

The influence of emotions in learning English from a biopedagogical perspective

*La influencia de las emociones en el aprendizaje del Inglés
desde una perspectiva biopedagógica*

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ABSTRACT

This article analyses learners' emotional side from a biopedagogical perspective in language learning and the main purpose it presents is to promote the incorporation of biopedagogy in language learning, taking into account that love biology and positive emotions have a favorable effect on the teaching and learning processes. For this reason, this article gives three proposals to improve the pedagogical mediation processes in language learning. The first proposal is to apply a biopedagogical methodology in educational centers to rescue and affirm human. The second proposal is to abandon old educational practices and start to change. And the third proposal is to include collaborating work as a mediation tool to promote in cooperation skills among students, with teacher being a mediator between the search for innovation and the complexity of learning.

In closing, the teacher needs to be a mediator par excellence and shape those students' negative emotions into meaningful emotions that help them learn languages in a happier and more motivating way.

RESUMEN

Este artículo analiza el lado emocional de los aprendices desde una perspectiva biopedagógica en el aprendizaje de idiomas y el propósito principal que presenta es promover la incorporación de la biopedagogía en el aprendizaje de idiomas, teniendo en cuenta que la biología del amor y las emociones positivas tienen un efecto favorable en los procesos de enseñanza y aprendizaje. Por ello, este artículo entrega tres propuestas para mejorar los procesos de mediación pedagógica en el aprendizaje de lenguas. La primera propuesta es aplicar una metodología biopedagógica en los centros educativos para rescatar y afirmar al ser humano. La segunda propuesta es abandonar viejas prácticas educativas y empezar a cambiar. Y la tercera propuesta es incluir el trabajo colaborativo como herramienta de mediación para promover en los estudiantes habilidades de cooperación, siendo el docente un mediador entre la búsqueda de la innovación y la complejidad del aprendizaje. Para terminar, el docente debe ser un mediador por excelencia y convertir las emociones negativas de esos alumnos en emociones significativas que les ayuden a aprender idiomas de una manera más feliz y motivadora.

Palabras clave:

KEYWORDS:

language
learning, emotion,
biopedagogy, love
biology, mediator
teacher

PALABRAS CLAVE:

aprendizaje
de idiomas,
emoción,
biopedagogía,
biología del
amor, profesor
mediador.

INTRODUCTION

Nowadays, learning English has become a multicultural task due to globalization in the economic, labor, technological and social fields where English encompasses large and new spaces, occupying an important place in national and international commercial spheres. In addition, it has advantages such a meeting people from different parts of the world, accessing more information about diverse contents, travelling to any country enjoying its culture and reaching better opportunities in all the aspects of daily life. Alhamuddin A. (2022) states “students of this future generation live in the 21st century with new challenges of globalization which is clear by a world that is getting narrower without barriers, greater dependence between nations, increasingly fierce competition, dense information, strong communication, and openness”.

People want to learn English, but this learning involves several emotional processes that have to do with positive emotions and attitudes. In accordance to De Ruiter, N. (2019, quoting Byrnes, 2013 and Dewaele, 2015) an assertive teacher-student interrelation takes part a key role in the process of language learning and the emotions are an important part of this process. This article presents an analysis of the emotional side of learners from a biopedagogical perspective in language learning. Emotions are been defined as feelings or body dynamics that directly induce movement or a change in attitude, which entail have a healthy and respectful relationship between teachers and students; this may have a positive impact on their academic and personal performance. Both education and family, as the basis of society are responsible for rising people with values and a critical sense towards a stable future. Without a correct guidance on the conservation of self-care, the others

and the environment; we will live in a society increasingly affected by indifference and lack of love.

In this way, it is essential to change from a traditional and rigid technique to one impregnated with affection and love, that is, to give s twist to a biopedagogical methodology. When talking about biopedagogy, the issue of emotions has to necessarily be addressed. It is difficult to give a single definition to emotion. MacIntyre (2012 quoting Reeve, 2005) proposes a multidimensional definition: “emotions are short-lived, feeling arousal-purposive-expressive phenomena that help us adapt to the opportunities and challenges we face during important life events” (MacIntyre, p. 193).

However, this idea could be contrasted with the definition given by Maturana (2001) in his book *Emociones y lenguaje en educación y política*, who says emotions are body dynamics that specify their domains of action in which we move (p.45). These two meanings have a common connotation about emotions that suggest that there is movement or change when emotions arise. To explain this, let us give an example: when a teacher treats his students with love and affection, they will react positively to that stimulus. On the contrary, if they are treated harshly, they will also react, but with the opposite effect. When teachers have this type of attitude with students, they could generate blocks or a negative impact in their learning process, which makes it difficult for them to understand the contents and affects their motivation level. Mendez (2011) states that “a positive teacher attitude and appropriate interpersonal skills are important”.

Consequently, there is a growing need to include biopedagogy in pedagogical activities. What is biopedagogy? According to Devia (2018), it is a system that enhances

intelligence and the formation of values". A mediator teacher, who uses biopedagogy to educate, creates a better world from the classroom, and students experience an ethic of care for themselves, for others, and for the environment. Devia (2018) classifies biopedagogy as an emerging paradigm; in other words, it is based on human values, concepts of chaos, uncertainty, complexity, emergency, and holism. The challenge of biopedagogy is to achieve, through love biology and positive emotions, more meaningful teaching and learning processes for students.

When it comes to language learning, students should not feel frustrated or fearful; On the contrary, teachers are responsible for promoting their abilities and talents for their own benefit and for others. According to Mendez (2011), foreign language learners are susceptible to feel a variety of emotions and feelings during this educational process depending on internal and external aspects. Teachers are capable of making the dreams of students possible or killing those dreams through attitudes towards them. Mendez (2011), quoting Immordino-Yang and Damasio (2007), declares: "When we educators fail to appreciate the importance of students' emotions, we fail to appreciate a critical force in students' learning."

Figure 1. Perceived impact of negative emotions on learning

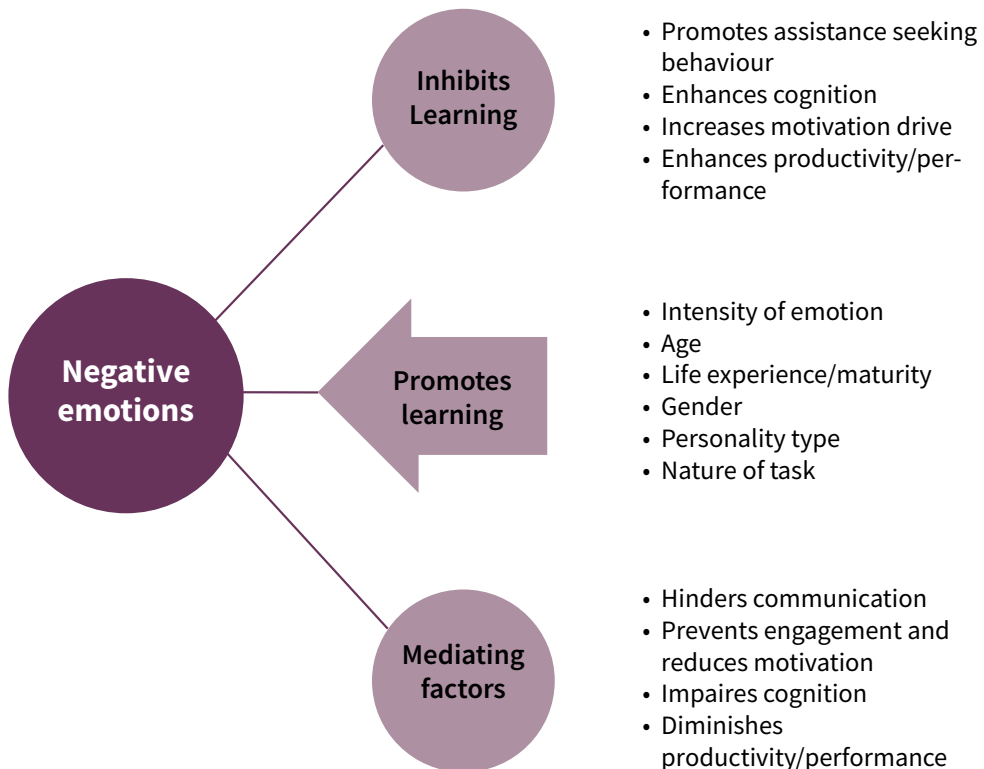


Figure 1 shows the result of a study of the role of emotions in adult learning and achievement, in which participants reported that negative emotions can have either a positive or negative impact on different areas of functioning, suggesting a complex relationship between negative emotions and learning (Rowe, A., Fitness, J.,2018).

Teachers are responsible for making people happier in a comprehensive learning process. A student is not a machine that only receives knowledge, but a human being with feelings, thoughts, needs, and, certainly, emotions. If they manage their learners' emotions correctly, they may help their students "make their emotions work for them and not against them" (Mendez, 2011).

PROPOSALS TO IMPROVE THE PEDAGOGICAL MEDIATION PROCESSES IN LANGUAGE LEARNING

This article addresses the influence of emotions on language learning as well as the importance of including biopedagogy together with love biology and positive emotions in teaching and learning processes for this reason, some proposals are given to achieve this goal. The first proposal is to apply a biopedagogical methodology in educational centers to rescue and affirm human values in order to educate more integral people in their personal and academic development. Tébar (2017) states "future education should be fundamental and universal, focused on human nature".

The second proposal is to abandon old educational practices and start to change. Teachers should pave the way for innovation and allow students to explore their creativity. Tébar (2017) says "the educational duty is to generate spaces where students can exercise freedom, autonomy, responsibility, and decision-making."(p.85)

The third proposal is to include collaborating work as a mediation tool to promote in cooperation skills among students, with teacher being a mediator between the search for innovation and the complexity of learning (Tébar, 2017). Through this proposal, students can gain more responsibility, autonomy, and making-decision skills and become owners of their learning.

CONCLUSIONS

This article has explained that emotions have a great influence on language learning processes. These emotions produce changes in students' attitudes, which could be positive or negative depending on the stimuli. For that reason, teachers should adopt a different perspective on education and introduce biopedagogical practices based on love biology.

The teacher must be a mediator par excellence and shape those negative emotions of students into meaningful emotions that help them learn languages in a happier and more motivating way.

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FIGURES

Figure 1 Perceived impact of negative emotions on learning. Rowe, A., Fitness, J. (2018).