban areas of Bogotá with different socioeconomic conditions.

### **Resource Constraints**

During data collection, limitations arose related to internet access within the school, which represented a minor challenge to implement certain strategies. Although it did not significantly compromise the results, it evidences an aspect that can affect public educational contexts.

### **Limited Generalizability**

Due to the size and composition of the sample, the results obtained are not fully generalizable to other public schools in Bogotá or educational contexts with different characteristics. This shows the importance of replicating the study in diverse settings to extend the findings and generalize them.

### **Potential Biases in Data Collection**

Given that qualitative data were analyzed manually through coding and thematic categorization, there is a potential for researcher bias in interpreting participant responses. While the pre-coding and categorization process aimed to minimize subjective influence, the lack of inter-coder reliability testing may have inconsistencies in the identification of themes. Future research could address this limitation by implementing double-coding procedures or utilizing qualitative analysis software (e.g., Atlas.ti) to enhance the objectivity and consistency of coding.

Thus, the limitations reflect the challenges inherent to this research process and open new opportunities for future research.

### **Recommendations for Further Research**

Two key recommendations follow, the first confirming previous studies that have investigated these psychological factors in other types of samples. The second is a proposal that contains different recommendations taking into account the psychological factors found in the

current research study, and the principles and foundations proposed by Tebar (2011) in his theory on pedagogical mediation and the fundamental role of mediating teachers in enhancing or obstructing the psychological factors affecting the English learning process to contribute from a reflective perspective to the field of English learning in students with similar characteristics.

1. Future studies should explore the long-term effects of recommendations based on the pedagogical mediation paradigm on students' English proficiency. They could also investigate the impact of technological interventions and personalized learning plans on improving motivation, effort, confidence, and autonomy in language learning. Additionally, future research could benefit from a larger mixed-methods study incorporating a more diverse sample, including students from different educational institutions (e.g., private and rural schools) to increase generalizability. A longitudinal study tracking students' progress over time would also provide deeper insights into the effectiveness of pedagogical mediation strategies in sustaining long-term improvements in psychological factors related to English learning.

2. To understand what is proposed here, it is essential to define the role of the mediator teacher and apply the features proposed by Tebar (2011) in *El profesor mediador del aprendizaje*. This allows an exploration of how psychological factors are addressed within the paradigm of pedagogical mediation to contribute to the approach of such factors in ninth-grade students at Colegio Técnico Jaime Pardo Leal IED, as well as in students from similar contexts.

Tebar (2011) clarifies that many teachers act as mediators, sometimes unconsciously. Recognizing these mediator traits is essential for conducting authentic mediated interactions that help students develop their potential, adopt learning strategies, and evaluate their learning. This process can be guided by the question: How does a teacher (mediator) help build the minds of their students in English learning? Reflecting on this question allows teachers to become aware

of their role and style of pedagogical mediation, emphasizing their crucial influence on students' learning processes.

It is also important to note that the responsibility for learning does not rest solely on the teacher. From the cognitive-cultural model of pedagogical action, the school plays a vital role as the setting for an enriching process where various forces of the school environment and the internal educational climate of the classroom converge. As Tebar (2011) states, this synergy implies that all educational efforts align toward the same objective (p. 100).

To further refine the methodological approach in future research, studies should incorporate inter-coder reliability in qualitative data analysis to minimize subjective bias in thematic coding. Additionally, employing statistical software for triangulating qualitative and quantitative findings would enhance the rigor of data interpretation.

Now, understanding these fundamentals from this perspective, will understand the axis of these recommendations proposed for this student population and that could be the basis for the reflective perspective of pedagogical mediation to strengthen and recognize the role of the English learning mediator teacher, who often has many of the features proposed by Tebar (2011) but sometimes is not very aware of them. For this reason, some of these *mediator traits* are considered to assume each of the factors found in this study, which also contain some examples that could be considered to improve the process of learning English for students under this perspective. See table 5.

**Table 5**

Recommendations based on pedagogical mediation paradigm.

Category	Related mediation principles	Pedagogical mediation proposal	Examples
Motivation	"El mediador debe ser capaz de propiciar la adaptación de los contenidos, los nuevos ritmos, las estrategias más familiares..."	Design engaging and personalized activities that align with students' interests, such as gamified learning tasks, and incorporate relatable contexts to stimulate motivation and curiosity. Establish rewards for effort and achievement, fostering a positive learning environment.	Use role-playing activities where students simulate real-life situations, such as shopping or traveling. Integrate technology by using free online platforms like Kahoot! to gamify grammar and vocabulary exercises.

<p>“La motivación intrínseca que impulsa a la implicación y al desafío es el primer pilar de este cambio significativo y reestructurante de la mente del educando”</p>	<p>The mediator should observe and point out the student's progress, recognizing not only his or her achievements but also the moments in which he or she overcomes significant cognitive obstacles. This implies guiding the student towards a conscious understanding of his or her learning processes, promoting self-evaluation and recognition of his or her efforts.</p>	<p>The mediator can propose activities such as regular reflections where students identify strategies they have found useful or areas in which they have improved. For example, after a speaking activity, the mediator might ask students to evaluate how they managed their anxiety or what techniques they used to communicate effectively. By relating these</p>
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gains to personal goals, such as the ability to engage in everyday conversation in English, the mediator fosters a positive emotional connection to learning, strengthening intrinsic motivation.

Some tools that allow students to visualize their progress, such as personalized rubrics or learning journals.

This reinforces the idea that

progress, beyond grades, is a key indicator of student effort and dedication, thus nurturing a genuine interest in the English language.

Effort and Engagement	"Presto atención a cada alumno para que aumente el control de su impulsividad y consiga mayor autonomía."	Implement reflective practices, like goal-setting and self-assessment tasks, to help students monitor their progress and adjust their efforts.	Design team-based projects where students create posters on environmental issues in English. Assign roles (e.g., researcher, writer, presenter) to ensure equitable participation. Include interactive
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		mutual accountability.	reading sessions where students read aloud and answer comprehension questions collaboratively, focusing on teamwork and peer encouragement.
Confidence in Learning	"Hago que los alumnos verbalicen los aprendizajes para comprobar si los han comprendido y asimilado."	Mediators should incorporate peer teaching and presentations as a regular part of classroom activities to boost confidence. Provide scaffolded speaking exercises where students progressively engage in more	Introduce activities where students discuss topics in pairs before presenting them to the class. Use structured speaking drills, such as sentence completion exercises ("Today I

complex tasks and learned..."), to focus on creating a safe environment for making mistakes and learning from them. gradually build fluency. For public schools with limited resources, leverage free mobile apps like Duolingo for additional speaking practice.

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<p>“el maestro no debe permitir que los estudiantes experimenten repetidos fracasos”</p> <p>“ayuda al alumno a crear una imagen positiva de si mismo”</p>	<p>Mediators should design strategies that allow learners to experience small, incremental successes, reinforcing confidence and fostering a growth mindset. The mediator should</p>	<p>The effort and small successes can be recognized through verbal reinforcement, achievement boards, or symbolic rewards. For example, a</p>
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integrate scaffolded tasks in which learners build prior knowledge and skills to tackle increasingly difficult concepts. Celebrating accomplishments, however small, and providing constructive feedback focused on improvement rather than failure.

student who completes a speaking task might receive a “master of conversation” badge.

After each activity, make detailed comments that focus on what was done well and on clear and possible steps for improvement.

For example, after a writing task, highlight strengths, e.g., good use of vocabulary and suggest

improvements  
such as, “You  
should work on  
subject-verb  
agreement in  
these  
sentences...”

Autonomy	"La noble aspiración del educador es conseguir que cada alumno viva sin depender de él, que sea capaz de organizar y orientar su vida con plena autonomía."	One way to enhance student's autonomy is by introducing project-based learning where students take ownership of their tasks from planning to execution. Mediators should develop personalized learning plans that include weekly independent study objectives, with	Assign a weekly English diary activity where students write short reflections on their daily activities using simple vocabulary. Encourage self-directed learning by assigning tasks like creating vocabulary flashcards using
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		tools like study guides, and digital resources, providing constant feedback.	recycled paper or mobile apps. Provide students with resource sheets listing free websites for grammar and listening practice.
Global and Social Context	"El mediador debe ayudar a los alumnos a descubrir nuevas relaciones y aspectos positivos y optimistas de los temas propuestos."	Mediators should create authentic communication opportunities, such as virtual exchanges with peers from other countries, to explore global cultural contexts. Highlight the relevance of English in professional and social scenarios through case	Organize virtual exchanges with students from other countries through free platforms like ePals, where students practice English by writing emails or sharing cultural presentations. Create a project where students

studies, videos, and research a  
 guest speakers. famous  
 international  
 event, and  
 present their  
 findings in  
 English,  
 highlighting  
 cultural diversity  
 and global  
 connections.

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Importance of English	"Oriento a los alumnos para que hallen utilidad y aplicación a los aprendizajes en otras materias curriculares y en su vida."	Mediators should connect cultural elements and experiences by developing activities linking English proficiency to real-life opportunities, such as writing resumes or role-playing job interviews.	Develop activities like creating a CV or practicing mock interviews in English. Introduce workshops on navigating job search platforms in English, simulating the
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Introduce thematic process of  
projects exploring applying for  
career paths and international  
how English internships. For  
facilitates access to students in  
global public education,  
opportunities. include  
Enabling students to accessible  
have meaningful resources such as  
opportunities in examples of job  
their lives. postings and  
real-world  
English materials  
like brochures.

*Note.* Author's own work according to the factors found, is a proposal considering the traits and characteristics of the mediator teacher in the light of the paradigm of pedagogical mediation from the reflective viewpoint provided by Tebar (2011).

## Conclusions

The purpose of this study was to analyze the psychological factors that influence the learning of English in ninth-grade students of the Colegio Técnico Jaime Pardo Leal IED, guided by the principles of the pedagogical mediation paradigm. To achieve this, different objectives were established that guided helpful conclusions. The results highlighted the interaction between psychological aspects such as motivation, confidence, effort, and autonomy and their impact on students' English learning experiences. In addition, the analysis highlighted the importance of fostering emotional and cognitive connections in the classroom by incorporating strategies that address students' diverse needs and perspectives. Both teachers and students can collaboratively create an environment that enhances engagement and language learning. As the results demonstrated, the pedagogical mediation paradigm provides a comprehensive framework to support these goals, promoting reflective and meaningful learning while guiding students to take an active role in their learning process.

To establish a clear alignment between the study's objectives and findings, the table below explicitly maps the key psychological factors and thematic insights to each objective. This structure highlights how the integration of student and teacher perspectives through thematic analysis and contrast matrix evaluation contributed to achieving the research goals.

**Table 6**

*Key psychological factors and thematic insights to each objective.*

Research Objective	Related Findings
<p>Objective 1: To explore the psychological factors that influence the English learning process in ninth-grade students, based on teachers' and students' perspectives.</p>	<p>Thematic analysis identified motivation, self-efficacy, anxiety, and autonomy as key psychological factors affecting English learning. Teachers emphasized external influences, such as family support, school resources, and classroom methodologies, whereas students highlighted internal factors, such as lack of confidence in speaking, fear of making mistakes, and fluctuating motivation.</p> <p>The contrast matrix analysis revealed important concerns</p>
<p>Objective 2: To compare the main psychological factors perceived by both teachers and students using a contrast matrix to highlight common and divergent aspects.</p>	<p>regarding motivation and confidence, with both groups acknowledging their importance in student engagement.</p> <p>However, teachers perceived students as mainly dependent on guidance, whereas students reported lacking clear self-regulation strategies. Differences also emerged in their perceptions of learning autonomy and classroom engagement.</p>

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<p>Objective 3: To propose recommendations derived from the analysis of student and teacher perspectives, considering the pedagogical mediation paradigm and the teacher's mediating role at Colegio Técnico Jaime Pardo Leal IED</p>	<p>The findings led to recommendations focusing on interactive learning activities, pedagogical mediation strategies, and emotional support mechanisms. Key strategies include structured scaffolding, technology-based learning methods, and increased teacher support to foster independent learning habits. Teachers' role as mediators should focus on reducing anxiety through a supportive environment and reinforcing motivation through meaningful, student-centered tasks.</p>
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*Note.* Author's own work according to the main findings obtained based on each specific objective.

The findings of this study successfully addressed the three specific objectives, providing a deeper understanding of the psychological factors influencing ninth-grade students' English learning at Colegio Técnico Jaime Pardo Leal IED. The integration of qualitative and quantitative data allowed for a comprehensive analysis of students' and teachers' perspectives, highlighting key challenges and opportunities for pedagogical intervention.

According to the objective: To explore the psychological factors that influence the English learning process in ninth-grade students, based on teachers' and students' perspectives. This objective was effectively achieved through an in-depth analysis of the qualitative and quantitative data. The results confirmed that motivation, self-efficacy, anxiety, and autonomy are the most influential psychological factors in students' English learning processes. Teachers primarily attributed students' difficulties to external factors, such as family

obligations, school resources, and classroom methodologies, while students pointed to internal challenges, including low confidence in speaking, fear of making mistakes, and fluctuating motivation levels. Students who saw English as a tool for their future careers displayed higher engagement, whereas those who lacked a clear purpose struggled with motivation. These insights reinforce the need to integrate pedagogical mediation strategies that enhance both intrinsic and extrinsic motivation.

According to the second objective: to compare the main psychological factors perceived by both teachers and students using a contrast matrix to highlight common and divergent aspects. The contrast matrix analysis allowed for a systematic comparison of perspectives between teachers and students. While both groups recognized motivation and confidence as essential to student engagement, discrepancies emerged in their understanding of autonomy and self-regulation.

Teachers perceived students as overly dependent on external guidance and lacking initiative in independent learning. However, students reported struggling with self-regulation strategies and expressed a need for clearer guidance on how to develop autonomy. These findings highlight the necessity of structured scaffolding strategies that gradually transition students toward independent learning. This aligns with Bandura's (1997) Self-Efficacy Theory, which suggests that students' belief in their ability to succeed directly influences their engagement and persistence in learning.

Additionally, while teachers viewed pedagogical methodologies as a key factor influencing student motivation, students placed greater emphasis on the emotional aspects of learning, such as fear of judgment and anxiety in speaking tasks.

Regarding the third objective set: to propose recommendations derived from the analysis of student and teacher perspectives, considering the pedagogical mediation paradigm and the teacher's mediating role at Colegio Técnico Jaime Pardo Leal IED. Based on the insights gained from this research, a set of recommendations was developed to enhance English learning outcomes through pedagogical mediation strategies. These include:

***Interactive Learning Activities.*** Integrating project-based tasks, gamification, and collaborative assignments to increase engagement and intrinsic motivation.

***Structured Scaffolding.*** Providing step-by-step guidance to help students develop self-regulation strategies and progressively take ownership of their learning.

***Technology-Based Learning.*** Utilizing digital tools and multimedia resources to create personalized, student-centered learning experiences.

***Emotional Support Mechanisms.*** Implementing stress-reduction strategies, such as peer support systems, low-stakes speaking tasks, and confidence-building exercises, to address anxiety and self-efficacy barriers.

***Teacher Mediation.*** Strengthening the role of teachers as mediators by equipping them with training in pedagogical mediation principles to foster a supportive and reflective learning environment.

The recommendations also emphasize the importance of fostering a supportive classroom environment in which students feel emotionally safe to participate and take risks. It is suggested to further strengthen teachers' professional development focused on understanding the mediating role and enabling them to strategize from this perspective to support autonomy, reduce anxiety, and create engaging learning experiences. These measures are intended to bridge the gap

between teacher and learner perspectives, ensuring that both voices contribute to a more inclusive, reflective, and effective educational approach.

This research contributes to the growing body of literature on psychological factors in language learning, particularly within the context of Colombian public education. It highlights the importance of linking national policies, such as Colombia's National Bilingualism Program (Ministerio de Educación Nacional, 2014), to classroom-level strategies that address motivation, self-efficacy, and anxiety.

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## Appendixes

### Appendix A

*Parents' consent form*

#### Formulario de consentimiento

**Título:** Factores psicológicos que afectan el aprendizaje del inglés en estudiantes de grado noveno del Colegio Técnico Jaime Pardo Leal IED de Bogotá.

#### INVESTIGADORA PRINCIPAL

Cindy Aliseth Guatavita

Bogotá

3102559237

[cguatavita@educacionbogota.edu.co](mailto:cguatavita@educacionbogota.edu.co)

#### PROPÓSITO DEL ESTUDIO

Se me informó que el propósito principal de este estudio es identificar los principales factores psicológicos que afectan el aprendizaje del inglés en los estudiantes de grado noveno del Colegio Técnico Jaime Pardo Leal IED de Bogotá para contribuir al mejoramiento de los procesos de aprendizaje del inglés desde la mediación en este colegio.

#### PROCEDIMIENTOS DE ESTUDIO

El método seleccionado contempla dos fases esenciales: una primera fase cualitativa y una segunda fase cuantitativa. En la fase cualitativa, se realizará una entrevista semiestructurada a un grupo de 4 a 6 estudiantes para explorar su percepción sobre los factores psicológicos que afectan el aprendizaje de los estudiantes de grado noveno de acuerdo con sus experiencias y observaciones. En la segunda fase, de naturaleza cuantitativa, se aplicará un cuestionario a la

muestra representativa seleccionada de estudiantes de noveno grado para recoger datos cuantitativos sobre su motivación, actitudes y percepciones hacia el aprendizaje del inglés. Este instrumento de recolección de datos se aplicará en dos sesiones (cuestionario para todos los estudiantes seleccionados y entrevista semiestructurada para un grupo reducido de estudiantes). Tras recoger la información a través de las entrevistas, se transcribirán las grabaciones para analizar las tendencias o relaciones entre las variables.

### **PARTICIPACIÓN VOLUNTARIA**

Se me ha informado de que la participación de mi hijo/a es voluntaria, y que su contribución no afectará a su rendimiento en clase de inglés y no obtendrá puntos extra con esta participación y que puedo expresar cualquier duda o retirada de participación poniéndome en contacto con el investigador a cualquiera de los datos de contacto mencionados anteriormente.

### **RIESGOS**

Entiendo que no existe ningún riesgo para mi hijo/a durante el desarrollo de esta investigación. También podré hacer preguntas sobre mis inquietudes con respecto a este estudio, y obtendré respuestas claras.

### **CONFIDENCIALIDAD**

La investigadora también aclaró que la directora del Colegio Técnico Jaime Pardo Leal IED fue informada sobre el presente estudio; sin embargo, esta investigación se realiza de manera independiente y responde a una necesidad encontrada desde la Maestría de Mediación Pedagógica en el Aprendizaje del Inglés de la UNAD que ella cursa. Los datos personales de los participantes no serán divulgados en ningún momento.

### **PROTECCIÓN DE DATOS**

Garantizando el tema de confidencialidad estos serán anónimos de acuerdo con la ley colombiana de protección de datos personales 1581 de 2012. Se me informó que el nombre de mi hijo será cambiado por un código o letra para proteger su identidad cuando esta investigación sea publicada, y estoy de acuerdo con los métodos de recolección de datos.

### **CONSENTIMIENTO**

Entiendo la información que se me ha proporcionado, el propósito de este estudio y que la participación de mi hijo es voluntaria, y que puedo retirarme de la participación en cualquier momento que lo desee, que recibiré una copia de este consentimiento y que la información personal de mi hijo será protegida durante este proceso. Acepto voluntariamente participar en el uso de los métodos de recogida de datos seleccionados por el investigador.

Nombre del padre, madre o tutor: \_\_\_\_\_

Firma del padre, madre o tutor: \_\_\_\_\_

Firma del investigador: \_\_\_\_\_ Fecha: 2 de mayo de 2024

**RIESGOS**

Entiendo que no existe ningún riesgo para mi hijo/a durante el desarrollo de esta investigación. También podré hacer preguntas sobre mis inquietudes con respecto a este estudio, y obtendré respuestas claras.

**CONFIDENCIALIDAD**

La investigadora también aclaró que la directora del Colegio Técnico Jaime Pardo Leal IED fue informada sobre el presente estudio; sin embargo, esta investigación se realiza de manera independiente y responde a una necesidad encontrada desde la Maestría de Mediación Pedagógica en el Aprendizaje del Inglés de la UNAD que ella cursa. Los datos personales de los participantes no serán divulgados en ningún momento.

**PROTECCIÓN DE DATOS**

Garantizando el tema de confidencialidad estos serán anónimos de acuerdo con la ley colombiana de protección de datos personales 1581 de 2012. Se me informó que el nombre de mi hijo será cambiado por un código o letra para proteger su identidad cuando esta investigación sea publicada, y estoy de acuerdo con los métodos de recolección de datos.

**CONSENTIMIENTO**

Entiendo la información que se me ha proporcionado, el propósito de este estudio y que la participación de mi hijo es voluntaria, y que puedo retirarme de la participación en cualquier momento que lo desee, que recibiré una copia de este consentimiento y que la información personal de mi hijo será protegida durante este proceso. Acepto voluntariamente participar en el uso de los métodos de recogida de datos seleccionados por el investigador.

Nombre del padre, madre o tutor: Daniel Ajawi

Firma del padre, madre o tutor: [Firma]

Firma del investigador: [Firma] Fecha: 2 de mayo de 2024

**RIESGOS**

Entiendo que no existe ningún riesgo para mi hijo/a durante el desarrollo de esta investigación. También podré hacer preguntas sobre mis inquietudes con respecto a este estudio, y obtendré respuestas claras.

**CONFIDENCIALIDAD**

La investigadora también aclaró que la directora del Colegio Técnico Jaime Pardo Leal IED fue informada sobre el presente estudio; sin embargo, esta investigación se realiza de manera independiente y responde a una necesidad encontrada desde la Maestría de Mediación Pedagógica en el Aprendizaje del Inglés de la UNAD que ella cursa. Los datos personales de los participantes no serán divulgados en ningún momento.

**PROTECCIÓN DE DATOS**

Garantizando el tema de confidencialidad estos serán anónimos de acuerdo con la ley colombiana de protección de datos personales 1581 de 2012. Se me informó que el nombre de mi hijo será cambiado por un código o letra para proteger su identidad cuando esta investigación sea publicada, y estoy de acuerdo con los métodos de recolección de datos.

**CONSENTIMIENTO**

Entiendo la información que se me ha proporcionado, el propósito de este estudio y que la participación de mi hijo es voluntaria, y que puedo retirarme de la participación en cualquier momento que lo desee, que recibiré una copia de este consentimiento y que la información personal de mi hijo será protegida durante este proceso. Acepto voluntariamente participar en el uso de los métodos de recogida de datos seleccionados por el investigador.

Nombre del padre, madre o tutor: Sandra Gómez

Firma del padre, madre o tutor: Sandra Gómez S

Firma del investigador: Cindy G. Fecha: 2 de mayo de 2024

**RIESGOS**

Entiendo que no existe ningún riesgo para mi hijo/a durante el desarrollo de esta investigación. También podré hacer preguntas sobre mis inquietudes con respecto a este estudio, y obtendré respuestas claras.

**CONFIDENCIALIDAD**

La investigadora también aclaró que la directora del Colegio Técnico Jaime Pardo Leal IED fue informada sobre el presente estudio; sin embargo, esta investigación se realiza de manera independiente y responde a una necesidad encontrada desde la Maestría de Mediación Pedagógica en el Aprendizaje del Inglés de la UNAD que ella cursa. Los datos personales de los participantes no serán divulgados en ningún momento.

**PROTECCIÓN DE DATOS**

Garantizando el tema de confidencialidad estos serán anónimos de acuerdo con la ley colombiana de protección de datos personales 1581 de 2012. Se me informó que el nombre de mi hijo será cambiado por un código o letra para proteger su identidad cuando esta investigación sea publicada, y estoy de acuerdo con los métodos de recolección de datos.

**CONSENTIMIENTO**

Entiendo la información que se me ha proporcionado, el propósito de este estudio y que la participación de mi hijo es voluntaria, y que puedo retirarme de la participación en cualquier momento que lo desee, que recibiré una copia de este consentimiento y que la información personal de mi hijo será protegida durante este proceso. Acepto voluntariamente participar en el uso de los métodos de recogida de datos seleccionados por el investigador.

Nombre del padre, madre o tutor: Jorge Ivan Guzman

Firma del padre, madre o tutor: 

Firma del investigador:  Fecha: 2 de mayo de 2024

**RIESGOS**

Entiendo que no existe ningún riesgo para mi hijo/a durante el desarrollo de esta investigación. También podré hacer preguntas sobre mis inquietudes con respecto a este estudio, y obtendré respuestas claras.

**CONFIDENCIALIDAD**

La investigadora también aclaró que la directora del Colegio Técnico Jaime Pardo Leal IED fue informada sobre el presente estudio; sin embargo, esta investigación se realiza de manera independiente y responde a una necesidad encontrada desde la Maestría de Mediación Pedagógica en el Aprendizaje del Inglés de la UNAD que ella cursa. Los datos personales de los participantes no serán divulgados en ningún momento.

**PROTECCIÓN DE DATOS**

Garantizando el tema de confidencialidad estos serán anónimos de acuerdo con la ley colombiana de protección de datos personales 1581 de 2012. Se me informó que el nombre de mi hijo será cambiado por un código o letra para proteger su identidad cuando esta investigación sea publicada, y estoy de acuerdo con los métodos de recolección de datos.

**CONSENTIMIENTO**

Entiendo la información que se me ha proporcionado, el propósito de este estudio y que la participación de mi hijo es voluntaria, y que puedo retirarme de la participación en cualquier momento que lo desee, que recibiré una copia de este consentimiento y que la información personal de mi hijo será protegida durante este proceso. Acepto voluntariamente participar en el uso de los métodos de recogida de datos seleccionados por el investigador.

Nombre del padre, madre o tutor:

Lilian Solarte

Firma del padre, madre o tutor:



Firma del investigador:

Cindy G.

Fecha: 2 de mayo de 2024

**RIESGOS**

Entiendo que no existe ningún riesgo para mi hijo/a durante el desarrollo de esta investigación. También podré hacer preguntas sobre mis inquietudes con respecto a este estudio, y obtendré respuestas claras.

**CONFIDENCIALIDAD**

La investigadora también aclaró que la directora del Colegio Técnico Jaime Pardo Leal IED fue informada sobre el presente estudio; sin embargo, esta investigación se realiza de manera independiente y responde a una necesidad encontrada desde la Maestría de Mediación Pedagógica en el Aprendizaje del Inglés de la UNAD que ella cursa. Los datos personales de los participantes no serán divulgados en ningún momento.

**PROTECCIÓN DE DATOS**

Garantizando el tema de confidencialidad estos serán anónimos de acuerdo con la ley colombiana de protección de datos personales 1581 de 2012. Se me informó que el nombre de mi hijo será cambiado por un código o letra para proteger su identidad cuando esta investigación sea publicada, y estoy de acuerdo con los métodos de recolección de datos.

**CONSENTIMIENTO**

Entiendo la información que se me ha proporcionado, el propósito de este estudio y que la participación de mi hijo es voluntaria, y que puedo retirarme de la participación en cualquier momento que lo desee, que recibiré una copia de este consentimiento y que la información personal de mi hijo será protegida durante este proceso. Acepto voluntariamente participar en el uso de los métodos de recogida de datos seleccionados por el investigador.

Nombre del padre, madre o tutor:           Juan Emilio Acosta          

Firma del padre, madre o tutor:           Juan Emilio Acosta          

Firma del investigador:           Cindy G.           Fecha: 2 de mayo de 2024

**RIESGOS**

Entiendo que no existe ningún riesgo para mi hijo/a durante el desarrollo de esta investigación. También podré hacer preguntas sobre mis inquietudes con respecto a este estudio, y obtendré respuestas claras.

**CONFIDENCIALIDAD**

La investigadora también aclaró que la directora del Colegio Técnico Jaime Pardo Leal IED fue informada sobre el presente estudio; sin embargo, esta investigación se realiza de manera independiente y responde a una necesidad encontrada desde la Maestría de Mediación Pedagógica en el Aprendizaje del Inglés de la UNAD que ella cursa. Los datos personales de los participantes no serán divulgados en ningún momento.

**PROTECCIÓN DE DATOS**

Garantizando el tema de confidencialidad estos serán anónimos de acuerdo con la ley colombiana de protección de datos personales 1581 de 2012. Se me informó que el nombre de mi hijo será cambiado por un código o letra para proteger su identidad cuando esta investigación sea publicada, y estoy de acuerdo con los métodos de recolección de datos.

**CONSENTIMIENTO**

Entiendo la información que se me ha proporcionado, el propósito de este estudio y que la participación de mi hijo es voluntaria, y que puedo retirarme de la participación en cualquier momento que lo desee, que recibiré una copia de este consentimiento y que la información personal de mi hijo será protegida durante este proceso. Acepto voluntariamente participar en el uso de los métodos de recogida de datos seleccionados por el investigador.

Nombre del padre, madre o tutor: Maria De Lourdes Naranjo

Firma del padre, madre o tutor: [Firma manuscrita]

Firma del investigador: Cindy G. Fecha: 2 de mayo de 2024

**RIESGOS**

Entiendo que no existe ningún riesgo para mi hijo/a durante el desarrollo de esta investigación. También podré hacer preguntas sobre mis inquietudes con respecto a este estudio, y obtendré respuestas claras.

**CONFIDENCIALIDAD**

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**PROTECCIÓN DE DATOS**

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**CONSENTIMIENTO**

Entiendo la información que se me ha proporcionado, el propósito de este estudio y que la participación de mi hijo es voluntaria, y que puedo retirarme de la participación en cualquier momento que lo desee, que recibiré una copia de este consentimiento y que la información personal de mi hijo será protegida durante este proceso. Acepto voluntariamente participar en el uso de los métodos de recogida de datos seleccionados por el investigador.

Nombre del padre, madre o tutor:

Pablo Ayala Pardo

Firma del padre, madre o tutor:

Ayala Yurica Pardo

Firma del investigador:

Cindy G.

Fecha: 2 de mayo de 2024

**RIESGOS**

Entiendo que no existe ningún riesgo para mi hijo/a durante el desarrollo de esta investigación. También podré hacer preguntas sobre mis inquietudes con respecto a este estudio, y obtendré respuestas claras.

**CONFIDENCIALIDAD**

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**PROTECCIÓN DE DATOS**

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**CONSENTIMIENTO**

Entiendo la información que se me ha proporcionado, el propósito de este estudio y que la participación de mi hijo es voluntaria, y que puedo retirarme de la participación en cualquier momento que lo desee, que recibiré una copia de este consentimiento y que la información personal de mi hijo será protegida durante este proceso. Acepto voluntariamente participar en el uso de los métodos de recogida de datos seleccionados por el investigador.

Nombre del padre, madre o tutor:

DUBERNEY MURILLO

Firma del padre, madre o tutor:

Duberney

Firma del investigador:

Cindy G.

Fecha: 2 de mayo de 2024

**RIESGOS**

Entiendo que no existe ningún riesgo para mi hijo/a durante el desarrollo de esta investigación. También podré hacer preguntas sobre mis inquietudes con respecto a este estudio, y obtendré respuestas claras.

**CONFIDENCIALIDAD**

La investigadora también aclaró que la directora del Colegio Técnico Jaime Pardo Leal IED fue informada sobre el presente estudio; sin embargo, esta investigación se realiza de manera independiente y responde a una necesidad encontrada desde la Maestría de Mediación Pedagógica en el Aprendizaje del Inglés de la UNAD que ella cursa. Los datos personales de los participantes no serán divulgados en ningún momento.

**PROTECCIÓN DE DATOS**

Garantizando el tema de confidencialidad estos serán anónimos de acuerdo con la ley colombiana de protección de datos personales 1581 de 2012. Se me informó que el nombre de mi hijo será cambiado por un código o letra para proteger su identidad cuando esta investigación sea publicada, y estoy de acuerdo con los métodos de recolección de datos.

**CONSENTIMIENTO**

Entiendo la información que se me ha proporcionado, el propósito de este estudio y que la participación de mi hijo es voluntaria, y que puedo retirarme de la participación en cualquier momento que lo desee, que recibiré una copia de este consentimiento y que la información personal de mi hijo será protegida durante este proceso. Acepto voluntariamente participar en el uso de los métodos de recogida de datos seleccionados por el investigador.

Nombre del padre, madre o tutor: padre patricia Bolaños

Firma del padre, madre o tutor: patricia Bolaños madre.

Firma del investigador: Cindy G. Fecha: 2 de mayo de 2024

**RIESGOS**

Entiendo que no existe ningún riesgo para mi hijo/a durante el desarrollo de esta investigación. También podré hacer preguntas sobre mis inquietudes con respecto a este estudio, y obtendré respuestas claras.

**CONFIDENCIALIDAD**

La investigadora también aclaró que la directora del Colegio Técnico Jaime Pardo Leal IED fue informada sobre el presente estudio; sin embargo, esta investigación se realiza de manera independiente y responde a una necesidad encontrada desde la Maestría de Mediación Pedagógica en el Aprendizaje del Inglés de la UNAD que ella cursa. Los datos personales de los participantes no serán divulgados en ningún momento.

**PROTECCIÓN DE DATOS**

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**CONSENTIMIENTO**

Entiendo la información que se me ha proporcionado, el propósito de este estudio y que la participación de mi hijo es voluntaria, y que puedo retirarme de la participación en cualquier momento que lo desee, que recibiré una copia de este consentimiento y que la información personal de mi hijo será protegida durante este proceso. Acepto voluntariamente participar en el uso de los métodos de recogida de datos seleccionados por el investigador.

Nombre del padre, madre o tutor: Sandra Lina García Mideros

Firma del padre, madre o tutor: [Firma manuscrita]

Firma del investigador: [Firma manuscrita]

Fecha: 2 de mayo de 2024

*Note.* This form was created by the author to request informed consent from the student's parents. Participation in the study was voluntary, and confidentiality was guaranteed.

## **Appendix B**

### *Teachers' consent form*

#### **Formulario de consentimiento**

**Título:** Factores psicológicos que afectan el aprendizaje del inglés en estudiantes de grado noveno del Colegio Técnico Jaime Pardo Leal IED de Bogotá.

#### **INVESTIGADORA PRINCIPAL**

Cindy Aliseth Guatavita

Bogotá

3102559237

[cguatavita@educacionbogota.edu.co](mailto:cguatavita@educacionbogota.edu.co)

#### **PROPÓSITO DEL ESTUDIO**

Se me informó que el propósito principal de este estudio es identificar los principales factores psicológicos que afectan el aprendizaje del inglés en los estudiantes de grado noveno del Colegio Técnico Jaime Pardo Leal IED de Bogotá para contribuir al mejoramiento de los procesos de aprendizaje del inglés desde la mediación en este colegio.

#### **PROCEDIMIENTOS DE ESTUDIO**

El método seleccionado contempla dos fases esenciales: una primera fase cualitativa y una segunda fase cuantitativa. En la fase cualitativa, se realizará una entrevista semiestructurada a un grupo de 4 a 6 estudiantes y a docentes de inglés para explorar su percepción sobre los factores psicológicos que afectan el aprendizaje de los estudiantes de grado noveno de acuerdo con sus experiencias y observaciones. En la segunda fase, de naturaleza cuantitativa, se aplicará un cuestionario a la muestra representativa seleccionada de estudiantes de noveno grado para

recoger datos cuantitativos sobre su motivación, actitudes y percepciones hacia el aprendizaje del inglés. Este instrumento de recolección de datos se aplicará en dos sesiones (cuestionario para todos los estudiantes seleccionados y entrevista semiestructurada para un grupo reducido de estudiantes). Tras recoger la información a través de las entrevistas, se transcribirán las grabaciones para analizar las tendencias o relaciones entre las variables.

### **PARTICIPACIÓN VOLUNTARIA**

Se me ha informado de que mi participación es voluntaria y que puedo expresar cualquier duda o retirada de participación poniéndome en contacto con el investigador a cualquiera de los datos de contacto mencionados anteriormente.

### **RIESGOS**

Entiendo que no existe ningún riesgo para mí durante el desarrollo de esta investigación.

También podré hacer preguntas sobre mis inquietudes con respecto a este estudio, y obtendré respuestas claras.

### **CONFIDENCIALIDAD**

La investigadora también aclaró que la directora del Colegio Técnico Jaime Pardo Leal IED fue informada sobre el presente estudio; sin embargo, esta investigación se realiza de manera independiente y responde a una necesidad encontrada desde la Maestría de Mediación Pedagógica en el Aprendizaje del Inglés de la UNAD que ella cursa. Los datos personales de los participantes no serán divulgados en ningún momento.

**PROTECCIÓN DE DATOS**

Se me informó que mi nombre será cambiado por un código o letra para proteger mi identidad cuando esta investigación sea publicada, y estoy de acuerdo con los métodos de recolección de datos.

**CONSENTIMIENTO**

Entiendo la información que se me ha proporcionado, el propósito de este estudio y que mi participación es voluntaria, y que puedo retirarme de la participación en cualquier momento que lo desee, que recibiré una copia de este consentimiento y que mi información personal será protegida durante este proceso. Acepto voluntariamente participar en el uso de los métodos de recogida de datos seleccionados por el investigador y autorizo a la grabación de la entrevista para su posterior análisis.

Iniciales del nombre y apellido: \_\_\_\_\_

Firma del participante: \_\_\_\_\_ Fecha: 30 de abril 2024.

Firma del investigador: \_\_\_\_\_ Fecha: 30 de abril de 2024

I was informed that my participation is voluntary, and I could express any doubt or withdrawal of participation by contacting the investigator to any of the contact information mentioned above.

### **RISKS**

I understand there is no risk for me during the development of this research. I also could ask her questions about my concerns regarding this study, and I will obtain clear answers.

### **CONFIDENTIALITY**

The researcher also clarified that Colegio Técnico Jaime Pardo Leal IED principal was informed about the current study; however, this research is carried out independently and it respond to a need found from the Master of Pedagogical Mediation in English Learning at UNAD which is coursed by her. The personal information of the participants will not be divulged at any time.

### **DATA PROTECTION**

I was informed that my name will be changed by a code or letter to protect my identity when this research be published, and I agree with the data collection methods.

### **CONSENT**

I understand the information provided to me, the purpose of this study and that my participation is voluntary, and I may withdraw from participation at any time I wish, that I will receive a copy of this consent and that my personal information will be protected during this process. I voluntarily agree to participate in the use of the data collection methods selected by the investigator and authorize the recording of the interview for later analysis.

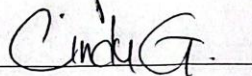
Name and last name initials:

Participant's signature:



Date: May 15<sup>th</sup>, 2024

Investigator's signature:



Date: May 15<sup>th</sup>, 2024

Galaxy A52

*Note.* This document was designed to obtain voluntary informed consent from participating teachers. Anonymity and ethical use of the data were ensured.

## Appendix C

### *Semi-structured interview for students*

#### **Entrevista Semi Estructurada (7 grupo focal estudiantes de grado noveno)**

**Objetivo:** Explorar los factores psicológicos que afectan el aprendizaje del inglés en estudiantes de noveno grado

#### **Introducción**

Explicación del propósito de la entrevista, confidencialidad de las respuestas y la participación voluntaria (se explica a los estudiantes que sus respuestas no afectaran su nota de ingles ni positiva ni negativamente).

#### **Bienestar emocional**

1. ¿Cómo se sienten en clases de inglés?
2. ¿Qué dificultades encuentran en el aprendizaje del inglés?
3. ¿Experimentan estrés o ansiedad relacionados con el aprendizaje del inglés?
4. ¿Se han sentido alguna vez abrumados por las exigencias del aprendizaje del inglés?
5. ¿Cuáles creen que son los mayores obstáculos para mejorar su nivel de inglés?
6. ¿Cómo han afrontado las emociones negativas que surgen cuando aprenden inglés?
7. ¿Pueden describir algún momento en el que el aprendizaje del inglés les haya producido alegría o satisfacción?
8. ¿Qué situaciones los desaniman o dificultan su aprendizaje del inglés?
9. ¿Qué aspectos del proceso de aprendizaje del inglés les resultan más difíciles de manejar?

**Preguntas Complementarias:**

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**Contexto y experiencia en el aprendizaje del inglés**

10. ¿Creen que en estos años de aprendizaje su nivel de inglés ha mejorado?
11. ¿Cómo describirían su experiencia en el aprendizaje del inglés?
12. ¿Hacen actividades relacionadas con el inglés fuera del colegio? ¿Cuáles?
13. ¿Creen que tienen puntos fuertes en el aprendizaje del inglés? ¿Cuáles?

**Preguntas Complementarias:**

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**Motivación y compromiso**

14. ¿Qué aspectos o situaciones les ayudan a sentirse más motivados a aprender inglés?
15. ¿Cómo describirían la actitud general de los estudiantes hacia el aprendizaje del inglés en su curso?
16. ¿Qué estrategias o recursos utilizados por los profesores les han ayudado en su aprendizaje del inglés?

17. ¿Hay algún cambio o mejora que les gustaría ver en el proceso de enseñanza y aprendizaje del inglés en nuestro colegio?

18. ¿Qué experiencias positivas has tenido en su proceso de aprendizaje del inglés?

**Preguntas Complementarias:**

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**Influencia del profesor en el aprendizaje del inglés**

19. ¿Han encontrado estrategias útiles que sus profesores hayan utilizado para enseñarles inglés?

¿Por qué les parecen eficaces?

20. ¿Cómo perciben la actitud y motivación de sus profesores hacia la enseñanza del inglés, y crees que esto influye en su propio interés y motivación por aprender el idioma?

21. ¿Qué comportamientos o características de tus profesores creen que les ayudan más en el aprendizaje del inglés?

22. ¿Qué estrategias o recursos utilizados por los profesores les han ayudado en su aprendizaje del inglés?

23. ¿Cómo describirían la relación entre ustedes y sus compañeros con los profesores de inglés en el Colegio?

24. ¿Qué sugerencias tienen para ayudar a otros estudiantes a mejorar su aprendizaje del inglés?

25. ¿Hay algún cambio o mejora que les gustaría ver en el proceso de enseñanza y aprendizaje del inglés en nuestro colegio?

**Preguntas Complementarias:**

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**5. Cierre**

Agradecer su participación y reiterar la confidencialidad de los datos.

*Note.* This interview was developed by the author to explore students' perspectives related to the research topic. Participation was anonymous and voluntary.

## **Appendix D**

### *Semi-structured interview for teachers*

#### **Semi-structured interview: (for English teachers at school)**

**Objective:** To explore information about psychological factors of English learning in ninth-grade students from teachers' and students' perspectives.

#### **Introduction:**

It is explained to the participating teacher that their data will be handled confidentially and that the interview is part of a research project that aims to collect their perspective on some of the factors that affect the learning of ninth grade students in the learning of English at the Colegio Técnico Jaime Pardo Leal IED.

#### **Motivation and Engagement:**

1. What is your opinion about the level of motivation that students show in their English learning process?
2. What aspects do you think influence the motivation of students to learn English at our institution?
3. What strategies do you implement to maintain and increase student motivation throughout the school year?

4. What is your perception of the relationship between students' motivation and their academic performance in learning English?

**Emotional well-being:**

5. Do you think students feel confident about their skills when they put them into practice in the classroom?
6. What are the challenges students face in learning English?
7. Do you think students experience any stress or anxiety related to English learning?
8. What do you think are the most common emotions that students experience in their English learning process?
9. Do you think students have some strategies that allow them to control their negative emotions when they are learning English? Which?

**Attitude toward English learning:**

10. From your experience, how would you describe the attitude of students in the classroom?
11. What is your opinion about the level of effort that students are willing to put into their English learning?
12. What factors do you think influence students' willingness to put effort in English learning?
13. Do you think students consider English as something important for their life? Why?

**Autonomy and self-regulation:**

14. How would you describe students' autonomy in their learning process in class and out of the classroom?
15. Do you think students implement strategies to improve their English language learning skills? Which?
16. Do you think that students make a conscious and reflective evaluation in their learning process?

**Teacher's influence**

17. Do you feel motivated to teach English to your students in class?
18. What alternatives do you implement to support and develop self-regulation in students' English language learning?
19. Do you try to implement different innovative resources in your English classes?
20. How do you think students' English language teaching and learning processes can be improved in this school?

**Entrevista semiestructurada: (para profesores de inglés en el colegio)**

**Objetivo:** Recopilar información sobre los factores psicológicos del aprendizaje del inglés en estudiantes de noveno grado desde la perspectiva de profesores y alumnos.

**Introducción:**

Se le explica al docente participante que sus datos serán manejados de manera confidencial y que la entrevista hace parte de un proyecto de investigación que pretende recoger su perspectiva sobre algunos de los factores que inciden en el aprendizaje de los estudiantes de grado noveno en el aprendizaje del inglés en el Colegio Técnico Jaime Pardo Leal IED.

**Motivación y compromiso:**

1. ¿Cuál es tu opinión sobre el nivel de motivación que muestran los estudiantes durante su proceso de aprendizaje del inglés en clases?
2. ¿Qué aspectos crees que influyen en la motivación de los estudiantes para aprender inglés en nuestra institución?
3. ¿Qué estrategias implementas para mantener e incrementar la motivación de los estudiantes en tus clases a lo largo del año escolar?
4. ¿Cuál es tu percepción de la relación entre motivación de los estudiantes y su rendimiento académico en el aprendizaje del inglés?

**Bienestar emocional:**

5. ¿Crees que los estudiantes se sienten seguros de sus habilidades cuando las ponen en práctica en el aula?
6. ¿Según tu experiencia cuáles crees son los retos más comunes a los que se enfrentan los alumnos en el aprendizaje del inglés del colegio?
7. ¿Crees que los estudiantes experimentan algún tipo de estrés o ansiedad durante al proceso de aprendizaje del inglés?
8. ¿Cuáles son las emociones más comunes que muestran los estudiantes en su proceso de aprendizaje del inglés?
9. ¿Crees que los estudiantes tienen algunas estrategias que les permiten controlar sus emociones negativas cuando están aprendiendo inglés? ¿Cuáles?

**Actitud hacia el aprendizaje del inglés:**

10. ¿Desde tu experiencia, ¿cómo describirías la actitud de los estudiantes en el aula en clases de inglés?
11. ¿Cuál es tu opinión sobre el nivel de esfuerzo que los estudiantes están dispuestos a poner en su aprendizaje del inglés?
12. ¿Qué factores crees que influyen en la disposición de los alumnos a esforzarse en el aprendizaje del inglés?
13. ¿Crees que los alumnos consideran el inglés como algo importante para su vida? ¿Por qué?

**Autonomía y autorregulación:**

14. ¿Cómo describirías la autonomía de los alumnos en su proceso de aprendizaje en clase y fuera de ella?
15. ¿Crees que los estudiantes ponen en práctica estrategias para mejorar su capacidad de aprendizaje del inglés? ¿Cuáles?
16. ¿Crees que los alumnos realizan una evaluación consciente y reflexiva en su proceso de aprendizaje?


**Influencia del profesor:**

17. ¿Te sientes motivado para enseñar inglés a tus alumnos en clase?
18. ¿Qué alternativas implementas para apoyar y desarrollar la autorregulación en el aprendizaje del inglés de los estudiantes?
19. ¿Tratas de implementar diferentes recursos innovadores en tus clases de inglés?
20. 20. ¿Cómo crees que se pueden mejorar los procesos de enseñanza y aprendizaje de la lengua inglesa de los estudiantes del colegio?

*Note.* This instrument was created to collect qualitative data from teachers regarding their views and experiences. All participants gave informed consent.


## Appendix E

### *Survey for students*



# ***Factores psicológicos que afectan el aprendizaje del inglés***

Mi nombre es Cindy Guatavita, profesora de inglés en el Colegio Técnico Jaime Pardo Leal IED en Bogotá. Estoy realizando mi tesis de grado en la Maestría en Mediación Pedagógica del inglés en la UNAD titulada: "*Factores psicológicos que afectan el aprendizaje del inglés en estudiantes de noveno grado del Colegio Técnico Jaime Pardo Leal IED de Bogotá*" con el propósito de comprender cuales son los factores psicológicos que afectan el aprendizaje del inglés en estudiantes de noveno grado como tú. Por favor, califica tu posición según cada afirmación utilizando las opciones dadas.

1. Selecciona tu rango de edad \* 

13-14

14-15

15-16

16-17

2. Motivación. Por favor, califica tu posición según cada afirmación utilizando la siguiente escala de valoración. Totalmente en desacuerdo (1) En desacuerdo (2) Ni de acuerdo ni en desacuerdo (3) De acuerdo (4) Totalmente de acuerdo (5) \*

	1	2	3	4	5
Me siento motivado/a para aprender inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me esfuerzo más en las actividades en inglés cuando estoy motivado.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encuentro retos emocionantes cuando aprendo inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disfruto con el proceso de aprender inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encuentro útiles las clases de inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tomo la iniciativa de buscar recursos adicionales para mejorar mis conocimientos de inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Esfuerzo. Por favor, califica tu posición según cada afirmación utilizando la siguiente escala de valoración. Totalmente en desacuerdo (1) En desacuerdo (2) Ni de acuerdo ni en desacuerdo (3) De acuerdo (4) Totalmente de acuerdo (5) \*

	1	2	3	4	5
Hago esfuerzo adicional en practicar el inglés fuera de clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pongo mi esfuerzo en comprender conceptos difíciles en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doy lo mejor de mí en las tareas y actividades en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que el inglés es una de las asignaturas más importantes del colegio y por eso me esfuerzo en hacer las actividades y en aprender.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que puedo mejorar mi nivel de inglés si me esfuerzo al máximo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soy consciente de que la práctica frecuente del inglés me permitiría mejorar mi aprendizaje.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Confianza. Por favor, califica tu posición según cada afirmación utilizando la siguiente escala de valoración. Totalmente en desacuerdo (1) En desacuerdo (2) Ni de acuerdo ni en desacuerdo (3) De acuerdo (4) Totalmente de acuerdo (5) \*

	1	2	3	4	5
Me siento seguro hablando inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me siento seguro de mi capacidad para aprender inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estoy dispuesto a cometer errores al practicar inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me siento capaz de aprender inglés por mí mismo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Autonomía. Por favor, califica tu posición según cada afirmación utilizando la escala de valoración. \*

	1	2	3	4	5
Dedico tiempo regularmente a estudiar inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Busco activamente oportunidades para mejorar mi inglés, como ver películas, leer libros, usar aplicaciones o escuchar música en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizo mi tiempo de estudio de inglés en casa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soy responsable de mis progresos en el aprendizaje del inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Siento que tengo control sobre mi aprendizaje del inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De vez en cuando reflexiono sobre mi aprendizaje del inglés, por ejemplo, mis puntos fuertes, identifico las habilidades que puedo mejorar y las estrategias que podrían facilitar mi aprendizaje del inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Me marco objetivos personales para mejorar mi aprendizaje del inglés y trabajo para alcanzarlos.

Tengo algunas estrategias para aprender inglés de acuerdo con mis necesidades y objetivos de aprendizaje. Por ejemplo, busco ayuda del docente de inglés, establezco horarios de estudio, busco enlaces o herramientas de práctica online, entre otras.

6. Contexto social y global en el aprendizaje del inglés. Por favor, califica tu posición según cada afirmación utilizando la siguiente escala de valoración. Totalmente en desacuerdo (1) En desacuerdo (2) Ni de acuerdo ni en desacuerdo (3) De acuerdo (4) Totalmente de acuerdo (5)

\*

**1**                      **2**                      **3**                      **4**                      **5**

Creo que el inglés es una herramienta valiosa para la comunicación en un mundo globalizado.

Creo que aprender inglés puede ampliar mis perspectivas y ayudarme a comprender diferentes culturas.

7. Importancia de la lengua inglesa para el desarrollo personal y profesional. Por favor, califica tu posición según cada afirmación utilizando la siguiente escala de valoración. Totalmente en desacuerdo (1) En desacuerdo (2) Ni deacuerdo ni en desacuerdo (3) Deacuerdo (4) Totalmente deacuerdo (5)

\*

	1	2	3	4	5
Creo que los conocimientos de inglés son esenciales para muchas carreras en la economía global actual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que aprender inglés es importante para mi futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Enviar

*Note.* This survey was designed by the author to gather quantitative data from students.

Responses were anonymous and participants could withdraw at any time.

## Appendix F

### *Focus Group Pre-coding Process*

Category	Subcategory	Codification by color	Expression
Emotional experience in learning English	Positive feelings	Purple	<p>St1: "Pues a mí me gusta mucho la clase de inglés, es mi clase favorita, me parece lo más chévere del mundo"</p> <p>St2: "me encanta el inglés y siento que es muy importante aprenderlo obviamente porque sirve para absolutamente todo"</p> <p>St3: "Pues a mí me gusta mucho la clase de inglés porque en la clase de inglés puedo aprender, pues sí, para mi futuro porque de pronto me</p>

toque un trabajo en  
inglés o algo así y sí me  
gusta”

St:4“a mí me ha dado  
alegría cuando yo puedo  
entender y puedo hacer  
un ejercicio ya con las  
palabras que yo mismo  
me he memorizado y eso  
es lo que me da más  
alegría”

St5:“A mí me gusta  
mucho la clase de inglés  
porque en la clase de  
inglés puedo aprender  
para mi futuro porque de  
pronto me toque un  
trabajo en inglés o algo  
así y sí me gusta que  
hubieran más horas.  
Pues me ha dado alegría  
saber que puedo

mantener una  
 conversación en inglés o  
 entender lo que están de  
 lo que se está hablando  
 muchas veces en clase”

Negative feelings

Blue

St1: “como que al usted  
 no aprender inglés y  
 tener esa presión de que  
 tiene que aprender  
 inglés, es como muy,  
 muy... Como  
 tensionante”

St2: “Tensionante porque  
 pues usted tiene que  
 aprenderlo si no se le  
 van a hacer muchos  
 errores. Y pues también,  
 o sea, a mí  
 personalmente no se me  
 dificulta mucho, pero sé  
 que hay amigos que pues

sí se les dificulta y es, o sea, debe ser frustrante”

ST3: “No por nada, no por nada, pero cuando a veces hay como una persona que sabe o, o sea, sobresale en el inglés, es un poquito como, como, ah, o sea, no es malo porque la verdad es muy chévere que sepa y todo, pero a veces como que tú te sientes como, ay, ¿por qué no tengo ese nivel? o ¿por qué no he avanzado tanto? o ¿por qué siento que estoy tan atrasada? son muchas cosas”

ST4: “a veces me, me pongo triste o bravo que no entienda bien las palabras en inglés”

Factors that hinder learning	Red	<p>ST1:“También que, o sea, yo siento que, o sea, sea colegio, público, privado, ya todos deberían estar especializados para que una persona por lo menos salga con un nivel más alto del promedio de inglés”</p> <p>ST2:“Yo digo que también la falta de constancia también afecta porque, digamos, si usted no es tan constante al aprender inglés pues se le va a dificultar más”</p>

St3: "Es que a veces uno como que se frustra al no entender varios temas o que pronto uno como que no entiende y no tiene como alguien ahí en el momento como para decirle, como explíqueme esto, algo así"

St4: "Siento que como pues no todos los profesores tienen la misma manera de explicar tal vez a algunos se les complique por esa parte porque pues mientras más el profesor se lo simplifica a usted usted lo entiende y se le

queda grabado más  
fácilmente”

St5: “solo que a veces  
siento que nos ponen  
cosas demasiado fáciles  
como tan básicas que tú  
en general te da pereza  
hacer la actividad porque  
la entiendes a la  
perfección”

St6: “No. Yo a veces,  
pues no es muy  
recurrente porque a  
veces la verdad  
procrastino  
mucho”... “me falta es  
como constancia y más  
juicio”

St7: “A mí me falta es la  
concentración, porque no

sé si a muchos les pasa,  
pero yo me desconcentro  
hasta si pasa una mosca,  
entonces yo me quedo  
mirándole y me  
desconcentro de todo lo  
que yo hago”

St1:“Yo no tengo ningún  
punto fuerte”

Motivators for  
learning English

Green

St1:“Las oportunidades que nos dan a veces. Por ejemplo, lo de la beca para el conservatorio”

St2:“O sea, pues no sé, en lo personal a mí me dio alegría, porque siento que aparte de las horas que voy a estar acá, puedo estar mucho más tiempo y tal vez no sea como desentenderme con el inglés”

St3:“Para mí tengo dos. Una de mis metas es en las pruebas a ver, pues sacarme una beca en la nacional, así. Y la otra es ver cómo otras personas saben más que uno, le impulsan a uno a mejorar respecto a ese tema”

St4:“Pues el hecho de ver como que mis compañeros pueden saber un poco más de inglés, como que me ayuda a mejorar porque yo quiero estar a su nivel”

Influence of methodology and teacher's attitude

Orange

St1:Siento que como, pues no todos los profesores tienen la misma manera de explicar, tal vez a algunos se les complique por esa parte porque pues mientras más el profesor se lo simplifica a usted, usted lo entiende y se le queda grabado más fácilmente

St2: Los cuadros que tú  
haces como, primero va  
digamos a objetivos,  
después verbo, después  
no sé qué, ¡uy! me  
encanta

St3: Lo de la actividad  
que hiciste con el Tingo  
Tingo Tango para lo del  
spelling, sí, lo del letreo,  
eso. Lo de, por decir,  
tener solo una clase en  
inglés, o sea  
completamente en inglés  
sin traducciones y sin  
nada, nos puede ayudar  
mucho

St4: Sí, porque, bueno,  
por ejemplo, con usted,  
con usted, por ejemplo,  
tenemos actividades,

siempre llega con algo o  
sí, con un juego y es  
muy chévere. Y pues  
dependiendo de la  
actitud que tengan los  
profesores para enseñar,  
uno pues aprende, sí,  
porque por ejemplo si es  
una profesora así toda  
marginada, así toda  
regañada y tal, pues  
obviamente no dan ganas  
de hacer nada

St5:Que tal vez influye  
mucho la actitud del  
maestro al hacer las  
cosas, porque si alguien  
llega con una actitud  
pesada del salón, pues el  
salón no va a querer  
trabajar en general con  
esa persona. Y pues

tampoco lo va a dejar dar  
su clase en paz

St6:El ánimo, porque  
los, como tú tienes buen  
ánimo, eso me motiva  
más como así para ver el  
inglés de otra manera  
que me pueda ayudar. El  
hecho de hacer las clases  
más dinámicas siento  
que ayuda mucho en el  
aprendizaje, ya que, pues  
como todavía somos  
niños, pues aprendemos  
jugando

Student's Suggestions for Improvement	Pink	St1:Me gustaría que experimentáramos con un nivel de pronto más
---	------	---

alto, tipo el nivel que se  
usa en once o que toda la  
clase sea en inglés, así  
uno como que se va  
memorizando y saber  
que pues uno sí puede  
hablar en inglés, o sea,  
que uno sí la va a  
entender

St2: Más horas. Más  
horas. Pues más  
actividades dinámicas  
como la que acaba de  
decir, lo del Tingo Tingo  
Tango, porque como son  
juegos como que  
generan más emoción y  
pues hay gente que es  
muy competitiva, como  
por ejemplo los recursos  
somos muy  
competitivos, entonces

como que genera como  
más ganas de hacerlo  
bien

St3:Que hubiera más  
tiempo o que añadieran  
algo para poder aprender  
más y saber más en clase  
de inglés. Pues me  
gustaría que por ejemplo  
que pusieran unos  
descansos, actividades  
que uno hiciera, que uno  
pudiera hacer en inglés

St4:Que empezáramos a  
usar la sala de inglés que  
tenemos en el colegio y  
hacerla más amplia  
porque sólo la están  
usando los de primaria y  
si recordamos  
anteriormente había

computadores en los que  
hacíamos actividades,  
por decirlo así, un poco  
más salidas de la rutina y  
más dinámicas y yo  
siento que podríamos  
aprender más ahí

*Note.* This coding process represents the preliminary analysis of focus group data. Codes were assigned inductively based on the participants' answers.

## Appendix G

### *Teacher's Interviews Coding Process*

Category	Subcategory	Example from transcription	Source
Emotional Experience	Positive Feelings	"Cuando entienden es un sentimiento de satisfacción personal, de orgullo."	T1
		"Los estudiantes mostraban alegría cuando recibieron respuesta a sus cartas."	T2
	Negative Feelings	"La primera emoción que sienten es frustración y después rabia porque ellos me lo han dicho."	T1
		"Algunos estudiantes se frustran porque no logran entender o ejecutar lo aprendido."	T2
Factors Hindering Learning	External Factors	"En algunos casos no contaban con el servicio de internet para poder participar."	T2
		"El laboratorio de bilingüismo no tiene suficientes equipos, lo que limita los avances."	T2

	Internal Factors	"Creo que los estudiantes no saben manejar la frustración ni sus emociones negativas."	T1
		"Muchos no hacen nada en casa; dependen totalmente de las clases."	T1
Motivators for Learning	Peer Influence	"El grupo de conversación con adolescentes de Denver motivó a los estudiantes."	T2
		"Sus pares a veces explican mucho mejor de lo que puede hacer uno."	T1
	Opportunities	"Los proyectos bajo contextos reales, como el intercambio de cartas, les motivaron mucho."	T2
		"Cuando ven su progreso por medio de actividades tecnológicas, se motivan más."	T1
Influence of Methodology	Methodology	"Las ayudas visuales como PowerPoint y videos son súper importantes para complementar los temas."	T1
	Impact	"Es importante enfatizar para qué sirve la gramática y mostrar su aplicación práctica."	T2

	Teacher's Attitude	"Creo que mi motivación influye en los estudiantes; cuando estoy motivada, ellos también lo notan."  "Cuando los estudiantes ven que el docente está comprometido, ellos responden mejor."	T1  T2
Suggestions for Improvement	Increased Class Time	"Creo que con una mayor intensidad horaria podríamos alcanzar mejores resultados."  "Más horas de inglés serían ideales, pero es difícil por ser un colegio técnico."	T2  T1
	Dynamic Activities	"Los proyectos reales como hablar con adolescentes de otras culturas motivan más que actividades convencionales."  "Las actividades interactivas permiten que los estudiantes se motiven al ver su progreso."	T2  T1
	Resource implementation	"Habilitar la sala de bilingüismo con más equipos permitiría avances individuales."  "Tener herramientas tecnológicas que den retroalimentación automática puede ayudar a evitar que los estudiantes lo vean como regaños del profesor."	T2  T1

*Note.* This appendix shows the coding structure derived from teachers' interviews. The process was guided by thematic analysis principles.

## Appendix H

### *Contrast students and teacher's matrix*

Category	Subcategory	Student insights	Teacher insights	Common and divergent aspects
Emotional Experience	Positive Feelings	"A mí me gusta mucho la clase de inglés... me parece lo más chévere del mundo." (S)	"Cuando entienden es un sentimiento de satisfacción personal, de orgullo." (T1)	Students express enthusiasm for learning, while teachers recognize specific triggers for student pride.
		"Me da alegría saber que puedo mantener una conversación en inglés." (S)	"Los estudiantes mostraban alegría cuando recibieron respuesta a sus cartas." (T2)	Teachers observe that external validation (e.g., feedback from others) enhances positive feelings.

Negative Feelings	"Es tensionante porque si no se aprende inglés, se cometen muchos errores." (S)	"La primera emoción que sienten es frustración y después rabia porque no logran entender." (T1)	Students feel pressure to avoid mistakes, while teachers focus on frustration as a barrier to learning.
	"Me pongo triste o bravo cuando no entiendo bien las palabras en inglés." (S)	"Algunos estudiantes se frustran porque no logran entender o ejecutar lo aprendido." (T2)	Both perspectives emphasize frustration but vary in the perceived source of this emotion.
Factors Hindering Learning	External Factors "El colegio público debería salir con un nivel más alto en inglés." (S)	"En algunos casos no contaban con el servicio de internet para participar en actividades virtuales." (T2)	Students identify systemic issues, while teachers highlight logistical challenges

affecting  
participation.

	"La falta de horas de clase hace que olvidemos lo aprendido rápidamente." (S)	"El laboratorio de bilingüismo no tiene suficientes equipos, lo que limita los avances." (T2)	Both agree on limited resources, but teachers focus on infrastructure while students emphasize time.
Internal Factors	"Me falta concentración porque me desconcentro con cualquier cosa." (S)	"Creo que los estudiantes no saben manejar la frustración ni sus emociones negativas." (T1)	Students point to distractions, while teachers emphasize emotional management as an internal challenge.
	"Siento que la procrastinación afecta mi aprendizaje." (S)	"Muchos no hacen nada en casa y dependen totalmente de las clases." (T1)	Both recognize a lack of initiative, with students framing it as

				procrastination and teachers as dependency.
Motivators for Learning	Peer Influence	"Ver que mis compañeros saben más inglés me impulsa a mejorar." (S)	"Sus pares explican mucho mejor de lo que puede hacer uno." (T1)	Both students and teachers agree that peers are a strong influence on motivation and understanding.
		"Los compañeros motivan al intentar alcanzar el mismo nivel." (S)	"El grupo de conversación con adolescentes de Denver motivó a los estudiantes." (T2)	Students note peer competitiveness, while teachers highlight collaborative projects as motivators.
	Opportunities	"Las oportunidades como becas impulsan mi	"Proyectos reales como el intercambio de cartas motivan	Students focus on long-term benefits, while teachers emphasize

		interés en inglés." (S)	mucho a los estudiantes." (T2)	immediate, real- world applications.
Influence of Methodology and Teacher's Attitude	Methodology Impact	"Las actividades dinámicas como juegos y el Tingo Tingo Tango ayudan al aprendizaje." (S)	"Las ayudas visuales como PowerPoint y videos son súper importantes." (T1)	Students value gamification, while teachers rely on structured visual aids and technology.
		"Es importante tener clases más prácticas y totalmente en inglés." (S)	"Proyectos con un enfoque comunicativo ayudan a aplicar los conocimientos." (T2)	Both value practical approaches, but students focus on immersive English use while teachers highlight communicative projects.
	Teacher's Attitude	"El ánimo del profesor influye; si están motivados,	"Creo que mi motivación influye en los estudiantes;	Both agree that teacher motivation

		nosotros también." (S)	cuando estoy motivada, ellos también lo notan." (T1)	directly impacts student engagement and attitudes.
		"Profesores con buena actitud generan mejores resultados en el aprendizaje." (S)	"Cuando los estudiantes ven que el docente está comprometido, ellos responden mejor." (T2)	Teachers and students align on the importance of the teacher's positive engagement.
Suggestions for Improvement	Increased Class Time	"Necesitamos más horas de inglés para reforzar lo aprendido." (S)	"Más horas de inglés serían ideales, pero es difícil por ser un colegio técnico." (T1)	Both agree on the need for more class hours but acknowledge institutional constraints.
	Dynamic Activities	"Actividades fuera de lo rutinario ayudan a aprender mejor, como en la sala de inglés." (S)	"Los proyectos reales como hablar con adolescentes de otras culturas"	Students emphasize dynamic classroom activities, while

		motivan más."	teachers
		(T2)	consider cultural exchanges effective.
Resource	"Deberíamos usar	"Tener	Both value
Implementation	más herramientas tecnológicas en las clases de inglés." (S)	herramientas tecnológicas que den retroalimentación automática puede ayudar." (T1)	technology, with students suggesting general implementation and teachers focusing on feedback tools.

*Note.* This matrix summarizes and contrasts key findings from both student and teacher data sources, facilitating comparative analysis.