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**Applying Emotional and Literary Education in the EFL Classroom to Address
Engagement in the Chilean Context**

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Inglés y Pedagogía en Inglés**

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Abstract

Emotional Education (EE) and Literary Education (LE) are two topics of great interest in educational research as they are non-traditional approaches that promote meaningful learning in the classroom; however, they have not been investigated in depth nor applied in the context of the Chilean education system. This research proposes to incorporate EE and LE to implement interventions centered in creative reading and writing with the purpose of determining the incidence they may have on the engagement of 8th and 10th grade students from San Joaquín, Santiago, as well as evaluating them as possible methodological strategies in EFL teaching. The study has a quasi-experimental design and a mixed-methods approach. Instruments such as pre and post-test, observations and exit tickets were developed to collect information. The obtained results revealed that students have a higher self-perception of their level of engagement and there are indicators of an increased level of participation as well as a development of critical thinking skills after the application of the interventions. The outcome of the investigation suggests that the implementation of EE and LE has an incidence on student engagement and makes the learning process more significant for students. At the same time, it establishes a precedent for further investigation on EE and LE use, in conjunction and each on their own, in the Chilean educational context.

Keywords: Literary Education, Emotional Education, Engagement, Chilean Context, Aesthetics.

La Educación Emocional y la Educación Literaria son dos temas de gran interés en investigaciones educacionales al ser aproximaciones no tradicionales que promueven el aprendizaje significativo en la sala de clases; sin embargo, no han sido investigadas en profundidad ni aplicadas en el contexto del sistema educativo chileno. Esta investigación propone incorporar la Educación Emocional y la Educación Literaria para implementar intervenciones centradas en la lectoescritura creativa, con el propósito de determinar la incidencia que puedan tener en el *engagement* de estudiantes de 8° básico y II° medio de la comuna San Joaquín, en Santiago, a la vez que se les evalúa como posibles estrategias metodológicas en la enseñanza del

Inglés como Lengua Extranjera. El estudio tuvo un diseño cuasiexperimental usando métodos mixtos de investigación con instrumentos como *pre* y *post-tests*, observaciones y tickets de salida que fueron desarrollados para recolectar información. Los resultados obtenidos revelaron que los estudiantes tienen una mayor autopercepción en su nivel de *engagement* al igual que hay indicadores del nivel de participación aumentados, de la misma manera que el desarrollo de habilidades de pensamiento crítico tras la aplicación de las intervenciones. El resultado de esta investigación sugiere que la implementación de la Educación Emocional y Educación Literaria tienen una incidencia en el *engagement* de los estudiantes y hace el proceso de aprendizaje de los estudiantes más significativo. Al mismo tiempo, establece un precedente para futuras investigaciones sobre el uso de Educación Emocional y Educación Literaria, en conjunto y por sí mismas, en el contexto educativo chileno.

Palabras clave: Educación Emocional, Educación Literaria, *Engagement*, Contexto chileno, Estética.

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La luz era tenue,
siempre lo fue en verdad.
No recibí la mano del Estado,
solo su indiferencia burocrática;
cuando miles la reciben por embuste;
mentiroso suficiente no fui.
Incluso siendo mi trabajo vitalicio,
fundamental para una sociedad en auge.
El estado no es humano,
jamás lo será;
los asuntos del estado, para el estado serán,
y eso no cambiará por mí.
Pero aquellos que me dieron la vida,
se pararon frente al estado,
permitiéndome estar donde estoy.
No me dejaron y creyeron en mí.
Para ellxs son mis esfuerzos,
mis alegrías y logros,
mis llantos y fracasos,
para que cuando se posen en el cielo,
descansen en paz sabiendo que lo hicieron admirablemente.
A las personas con quienes comparto et al,
estimo en profundidad su creencia en este proyecto,
y su franqueza al realizarlo,
porque, así como el estado dijo no,
no dijimos al estado también.
Y gracias a ello podemos avanzar,
hacia el futuro que juntxs hemos visualizado,
defendido y creado.

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Applying Emotional and Literary Education in the EFL Classroom to Address Engagement in the Chilean Context

Throughout the history of the Chilean educational system there has been an increasing presence of English language learning. Some experts call it a legacy of globalization, others part of the imperialist trend that the United States' influence left during the dictatorship in the country, but for Chilean people, far from any resentment or rejection towards how English was introduced in the country, it is rather seen as a useful tool for economic, technological or even employment development (Glas, 2008, 2013, as cited by Barahona, 2015). Since then, the English language has established itself as one of the essential subjects in schools, with its four linguistic skills as the basis for its compulsory teaching from 5th grade onwards (Ministerio de Educación, 2013). Apart from providing universality in language teaching, it resulted in further segregation of language learning, firstly because schools can choose whether to teach English in lower grades or not, which means that some students arrive better prepared for their first year of compulsory English schooling compared to others. But at the same time, it is a disadvantage as the compulsory application of the curriculum does not cover the population of private schools in the country, which, not coincidentally, have the best results in English to the point of forming bilingual students (Matear, 2008). The context itself may have an effect on the engagement of students by not stabilizing a norm, to ensure a level ground in experiential learning.

As a consequence of this context, the concern is mainly related to the impersonal use of the language when approaching language learning, for the English language and school subject are considered a trading language, interpreted as a tool to improve the economy by breaking language barriers with possible investors coming from foreign countries; therefore, the national curriculum and the textbooks presented use topics that are mostly centered on neoliberal activities as traveling, job interviews, celebrities and material wealth (Farsani, 2023). This reality is far from what a language is used for, minimizing the use of an exquisite and fruitful process as learning a language to a merely trivial experience; languages are expected to be used to express emotions, and perform countless actions that are artistic, a reality that is not being achieved due to the nature in which the national curriculum is designed, resulting in actively ignoring the diversity of texts that exist to learn English, even when Chilean institutions such as *Santiago en*

100 palabras gathers nationally written pieces and translates them to English for the whole world to read. Similarly, during our pre-service practicum experiences we evidenced not only the lack of interest from students towards English lessons but also the lack of appropriate, emotionally-engaging materials to be implemented. Often, the same methodologies are used, focusing on repetition and memorization of content and neglecting the holistic learning required in a language acquisition process while also hindering the possibility of connecting with students. This situation is not only recognized in this study, as Jaramillo-Janquepe (2022) found that English teachers observe that there is no relation between the textbooks presented by the Chilean Ministry of Education, and the reality lived by students in their specific contexts, providing material that is not close to what students live through on a daily basis, which results in the depersonalization of the learning process of the language by ignoring this fundamental aspect of pedagogy.

In order to address these issues, Literary Education (LE) and Emotional Education (EE) propose a possible solution to solve the lack of engagement from students in the English subject; from the LE perspective, the use of diverse literary texts that are not commonly used in English classes may appeal towards the increase in engagement, these texts are not expected to increase engagement by themselves but by applying them with a planned class with activities that activate the brain in an emotional manner (Maley, 1990; Lazar, 1993); it is at this point in which Emotional Education joins this research, for it suggests the use of emotions to increase students' learning outcomes and motivation towards the class in which these strategies are used, furthermore, EE also includes various pedagogical techniques that can be applied by a teacher to enhance the relationship with their students, resulting in a change of disposition towards any class in which these strategies are applied (Bisquerra, 2011). Therefore, this dissertation will focus on how the use of both LE with an EE approach affects students' engagement in its different areas of interest as behavioral, emotional and cognitive; although results will be mainly focused on the effect on engagement, some other features are expected to be found as a consequence of the implications that applying both LE and EE have in students as critical thinking through literary texts and the development of emotional intelligence to name some expected outcomes different from engagement. The insatiable curiosity that emerges from what

has already been written leads to the following research question: how do Literary Education and Emotional Education affect students' engagement in the English subject?

Chapter I: Problematizing Literary Education in Chile and the Genesis of this Dissertation

<https://apastyle.apa.org/style-grammar-guidelines/paper-format/headings>

Problem Statement

English Curriculum and its Purpose Towards Acquiring EFL in Chile

The use of English in Chile has acquired more relevance throughout the years, aimed at the idea of inserting Chile in a global world and enhancing its economic development. This vision has continued over time due to the need to learn new languages for communication purposes between Chile and the more economically developed countries (Matear, 2008; McKay, 2003). The current adjustment made by the Ministry of Education (MINEDUC) on the curriculum states that learning another language not only contributes to the development of linguistic and cognitive competencies in the students but also helps students to comprehend and analyze the world overviews of different cultures, thus gaining access to new knowledge through the use of media and technologies and raising awareness of the world around them (2023, p. 1). This idea is also brought up in the National English Strategy, a long-term program that began in 2014 and is projected to finish in 2030, with the purpose of encouraging the learning and use of English among Chilean citizens from pre-school throughout their working life. The general objective of the National English Strategy is to strengthen the proficiencies of the Chilean population in the English language in order to accelerate the integration of Chile into a global world and therefore improve our competitiveness (Ministerio Secretaría General de la Presidencia et al., 2014). Learning a second language with the sole purpose of capitalizing on it links to the idea of learning to develop skills for future employment opportunities while overlooking that learning a language may enhance social abilities and be used in different ways such as exploring new technologies, communities and cultures, and consuming different types of art in its original language.

In Chile, there is an evident concern with the performance of students from different school backgrounds, where public schools have obtained low results in comparison with private schools. In 2014, the Chilean *Agencia de Calidad de la Educación* (Education Quality Agency) alongside the Cambridge English Language Assessment, performed a diagnostic test on *terceros*

medio (11th grade) students using the Common European Framework of Reference for Languages, where students would receive a certificate if they achieved a good performance on the test, reaching A2 or B1 level. This diagnostic test showcases the difference between the results of students from different socioeconomic backgrounds: only 1.5% of low socioeconomic students received a certification, while 83.3% of all students from high socioeconomic backgrounds received certifications and 48.4% students from medium-high socioeconomic backgrounds received one. This can be due to motivational factors and also because, in some cases, private schools are one step ahead in terms of curriculum proposals and offer a more diverse approach with the implementation of more hours of English lessons and the hiring of native teachers (McKay, 2003). Yet, the marked segmentation of the Chilean education system by social class may present challenges in motivating students who perceive, perhaps correctly, that they will have few opportunities to use the English language skills that they are taught in school (Matear, 2008).

Another factor to take into consideration is the national curriculum and the skills expected to be achieved by the students. In terms of what competencies the curriculum seeks to address, MINEDUC has stated in the last update of the curricular prioritization that the purpose of the English subject is for students to progress on their communicative skills through the development of linguistic competencies such as reading and writing comprehension of oral and written texts (2023, p.1). MINEDUC yearly designs workbooks specifically for each grade. These workbooks include activities that aim to develop every competency included in the curriculum, but are not backed up with the inclusion of more extensive readings, even though the first ever curriculum implemented in the Chilean context was mostly based on the use of literature.

The first English program in Chile, proposed by Lenz in 1893 (as cited in Vera, 1942), was implemented in that year. This program included a set of contents to address in classes, along with methodological indications to help teachers design their classes. Lenz took a different direction from the way English was being taught in schools. Before this program, teachers used to present the content of the class through questionnaires centered on the construction of grammatical sentences and the acquisition of vocabulary. On this program, Lenz moved away from the grammatical deductive method used in the majority of countries for English language

teaching at the time. Instead, he used a direct and inductive method intending to leave behind the use of memory learning exercises and approximate the use of the language to a more conventional one such as daylife occurrences. The main objectives of the program were: reading and comprehension of simple texts, conversations about daily life affairs, written composition of simple texts and general knowledge about current exponents of literature. The second English program proposed in 1916 continued the ideas of Lenz, reinforcing the use of literature in the classroom for cultural purposes. The goal was that students could enjoy English literature so they could explore and expand their knowledge.

Through the years researchers have investigated whether the use of literature can favor the acquisition and learning of a second language. Chaves-Yuste (2023), in her investigation on literature as a teaching tool for the learning of English as a Foreign Language (EFL), states that in the process of teaching EFL students should be exposed to the real use of the language. She states that in literary texts we can appreciate the real use of English as the language used is authentic. The language is used in real situations and with a wide range of linguistic forms; it includes vocabulary and grammatical structures that the authors put on display for the characters (Acosta & Careaga, 2020). Characters in literary texts can portray different socioeconomic backgrounds and have personalities or life experiences that may appeal to some students. If students enjoy reading literature, it may increase their motivation to interact with a text, thus ultimately increasing their reading proficiency (McKay, 1982). The consumption of more literature could enhance the way in which students learn the language and bring the learning experience to different scenarios outside of the classroom and school.

In this research, literature is considered as “authentic” material, by which we simply mean that most works of literature are not fashioned for the specific purpose of teaching a language. Recent course materials have quite rightly incorporated many authentic materials – for example, travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles (Collie & Slater, 1987, p. 6). According to Collie & Slater (1987, p. 5-7), there are four main reasons that lead a language teacher to use literature in the classroom: valuable authentic material, cultural enrichment, language enrichment and personal involvement. To this end, the use of authentic materials, such as the use of unabridged and unlevelled novels, and the

cooperative model offers a unique opportunity to learn the language in a contextualized way while enhancing the learners' cultural competence (Chaves-Yuste, 2023).

Reports on the learning measurement test applied in Chile by the Ministry of Education have evidenced the problem surrounding the teaching of EFL, showcasing low results on both reading and listening comprehension. Every two years, the Education Quality Agency is in charge of performing a diagnostic test called *Sistema de Medición de la Calidad de la Educación* (SIMCE) (Education Quality Measurement System) in order to present the results of the current performance of students based on the national curriculum, expecting to achieve the learning objectives proposed by MINEDUC. The first English SIMCE test was made in 2010 and continued until the year 2014, although in 2004 MINEDUC implemented a very similar test which also included a project called *Programa Inglés Abre Puertas* (PIAP) with the aim of improving the poor results of the test. However, the 2004 diagnostic test did not continue over time, which limited the results to only that year without the opportunity to see if any improvements were achieved after PIAP. The 2004 diagnostic test was carried out by the University of Cambridge, considering the levels of *octavo básico* (8th grade) and *cuarto medio* (12th grade). To evaluate, the University of Cambridge used as reference the following levels in order of least accomplished to the ideal achieved: pre-breakthrough, lower-breakthrough, breakthrough, waystage/ALTE 1 and threshold/ALTE 2. All students performed the same test, in which out of the 60 questions, 40 were reading comprehension questions and included a short text such as an interview, news item and posters, 20 were listening comprehension questions. In 8th grade and 12th grade, 67% and 37% of the students achieved *lower breakthrough*, respectively, yet 37% of students achieved a higher level with *breakthrough*. Despite there being an improvement in the students' results from one level to the other, only 5% of students succeed in acquiring the necessary knowledge of English to use it in different environments by the end of schooling. Regarding the percentages of correct answers in written skill in both levels, the reading comprehension skill is where students achieve better results, in comparison to the speaking skill. Ten years later, the Education Quality Agency implemented once again the English SIMCE of 2014, where an improvement in the students' results was showcased. This test consisted of 80 questions in which 50 of them tested reading comprehension and 30 tested

listening comprehension. This test used the Common European Framework of Reference for Languages in order to classify the result of the students: 53% of students achieved a classification below A1; 22,3% achieved level A1; 12% achieved an A2 level; and 12,6% achieved level B2.

Role of Emotional and Literary Education

In response to the context presented in which the EFL class encounters observable difficulties, poor performances in achievement displayed in the context can be attributed to a lack of engagement in the classroom, as it has been demonstrated that engagement and academic achievement are closely related (Olivier, 2018). Therefore, to address the low levels of engagement attributed to academic achievement in the classroom, in this thesis project we explore the possibility of the implementation and integration of two teaching techniques: Literary Education (LE), influenced by Duff & Maley (1990) and Lazar (1993), and Emotional Education (EE), based on Bisquerra's research (2009; 2011), which, we propose could enhance the comprehensive learning of a foreign language to a point that, as understood from the previously mentioned context, has not yet been reached with the language teaching approaches used. Consequently, it is expected that applying LE with an EE approach will have an effect on engagement from students, which may potentially lead to better learning outcomes and some other benefits, as suggested above, that shall be explored further along. Moreover, the application of the integrated approaches may induce students to a level of development in reflective skills that may not be representative of the current English practices, as the English subject is most likely to use student textbooks lacking literature that would be conducive to critical reflection and to developing the language (Farsani & Rahimi, 2023). However, gaining this complexity is possible with a progressive course of action.

According to Rivas (2023, p. 16), Literary Education encompasses the development of reading comprehension skills, which not only involve a personal bond with the reader and what is being read but moreover generate a sense of enjoyment as a result of engaging with texts during the learning process. This engagement is crucial as it acts as a catalyst for acquiring knowledge in any area of study. Although literature would play a fundamental role in the classroom, it would not be the central focus; rather, its primary objective would be to inspire students to cultivate essential skills such as critical thinking, analytical abilities and, particularly in the context of

Second Language Acquisition (SLA), the effective use and management of a language. The approach emphasizes that the content of a lesson serves as an indirect way of learning, designed to help students achieve higher-order thinking and reflective skills. These are intimately connected to the emotional aspects of individuals, making the educational experience both intellectually and personally enriching.

This is where the need to implement Emotional Education arises, as it consolidates the evolution of these attitudes as essential for the integral development of each student, which contemplates the affective-emotional dimension and its ethical-moral bond during the process of human growth (Rivas, 2023, p.55). This type of learning is fundamental because it prepares students for areas that complement academic knowledge and it helps them with their perception of themselves and the world around them; it helps them to recognize their education as meaningful. Given this sense of making the work on emotions more present in schools, the use of literature is proposed as a bridge between the two points: promoting the integration of emotional education through reflection around engaging readings and the improvement of reading comprehension skills in the English class, that at the same time, contributes to the building of English language competencies.

Understanding the basis of these concepts, the present study proposes to integrate both visions simultaneously as a method for learning English as a foreign language, based on the development of the aforementioned competencies working together. The hypothesis is that after testing the feasibility of its application in the Chilean context, the engagement from students during classes will improve, making the integration of these educational approaches a possible methodological model that can be used to promote the acquisition of English language.

Research Objectives

In order to accomplish the requirements posed by our research questions, the following objectives are proposed to give an explanation of how the problem stated can be solved effectively by means of LE and EE. This consists in one main objective that leads to four specific objectives.

General Objective

- a. To evaluate the effect on engagement of interventions integrating literary education and emotional education in the English as a Foreign Language classroom in the Chilean educational context.

Specific Objectives

- a. To analyze the incidence in engagement that LE with an EE approach may have in students in the EFL classroom in the Chilean context.
- b. To test if both LE and EE have an influence on the engagement of students using diverse literary texts.
- c. To study if engagement in students from different age groups is influenced by EE and LE.
- d. To examine the application potential that LE with an EE has as a methodological curricular activity.

Justification of the Objectives

In order to fulfill our main objective, we aim to experimentally integrate EE and LE over a number of similarly delimited Chilean English classroom scenarios of high school-age students and observe the results. High school students from 8th and 11th grades were chosen since their exposure to the English language at this age goes together with an exposure to identitarian features that are present in the texts they read and to which they may be more likely to catch on to than younger students. This would make them a preferable demographic for data collection and analysis, and may better reflect the effects of implementing EE and LE in the Chilean context. For this, we intend to replace the commonly used article-like reading materials to be found in school textbooks, in favor of age-appropriate and emotion-evoking literary material selected by us, to which students may or may not show a number of noteworthy reactions and/or effects. According to the results, EE and LE may be two potentially beneficial contributions to the EFL teaching and learning practice.

The specific objectives proposed suggest the use of LE along with EE and how it may impact the Chilean context. Based on the current Chilean reality in the English classroom and its applications, methodologies, techniques and curricular activities, both EE and LE are applied to observe and test their viability to be used in the prior mentioned context in order to increase engagement in EFL learners. The first, second and third specific objectives are designed to address how the application of the two teaching techniques will influence engagement in students under different circumstances such as age, variation of literary texts and classroom environment. These objectives will allow the research to analyze how these two teaching perspectives can be integrated and used simultaneously to increase student engagement as well as to develop literary abilities. Additionally, these objectives allow the research to analyze how to apply both theories in a classroom under real-life circumstances with diverse cognitive maturity realities for both levels chosen, permitting our research to build a strong foundation to apply both LE and EE in a real EFL context, consequently allowing for the development of language abilities. Moreover, evidence suggests that the use of literature in the classroom encourages language skills and their practice, especially reading and writing, which is a relevant application of the language (Birkeitevit & Rimmereide, 2017; Isbell et al., 2004).

The fourth specific objective is related to the possibility, proposed in this research, of designing curricular activities, methodologies and materials, based on the simultaneous use of both LE and EE, evaluating its possibility to create engaging materials and methodologies for students, also considering other vital aspects of language as the ones implied in the fourth objective. Furthermore, the use of literature means the possibility of contextualizing knowledge and contents to the reality experienced in different parts of Chile, which by itself can increase results and engagement (Chamba et al., 2019).

Research Justification

The present study contributes in relevant ways to English Language Teaching (ELT) from a perspective focusing on LE based on Maley (1990) and Lazar (1993), and EE, using as main reference Bisquerra's work (2009; 2011), as two fundamental pedagogical tools to improve and develop engaging educational environments. As declared in the problem statement section, the

Chilean educational context in the English subject has not been implementing varied literary texts to develop students' abilities in the language. This is so even after several authors have expressed that literature offers various learning opportunities to develop life skills such as critical thinking, cognition and problem-solving abilities, identitarian features as personality and a broadening of religious views, and language skills to enhance communication (Abdelhalim, 2015; Birketveit & Rimmereide, 2017; Hayik, 2015; Isbell, et al., 2004; Graham, et al., 2020; Lee, 2016; Mermelstein, 2022; Pantaleo, 2016). Consequently, literature is an effective tool to use to expand all these life essential skills and personality shaping features, as well as increasing proficiency of the four skills: reading, writing, listening and speaking, which consequently may lead to more engaging environments.

Furthermore, our research is inspired on Rivas' (2023) use of LE and EE to allow students to acquire the language through literature while growing emotional competencies at the same time, focusing EE mainly on Bisquerra (2009; 2011) and LE on Maley (1990) and Lazar (1993). LE and EE were selected not only owing to Rivas's findings but also due to the contributions that these two teaching perspectives may have on a classroom; on one hand, LE contributes to giving perspectives, reasons and methodologies, which shows the benefits of literature in different educative settings and, additionally, EE can be found in our research due to its advantages on setting up emotionally relevant environments to evolve into a more engaging and significant classroom atmosphere, which may act in favor of literature, as it is by essence an emotional activity. In addition, LE can be used simultaneously with EE and aesthetic emotions, which are considered a direct consequence of the appreciation of art (Rivas, 2023, p. 212) as pedagogical strategies to aid in the flourishing of students' emotional competencies and language proficiency skills. The present study aims to harmonize both EE and LE teaching paradigms to test what impact these teaching techniques have on student engagement in the EFL classroom in the Chilean context, suggesting that engagement will increase by applying both techniques in the EFL classroom context as literature is a tool to increase engagement in reading activities, which will contribute to reading comprehension enhancement and the development of the already mentioned dimensions of human life (Hamed, et al. 2020). Consequently, this dissertation will contribute to articulate how literature can be used to increase engagement in the English subject,

allowing these two teaching perspectives to be used as a potential curricular and methodological activity to effectively address disengaged students or levels. Moreover, it is expected that the increase in engagement will produce better and varied learning outcomes and academic performance (Olivier et al., 2018, p. 335), as the implementation of literature has demonstrated itself to be central to the growth of multidimensional aspects of human development in the current teaching and learning scenario.

Considering the curricular scenario of the English subject in Chile, in which no literary text is suggested to be read in the English course throughout an academic year (MINEDUC, 2023), the present study will give a supported view of why using LE with an EE approach in a curricular dimension can potentially be one way to decrease the lack of interest for literature in the English subject, leaving as a direct consequence the growth in emotional competencies, critical thinking and language proficiency skills, all of which increase cognitive progression in a substantial level (Rivas, 2023, p. 21). Additionally, it is expected that the present study may contribute in students' emotional development through the implementation of both LE and EE in class, therefore not only having an impact on students' proficiency in the language but also on their lives and collaborative skills, which can possibly allow students to properly answer to multiple scenarios requiring an adequate emotional intelligence management (Rivas, 2023, p. 58). Furthermore, applying LE and EE in the Chilean context will potentially contribute to developing more collaborative environments, as both perspectives propose the use of collaborative environments to build group knowledge on each textual interpretation, which enriches the learning environment and creates a common ground to do in-class and group reinterpretation of what has already been interpreted by students individually from a given text (Rivas, 2023, p. 22).

The present study will also provide new evidence to support the use of literary texts in the materials developed by material creators, as most of the students' books in the market do not address artistic ways of expression through language as literature does, instead containing contents that reflect neoliberal values, such as 'fame & celebrities', 'material wealth', 'traveling' and others (Farsani, 2023). As a result of anti-literary practices, the language falls into praxis simplification to exclusively cater to communicative purposes rather than stimulating the use of the language as knowledge capable of making students understand the world we live in in a

different way, and it even eliminates the possibility of the English language being present in their lives on a daily basis (Kramsch, 1998).

Chapter II: Frameworks Development, State of the Arts and Context Analysis

Theoretical and Conceptual Framework

Literary Education

In this chapter, we delve into the theoretical guidelines that support our investigation. We will review the concepts of literary education, emotional education, aesthetics and engagement. As education continually evolves to address the complexities of human experience, understanding how literature can engage students through aesthetics and cultivate emotionally aware students is relevant. This framework not only establishes the foundation of our thesis but also highlights the interconnections of these concepts, providing a comprehensive lens which examines their implications in the educational curriculum.

History of Literature.

The inclusion of literature in EFL classrooms has always been something that researchers have questioned. Its presence has changed over time due to changes in the educational system and the methodologies used by teachers. Maley (1990), Lazar (1993) and Albaladejo (2007) state that around the 1950s, teachers used literature a lot in English teaching since the predominant model at the time was the Grammar-Translation method. In this method, it was fundamental to memorize grammatical norms and translate texts to their native language. Reading literature functioned as an illustration of the grammatical norms taught by teachers for its structure and composition of sentences.

By the 1960s, the Grammar-Translation method was considered by researchers as one of the problems of English teaching, so a “structural approach” was adopted in classrooms momentarily. In the 1970s, it was replaced by the “functional-notional approach” which contains a lot of similarities with the previous method but introduces a social perspective on the use of English during classes. By the 1980s, the focal point became communication, so with these methodological changes and this new interest in increasing spoken abilities the new “communicative approach” took the lead. It was not until the 1990s when literature was reconsidered by researchers and applied in classrooms again. This reincorporation did not involve

a re-inclusion of the Grammar-Translation method, instead literature was supposed to be utilized as a tool for enhancing the four abilities (reading, speaking, writing, and listening) to support the teaching experience. Literature was also meant to reinforce other areas outside the learning of a second language, such as the cultural backgrounds of different cultures and the emotional journey of the characters they could read about, that could enrich students' own emotional experience.

According to Lazar (1993, p. 26), literature was reconsidered by researchers who came up with brand new approaches to teach EFL taking into account different purposes. They investigated the multiple benefits these new methods signify and different ways literature could be exploited. One commonly used method is the so-called “language-based”, in which literature served as a context for the grammatical structures of the language and allowed students to make interpretations of how authors decide to use the language. This was thought to improve students' general knowledge and comprehension of EFL. Another method was the “stylistic approach”, that had the purpose of valuing and appreciating literature for its message. For this method, the learning of language is more implicit since the main focus is to enjoy the reading by giving students vocabulary in advance. A third method is the “literature as content”, being the traditional method used in literary education in which the content of the reading is fundamental to the learning process. In this approach, students analyze the plot, literary movements, literary resources, social context, political background, historical context, among other dynamics. Finally, another common method used was “literature for personal enrichment”, where literature is used as a resource for students to go deep in their emotional journey as they relate their own experiences to the plot of the texts. This intends to involve the students in an intellectual and emotional process.

Why Use Literature in EFL Classrooms.

Kramsch (1998) suggests the need to expose students to different types of authentic materials such as magazine articles, newspapers and literary texts; they offer a genuine construction of knowledge for students. Limiting students' reading scope to only English textbooks is undoubtedly a limitation to the development of communicative competencies and, in consequence, to the construction of meaning.

Literature as an authentic material in the context of English teaching as a foreign language not only serves as a contextualization of grammatical structures and the acquisition of vocabulary but also covers different social, cultural and emotional areas of the human experience. Lazar (1993, p. 15) says that encouraging students to grapple with the multiple ambiguities of the literary text helps them to develop capacity to infer meaning. This very useful skill can then be transferred to other situations where students need to make an interpretation based on implicit or unstated evidence. In this sense, students take part in the reflective work of different authors, which allows them to relate experiences to the topic addressed in the texts and to make their own inferences. A meticulous selection of literature could enhance the cognitive development of students as well as their critical thinking while still teaching language.

The teaching experience is so much more than just teaching the subject. Teachers are in charge of humans who in their own lives are experiencing different situations and processes. Sometimes, it is necessary to discuss things outside of the English subject, and literature can support and help students to talk about their own experiences. According to Duff & Maley (1990, p. 6), literary texts are non-trivial in the sense that they deal with matters that concern the writer enough to make him or her write about them. In this, they are unlike many other forms of language teaching inputs which frequently trivialize experience in the service of pedagogy. This “genuine feel” of literary texts is a powerful motivator, especially when allied to the fact that literary texts so often touch on themes to which learners can bring a personal response from their own experience.

The literary text as authentic material can also give students insight into issues that affect people throughout life. Situations depicted may be related to the same changes students are experiencing at their age. As Sage (1987) states, literature is inherently human; its stories, poems and plays portray a wide variety of human concerns and needs. As it reflects people's timeless values and preoccupations, literature attracts readers. Other authors support the use of literature as well, stating the different benefits this can have on the learning process of students. Collie & Slater (1990, p.6) have four fundamental reasons for using literary texts for teachers of English. First, literary texts constitute authentic materials for learning; second, they enrich the students’

learning process; third, they bring great linguistic enrichment to teachers and students; and fourth, they provide the necessary personal involvement with the text.

Carter & McRae (1996), Coppola (2003), McKay (2001) and Zafeiriadou (2001) state that literature can also facilitate the appreciation and understanding of different cultures and ideologies, different from the ones students could have. Literature preserves the artistic and cultural sense of human existence, providing a space for students to empathize with. Also, it could enhance the construction of an intercultural consciousness promoting tolerance of differences and diversity. “In other words, using literature with our students may enable them to gain useful and often surprising perceptions about how the members of a society might describe or evaluate their experiences” (Lazar, 1993, p. 17).

Since the beginning of the implementation of literature in the classroom, texts have been linked to the grammatical and linguistic features they can provide. When reading a substantial and contextualized body of text, students gain familiarity with many features of the written language—the formation and function of sentences, the variety of possible structures and the different ways of connecting ideas—which broaden and enrich their own writing skills (Collie & Slater, 1987). It seems safe enough to assert that English literature would make a valuable transitional material.

Despite the amount of knowledge on the benefits that literature can provide, some authors (Buckledee, 2002; Widdowson, 1984; Zafeiriadou, 2011) have always questioned whether it is fundamental to the learning of a foreign language due to the complexity of some texts and how this can hinder the learning process. Buckledee (2002) reflects that literature in the English classroom is not a great tool for teaching language due to its difficult linguistic approach, grammatical structure and conceptual complexity. He also states that teachers make bad selections of literary texts, calling it inappropriate when they select canonical texts, which he believes are difficult even for native speakers. Researchers also express that in the 1970s and 1980s, the model before was not improved enough to be applied in all classrooms since some authors at the time did not know how to include literature outside the grammatical analysis of its structure. Also, most authors state that literature will contribute nothing to meet the academic goals of most curriculums because it would make the job more difficult and slower, as some

consider other approaches more accessible to students. Another argument is that most literature in English encompasses cultures and references to other countries, which most of the time do not line up with the reality of students of non-native English-speaking countries.

Sage (1987, p.8) states it is the instructor's task when using literature with English as a Second Language (ESL) students to teach it as sustained, significant communication. However, many teachers consider the task too difficult and too frightening even to begin implementing it. They are invariably certain they could never complete it, yet these same teachers can often teach difficult expository essays with great sensitivity. Literature may indeed, at first, confuse and overwhelm teachers who are inexperienced with it. Unless the teacher is confident and secure, even the best rationale for using literature with nonnative readers is meaningless. Nonetheless, teaching literature to foreign students does not require knowing all the answers, instead it is necessary to possess the ability to raise and inspire questions about the literature. The teacher is a facilitator who first carefully reads and enjoys the literature. The facilitator should then raise questions with the students. No question is too trivial or too silly. The questions may be factual (e.g., is there an actual date or real person in the work?), aesthetic (e.g., what do I like in this work and why?) or critical (e.g., what seems most useful or most memorable in the work?). There is no limit to the number or type of questions. There is no need to answer the questions either; they should simply be raised and discussed.

Selection of Literature.

It is important to consider the context of the students in the classroom before selecting the material. According to Lazar (1993, p. 32), teachers should reflect on three main areas when choosing a literary text: the grade in which the class will be taught, the type of students and the context of the text. Also, the way in which the literary text will be implemented in the classroom needs to be considered by teachers. Acosta (2020) states that the interests and needs of the students for the selection of literary texts and the organization of the tasks around them is assumed. In addition, it is worth remembering the role of comprehensibility in the input information of students through the literary manifestations that arise. The idea is that all text must be understandable for students to meet their needs. No less important is knowing how to take

students from literary text to oral and written communication in English, as well as the analysis of meanings in the literary text.

The complexity of the literature needs to be considered too. As McKay (1982) states, a text which is extremely difficult at either a linguistic or cultural level will have few benefits. One common method of solving the potential problem of linguistic difficulty is the simplification of the text. There are, however, serious disadvantages to using this approach. Simplification tends to produce a homogenized product in which the information becomes diluted. The additional words in the text tend to spread the information out rather than to localize the information. Furthermore, the simplification of syntax may reduce cohesion and readability. Since proficient readers rely heavily on localized information and cohesive devices, deleting these elements will contribute little to the development of reading skills (Honeyfield, 1977, as cited by McKay, 1982, p. 531). The selection of assertive literature becomes crucial to the implementation of literary texts in EFL classrooms. This process could complexify the learning process and, in consequence, lose its educational value.

Considering the students' emotional enrichment when they read a literary text that appeals to them, it becomes fundamental to address the role of emotions in education. The dimensions of the emotional education theory will be further explained in the next section.

Emotional Education

“Every concept and affirmation we have not reflected on, and those that we accept as though their meaning was irrefutable, because it seems like all people understand them, are blinders. Saying that the one holistic human characteristic is reasoning is itself a blinder, because it blinds us from emotion which is just an animal feature or something that refuses rationality” (Maturana, 2001, p. 5).

During the beginning of the 20th century, in a context of psychological research having inconsistent and unreliable data that did not allow the scientific community to certainly know for sure how the human mind worked, an unjustifiable brilliant light of hope appeared with the apparent solution to the issue of baseless data. Following Watson & Rayner's findings on experimental psychology (1920), Pavlov published *Conditioned Reflexes: An Investigation of the*

Psychological Activity of the Cerebral Cortex (1927), which is often considered as the bible of behaviorists. This research allowed the experimental psychology community to raise hopes on psychological research, having other researchers further investigating human behavior with diverse focuses. For at least the next half of the century, behaviorism was the core of research until the Cognitive Revolution rose with new ways of understanding cognition and language.

According to Miller (2003), in the second half of the last century, being threatened by extreme behaviorism to redefine psychology as the science of human behavior, the “Cognition Project” rose to stand against the behaviorists’ revolution in psychology. The cognition project followed several other works such as Piaget’s Cognitive Development Theories in Geneva, and Luria’s work on stating that mind and brain are one in Moscow, repurposing them as reminders that there was evidence worldwide suggesting that experimental psychology could not only be considered behavioral. “As Chomsky remarked, defining psychology as the science of behavior was like defining physics as the science of meter reading” (Miller, 2003, p. 142). Further in time, the project soon gave rise to the Harvard Center for Cognitive Studies, which was a success in developing studies unafraid of mixing the brain and mind with other characteristics that had been beforehand considered subjective. The center had such an impact on experimental psychology that some aspects of the human mind that were considered subjective and unreliable by behaviorists were mentioned as clear objects of study.

The relevance and impact that the Cognitive Revolution had are practically unmeasurable, for the consequences that arose from a symposium done at the Massachusetts Institute of Technology in 1956 (Miller, 2003, p. 142) clearly stated the development path for the next fifty years to come in philosophy, anthropology, computer science, neuroscience, psychology and linguistics research. Nevertheless and surprisingly enough, emotions have not been in the center of research, as a lack in the quantity of investigations done under this topic has been found; some theories had been proposed in the late 19th century, in order to explain how emotions are experienced (James, 1890). However, emotional theories experienced an escalation in the level of research done during the late 20th century, coming with Social Construction theories that stated emotions as part of both cognitive and social processes, as they form a complex system of beliefs and social backgrounds that influence the flourishing of emotions (Averill, 1974; Cornelius,

1996). The research carried during this time allowed the introduction of emotions in education to develop emotional-competencies, which can be applied to both teachers and students (Casassus, 2007, p. 24; Hernández, 2017), emotionally aware teaching practices to benefit classroom climate (Nelsen et al, 2000, p. 203) and consideration of emotions when performing different tasks that involve the flourishing of emotions that are difficult to manage for students (Bisquerra, 2011, p. 15-25). The present dissertation will focus on Bisquerra's findings on emotional education practices in order to use all the benefits from emotions in education, which are going to be more profoundly explained further in this section. Bisquerra's definition of emotional education will be used to give clear insight into the specific understanding of this concept espoused in our dissertation. Bisquerra (2011) defines emotional education as a tool to “develop interest in positive emotions, emotional well-being, positive psychology and emotional competencies” (p. 18), all of which does not only happen in formal education but in all contexts where emotions can emerge and human interactions are involved.

The Emotionally-Aware Teacher.

Being an emotionally-aware teacher is a difficult ability to master, due to its requirements to be effectively applied in a classroom. The literature has stated that teachers require emotional competencies to be developed in order to address emotionally complex situations that are present during the pedagogical practice (Bisquerra, 2011; Casassus, 2007; Hernández, 2017; Nelsen et al, 2000). This section will focus on digging up the necessary characteristics to be an emotionally-aware teacher, and the benefits of applying emotional education inside the classroom. Moreover, emotional education proposes the advantages of being applied alongside with literature, for the use of literature requires an emotional setting in the classroom in order to work as expected, allowing the emotions that flourish from students to be shared in a safe space with no judgment done to anyone willing to contribute to the class (Rivas, 2023).

Emotional Competencies of the Teacher.

Literature has stated diverse emotional competencies that are necessary for teachers. Our research will be using Bisquerra's emotional competencies findings in his work from 2009 which explains in depth these competencies and their relevance on education. Furthermore, other

authors will be considered to achieve a broader view of what these emotional competencies are and to add other perspectives that are considered relevant for this study.

Bisquerra's Emotional Competencies (2009, p. 148-152).

Bisquerra's emotional competencies are hierarchically organized, as the first competencies are considered the base for the others to be developed.

I. Emotional Consciousness

This competency is related to the capacity to perceive emotions in oneself, others and the emotional environment of a determined space which requires four abilities. The first ability is being aware of one's own emotions, which is the "capacity to perceive with precision feelings and emotions, identifying them" (p.148). The second ability has to do with the recognition of emotions, understood as the ability to distinguish signs of emotion in expressions and labeling them accordingly. The third ability consists in understanding others' emotions and being understood as the capacity to empathize with others effectively by either using verbal or non-verbal communication. The fourth and last ability digs up on the effects of emotions on cognition and behavior, which is considered as the capacity to effectively observe the effects of emotions on behavior and cognitive reasoning and vice versa, being able to understand how those patterns are expressed.

II. Emotional Management

Additional to the last competency, emotional management includes the capacity to create strategies to cope with the effects of emotion on cognition and behavior. Bisquerra (2009) mentions five abilities in order to acquire this competency. The first ability is the capability to express emotions in a proper manner, which is understood as the skill to comprehend that an emotion being felt does not need to be related with any outside expression in order to consider the impact of these expressions on others' emotions. The second ability corresponds to the skill to manage emotions and feelings, referring to the capacity to create emotional strategies to manage emotions that can produce risky behaviors as violence and impulsive reactions. The third ability allows the creation of strategies to cope with risky behaviors in both intensity and duration of the

emotion. The fourth ability expresses the facility to self-generate positive emotions, which stands as the faculty to voluntarily generate positive emotions to experience well-being and enjoy life.

III. Emotional Autonomy

Emotional autonomy is a competency related to self-dependent skills to develop: these are considered fundamental to emotional development, as they allow students to be aware of their own emotional autonomy. This competency is divided into seven different micro-skills that are considered self-dependent—corresponding to self-esteem—, self-motivation, emotional self-efficacy, responsibility, positive attitude, critical analysis of social norms and resilience. Self-esteem, which has been a well-known and researched ability, is understood as having a good physical and social perception of oneself, considering several aspects such as self-confidence, self-image and social perception. Self-motivation is considered fundamental to achieve emotional autonomy, for it permits one to get engaged with one's daily activities, also being defined as the ability to get emotionally involved with our life. Emotional self-efficacy is understood as the ability an individual has to feel as desired under a specific set of circumstances such as challenging situations; it is an enhancement of the individual's perception of what is the target emotional state while undergoing such circumstances. Responsibility is the ability that refers to facing one's acts no matter if it is with others or internally, for it is considered in both aspects as responsibility in relation to problems with others or responsibility with one's health both physical and mental. Moreover, responsibility stands as a capacity to make wise decisions considering what is most effective and healthy. Positive attitude relates to the capacity of a person to develop positive coping mechanisms even when there are more than enough reasons not to be positive. However, being positive does not mean that the problematic situation is ignored: room for the expression of emotions in response to the problematic situation must always be present. In order to achieve autonomy, individuals must critically analyze social norms, which will allow for progress towards a freer, more conscious, autonomous and responsible society. And finally, resilience is understood as the capacity of one person to face adversity in multiple forms in an effective manner.

IV. Social Competencies

Social competencies involve a number of diverse skills that should be managed in order to access the ideal scenario. These, as described by Bisquerra (2009), have to do with effective communication, respect for others, socially-favorable attitudes and others as will be described in the sub-competencies involving the social competencies. The mini-skills that should be developed are a domain of basic social abilities, such as respect for others, the practice of both receptive and expressive communication, sharing emotions, cooperation, assertiveness, problem-solving skills and the capacity to manage emotional situations. The first sub-skill is understood as a set of basic skills to interact with other people, in which listening, greeting, thanking, asking for a favor and other characteristics that act in favor of basic respect for the other are fundamental for effective communication with people. The second mini-competency is related to respecting others' differences and accepting them, which is observed as a pillar for all human acts of communication. Then, receptive communication is having the ability to listen carefully to what others have to say about their feelings, and expressive communication is the skill to effectively communicate what our feelings and thoughts are. Sharing emotions is viewed as a profound skill to manage as it refers to the ability to talk about the deepest emotions, understanding the complexity that they might have. Cooperation means that the actions performed are designed in favor of other people voluntarily. Being assertive stands as the skill to know when certain behavior can be used in a conversation with others, where the benefits are mainly related to making yourself respected under conflictive circumstances, examples of which can be to understand how to say no, even when conditions are challenging. Preventing and solving problems is a necessary skill to master, as it will allow people to solve problems effectively. Moreover, mastery of this skill will provide the possibility to anticipate potential harm, to know how to identify the issue properly. Finally, the capacity to manage emotional situations means that there are emotional strategies to manage conflicts from a social perspective, which will help to manage other people's emotions for the good.

V. Competencies for Life and Well-being

The final competency is the integration of all previous competencies which, if implemented together, create the capability to react properly to different emotional scenarios that require any kind of application of all the strategies, abilities and competencies with the sole

purpose of well being and satisfaction. The four mini-competencies relevant to this study correspond to the realization of all the previous skills together. The first one relates to the skill to create adaptive objectives, which are understood as long-term realistic projections to give a purpose to life. The next skill to master is making decisions, which makes the subject consider several situations in order to do a final determination. Making decisions involves a high level of responsibility and calculations as ethical, social and one's own safety are aspects to be considered. The third ability corresponds to having the ability to search for help when required, involving knowing when to call for help and what tools will help to face the issue. Emotional wellbeing is the next sub-skill, which stands as the capacity to enjoy life in a positive manner, trying to share this feeling towards all people surrounding the inner circle, for it will improve emotional environments, levels of motivation and general well-being in communities.

Classroom Management.

EE research has not only stated what competencies can be developed for life and well-being, but some strategies that can be used to make the classroom environmentally friendly to students for them to develop within a safe space; these strategies are based on some features found in the concept of positive discipline developed by Nelsen et al. (2000). Positive discipline is understood as a new perspective from which to understand discipline, having different emotional components to increase motivation, belongingness, commitment, participation and autonomy in students, and having as its final purpose the creation of a classroom environment that benefits the learning experience of students in social, professional and personal life aspects. Nevertheless, for this dissertation only those aspects that were relevant to apply in the given context were considered for implementation in our methodological process. Additionally, some aspects of Casassus' (2007) work on emotional education were also considered for implementation in the classroom, which helped this study to develop a more complete and diverse perspective on classroom management. Each strategy has a title that will express what the classroom management strategy will be, and following the title an explanation of the point will be found, immediately after the heading.

i. Solutions over Punishment (Nelsen et al, 2000, p. 130-143)

“Any form of punishment or permissiveness is both disrespectful and discouraging” (p. 130). The first sentence of the chapter describes accurately what the purpose of applying solutions over punishment is, for it allows for not discouraging students by stating immediate cause and consequence for a given situation with the purpose of shaping or controlling behavior. This text presents a change of paradigm on how conflictive or disruptive behaviors can be managed instead of being controlled. Power is one big attribution given to teachers as they are the ones in charge of looking after students’ behavior inside the classroom in multiple contexts; therefore, how to manage students’ conduct is a skill that should be managed by all teachers, allowing to maximize learning for all students of different characteristics, create more respectful environments in which all students’ ideas are shared and listened to, and a more personalized and unified context for the teaching-learning experience process, which invites all people involved to build a sense of belongingness.

ii. Putting Everyone on the Same Boat (Nelsen et al, 2000, p. 221-222)

On the same line of thought of power, this author refers to a very normalized misconception of teachers as judges, jury and lawyers, all at the same time in a single class. It has been experienced that students accuse each other of misbehaving to make the teacher yell at the disruptive student accused. Putting everyone on the same boat means that when behavior is exceeding the teacher’s limits, putting everyone on the same boat relieves the pressure of teachers to function as a holistic unit to calculate exactly who is causing the misconduct and to take action, thus avoiding any potential frustration from students that get wrongly scolded in a given context.

iii. The Message of Caring (Casassus, 2007, p. 244- 249; Nelsen et al, 2000, p. 38- 59)

Both authors send a strong message that is common to any language spoken in the world: it is a characteristic that does not know about limits at any point, and it refers to the power of caring. According to both authors, who approach this content in two different ways, caring for students is a must when teaching any content, for it allows students to feel like they are in a positive environment when learning which then promotes significant experiences to be

remembered, consequently aiding towards developing a profound bond with the learned contents. However, benefits are not only related to the cognitive aspect of the teaching process but also to the emotionality of students, being fundamental for the specific purposes of this research, which requires a deep connection with each text's emotional load. As a result, the message of caring produces a better learning outcome in students while at the same time improving behavior, creating values and generating a meaningful bond with the teacher.

On the one hand, Casassus (2007) acknowledges caring as understanding the necessities of students and taking action to satisfy them; in addition, caring is also comprehended as the capacity that can be created to make students feel confident, which is developed thanks to a construction of multidirectional respect between teacher and student, the main consequence of which is observed in student behavior and disposition toward the class itself and its contents, which switches as the emotional environment is set. Secondly, according to Nelsen et al. (2000), most teaching spaces do not show clear warmhearted signs; therefore, the authors send the message of caring through diverse emotional strategies. The chapter establishes what caring means and how to demonstrate to students that you care about them. Paying emotional attention to students requires to know what care is, stating clearly that even if teachers know they care for their students, students do not necessarily know that teachers care for them if they do not observe any behavior that manifests so. This would be a fatal assumption to make when desiring to improve in-class behavior. Once this assumption is avoided, some strategies can be used to show students that teachers do care about them; first of all, interest in students' likes, dislikes and opinions are all fundamental instances to demonstrate students that they are being seriously considered from a personal perspective; secondly, listening becomes essential to making students feel warmhearted, owing to the capacity that only listening to students' issues and problems sustains to send the message of caring; finally, when teachers recognize that students are unique creatures in all forms of the human domains that have been discovered, students value that gesture, thus making them feel like they are being taken care of inside the classroom. All these strategies have as consequence students getting more engaged with the proposed class. Additionally, listening, considering students' needs and getting to know students are all simple gestures that will consequently lead to a bigger sense of belonging with the class and school.

Besides, these strategies can be combined with other learning components to further develop engagement in students. One of these components is mainly related to the naturally emotional and artistic processes of reading and writing literature in all its genres, which is the aesthetic feature of teaching literature, and it will be further developed in the following section of this research.

Aesthetics

The aesthetic experience, according to Jamalpour & Yaghoobi-Derab (2022), occurred in the human brain when exposed to artistic expressions such as visual, auditory, verbal and mixed arts. For this investigation, the focus was mainly on verbal art, specifically on literature and its aesthetics. The arts have been present since the beginning of humanity and society, but literature began only with the creation of symbolic language and writing. Panova, & Mitchell (2020) mention that literature changed its impact with the refining and growing popularity of the printing processes, becoming a phenomenon studied by philosophers and their various currents of thought. Herwitz (2008) states that the concept of aesthetics was born in the XIXth century as part of the institutionalization of philosophy, which aimed to understand its role in human life. Herwitz also suggests that aesthetics was directly connected to the understanding of arts, depending on an infinite number of factors such as social and cultural behaviors, which defined for each person the vision of beauty, nature, intuition, and experience. The definition of aesthetics in art forms lacked a strong definition since human society is in constant change, making the complexity of the term define the term itself. Nonetheless, the more asserted definition was as a discipline that studied the beauty of nature perceived by individuals (Weitz, 1956). Regarding the origin of the concept of aesthetics, Kant (1790, as cited by Zangwill, 2003) theorized about the nexus between beauty, nature and freedom, stating how the purest form of beauty for a human was inside nature, admiring and contemplating the beauty that was within. However, human art would never be as pure as nature because of society, laws, and hegemony according to Kant's vision. He also mentioned how the man who sought the understanding of beauty had to be an educated man who knew about art, science, philosophy and every academic aspect that could nurture his taste; otherwise, they were "subjects with poor taste". That was the biggest problem with the aesthetic definition at that time: Kant's definition was so accurate in some aspects and so

wrong in others. For example, Kant stated that only men could understand the purity of beauty, since there were no women who could discern according to their constantly changing emotions unlike men who were capable of remaining calm and appreciating the beauty of human art. Olkowski (2006) explained how new philosophers stayed away from the aesthetic point of view since it needed a full reformation: it was so male-centric that, in today's society, it was unlikely to agree with it. Nonetheless, philosophers continue to agree with Kant's philosophy about criticism and judgment: beauty was impossible to define among all humans since every experience and learning would create that person's judgment, and even in a fully globalized world, it was difficult to define beauty. For the purposes of this investigation, Kant's definition of the literary experience could not be fully agreed with because he mentioned that to have a pure aesthetic experience, a person had to know Latin or ancient Greek to read the classics and find beauty in those books. Bernal (2020) explains how ancient Greek aesthetic appreciation was a type of colonialism, giving the most appreciation to a European canon while simultaneously destroying indigenous cultures and civilizations in order to spread their cosmology across the world. This type of colonialism referred to as a European civilized canon attempted to set academic referents, limits and hegemony. Olkowski (2006) explains that the concept of aesthetics encompassed all the arts because the question that arose at that time was "how different is dancing from painting?", since all types of arts had correlations in what happened in the human body and brain. Even though for Kant every type of art must be understood as a different type of aesthetic and so as a different type of beauty, for the new philosophers the aesthetic feeling is universal, forgetting about gender, social extraction, academic learning, laws or culture. Modern philosophers are intrigued as to how art can provoke emotions without old parameters related to how educated the male gender was and how art can be more universal to transmit only through art and not through previous knowledge. The new understanding of aesthetics aligns with our investigation, since this research considers all genders and it does not use any text related to Latin or ancient Greek, but rather texts that can cause emotions in individuals.

Aesthetics and education are present in the Chilean educational context even though the aesthetics material provided by the Chilean government, in this case the government-provided English schoolbook, is incongruent with the objectives of the Ministry of Education (Lizasoain &

Vargas, 2023). Lizasoain & Vargas's result states that more than 75% of English teachers do not plan lessons using the schoolbook and instead create their own aesthetic material, thus missing the opportunity of giving every student in Chile a similar aesthetic experience. Nonetheless, the types of art present in English lessons are related to the use of literature, images, video, music and other experiences related to the beauty of art and the subject contents. Suárez (2014) says the experience of literature is a connection between the text and the reader that enriches the intuitive, sensorial and expressive quality of the encounter. The reception of aesthetics must include an active participation by students for them to enjoy the reading, even though most educational establishments persist in a system where the evaluations are not compatible with an aesthetic experience. The solution to this issue is to think about literature, since according to the principles of pedagogy, as outlined by Suárez (2014), the students' emotional dimension, intuitiveness and closeness to the context of the text are key tools to achieve engagement. These elements help the reader connect with the literature used in the classroom.

These are the guidelines related to aesthetics for our investigation. Our proposal aims to encompass literature, emotional education, aesthetics and engagement, with aesthetics employed as the common standpoint based on the literature reviewed.

Engagement

The Construction of Engagement as a Concept.

Engagement has been broadly studied in diverse fields as researchers have taken great interest in the concept. In the field of education, the interest for the concept arises to the necessity of comprehending how students react to different pedagogical strategies and practices inside and outside the classroom and how they shape and enhance the learning process (Christenson et al., 2012) as a plausible solution to certain indicators of student alienation (Fredricks et al., 2004).

In 1985, Mosher and MacGowan studied the concept since “no investigation, to the best of our knowledge, has directly conceptualized or measured student engagement in secondary schools. ‘Engagement’ per se is rarely even mentioned; we found two actual uses of the term in our review of the literature” (p. 3). As a result of an extensive review of literature, they proposed a conceptualization of student engagement, ultimately defining it as “the attitude leading to, and

the behavior of, participation in the secondary school's programs. Engagement is both a state of mind and a way of being/behaving. Perceptual data are a direct indication of engagement” (p. 14). Since then, multiple other definitions of the concept based on contrasting perspectives have been introduced.

Contrasting Perspectives of Student Engagement.

There is a congruity of thoughts that state the multidimensional character of student engagement as a construct. The contrasting perspectives regarding the concept arise from the amount and types of dimensions that define it. Fredricks et al. (2004) proposed three different dimensions that interrelate: behavioral engagement, emotional engagement and cognitive engagement. Similarly, Appleton et al. (2006) proposed a taxonomy that consists of four subtypes: academic engagement, behavioral engagement, cognitive engagement and psychological engagement. Finn & Voelkl (1993) offered instead two views to understand the concept: behaviorally and affectively. More recently, Reeve & Tseng (2011) suggested a four-dimension model that consists of behavioral engagement, emotional engagement, cognitive engagement and agentic engagement. There are multiple forms of interpreting and studying these dimensions of engagement in relation to educational topics, some of those being high school completion, dropout prevention, motivation, cultural discontinuity views, effects of status, academic risk factors and disengagement (Christenson et al., 2012).

Elucidating Student Engagement.

To elucidate the review of literature from the previously mentioned authors, it is necessary to offer a proper definition of the concept before providing the interpretation that is going to be employed over the course of the present study. Christenson et al. (2008, as cited in Alrashidi et al., 2016) defines student engagement as “students’ investment in and commitment to learning, belonging, identification at school, participation in the institution environment and initiation of activities to achieve an outcome”. This definition functions as the central piece that conducts our study. Similarly, the interpretation of engagement provided by Fredricks et al. (2014) is fundamental as well, as they stated that engagement is a construct composed of three different dimensions: behavioral, emotional and cognitive, and that those are malleable according to the context. Fredricks et al.’s definition of each engagement dimension is the following:

Behavioral engagement demands specific attitudes and behaviors from the student, such as following the class rules and norms, participating and being implicated in their own learning process by contributing to class discussions and displaying behaviors that exhibit interest, effort, concentration, persistence and attention, as well as being involved in community related activities from the school such as being part of an after-school activity team or participating in an educational workshop. It is essential to understand that there is a lack of behaviors that indicates disruption too, such as skipping lessons and being called into the principal's office.

Emotional engagement, also known as affective engagement, relates to the students' emotions towards school, teachers, classmates and lessons, such as interest, disinterest, boredom, anger, happiness, enthusiasm, anxiety, sadness, embarrassment, curiosity, and jealousy, and how they externalize these emotions. When students present emotional engagement, they acquire a sensation of belonging and identification with the educational community as well as the values, vision and principles of it.

Cognitive engagement involves investment from the student in their learning process, which translates to being willing to go beyond expectations, looking out for situations, occasions and content that could be a challenge, presenting an optimistic front to face them, in addition to gaining skills, abilities and knowledge that nurture their learning experience.

It is important to note that these definitions presented by Fredricks et al. (2014) are a collection of multiple thoughts and ideas from different researchers as they gather an extensive number of visions and perspectives, allowing this investigation to encompass a better understanding of the concepts, purpose and outcomes of what these dimensions of engagement entail.

A Common Misgiving: The Difference between Engagement and Motivation.

Due to the amount of research around the concepts of *engagement* and *motivation*, there seems to be a misconception between the two, and as a result, a misuse when measuring or researching them. Engagement and motivation are not conceptually the same, even if some researchers state they are interrelated and there are multiple perspectives in regards to it. For instance, authors such as Martin et al. (2017) define motivation as “the inclination, energy,

emotion and drive relevant to learning, working effectively and achieving”. He follows up by defining engagement as “the behaviors that reflect this inclination, energy, emotion and drive”. Martin et al.'s “Motivation and Engagement Wheel” model (2017) studied the connection between these concepts in multidimensional levels. Renninger & Hidi (2017) even include the concept of *interest* as an essential factor for motivation and engagement to be present in a student.

For the purpose of this study, engagement was understood as a three-dimensional concept that refers to affective, cognitive and behavioral aspects of the relationship between a student and their learning process. Meanwhile, motivation can be understood as “intrinsic desires which are already present in the individual or which are reflected in the individual while acquiring new information and learning” (Lin, 2012, as cited by Orhan, 2017). However, only the concept of engagement is going to be considered, explored, studied and measured in depth in this investigation. Engagement and Student Engagement (SE) are going to be understood as one and are going to be used interchangeably.

Why is Engagement so Important: The Outcomes of the Concept.

There is a substantial interest in researching and measuring engagement in the field of education, in such a level that there are multiple conceptions and perspectives of it. However, there is an explicit agreement on the importance of engagement in regards to a student academic and learning process.

To understand the consequences and the implications of engagement, it is necessary to understand the concept of *disengagement*, as these two concepts are related to each other. Disengagement is often characterized as the antonym of engagement, presenting a varied quantity of definitions from multiple authors. Fredricks (2014) defines disengagement as “one of the biggest challenges teachers face each day in their classrooms” and that “disengagement can take many forms, including lack of participation and effort, acting out and disrupting class, disaffection and withdrawal, and failure to invest deeply in the academic content (e.g., not completing homework, not asking questions)”. Meanwhile, the National Research Council (2004) refers to “not paying attention and not completing homework to cutting classes and school” as

behaviors that exhibit disengagement in students. Christenson et al. (2012) describes students who are disengaged as “those who do not participate actively in class and school activities, do not become cognitively involved in learning, do not fully develop or maintain a sense of school belonging, and/or exhibit inappropriate or counterproductive behavior”.

Engagement and disengagement literature mainly focuses on how the former can work as a tool to prevent students from alienation, academic and school failure, dropping out of school, violence and even consumption of drugs and delinquency (Fredricks et al., 2004; Li et al., 2011; National Research Council, 2004). It is valuable for teachers and schools to be informed and to understand how to create and implement practices to support students that experience challenges (Christenson et al., 2012). At the same time, it has been empirically proven that “students across grade levels who exhibit academic engagement behaviors, such as paying attention, completing homework and coming to class prepared, and participating in academic curricular activities, achieve at higher levels than their less academically engaged peers” (Christenson et al., 2012). An engaged student is closer to achieving not only academic goals but also meaningful learning.

Student engagement in the Chilean context.

Student engagement (SE) is a topic of great and recent interest for researchers and investigators in Chile. However, it has been mainly explored in relation to its impact on students' performance and outcomes and has not yet delved into other matters. The main motivation behind researching the topic in Chile and Latin-America is the need for implementing strategies and changes in educational politics, specially in schools, as it has been demonstrated that the learning experience is more meaningful and the level of commitment increases when students feel and are engaged (De Toro et al., 2023).

Researchers explore the role of SE on students' academic performance and failure, attendance, dropout, delinquency and substance abuse and how contextual factors such as the support from family and peers exerts influence on it rather than how to increase the level of SE in different school settings and educational levels (De Toro et al., 2023). Hence, the research surrounding the implementation of strategies to achieve this is rather small and not diverse. The

reasoning behind the lack of diverse literature regarding SE in Latin-America, and specially in Chile, can be associated with the Anglo-Saxon perspective and nature of the concept.

Contextual framework

EFL Education in Chile

Notions of the Chilean educational context.

There is no such thing as a unique identity within what we consider the Chilean context; there are a multitude of identities growing intertwined that live within our society. Considering this, synthesizing centuries of rich national history is a difficult task, especially if this history is ever changing. To provide a thorough, cultural, socioeconomic context, we will set back to the XIXth century, where our current concept of national identity began to take shape (Saffie, 2021) as a means of consolidation between the then recently created state: a consequence of the political-administrative development of the 1800s (Ortega, 2010).

The creation of the public school in the post-independence period delineated what we now characterize as the Chilean educational identity. During the XIXth century, education carried out throughout primary school was essentially regarded as literary, which was in itself a republican virtue, as someone who is literate was considered not only a good person but also capable of casting correct or reasonable judgment since taste or judgment depended on the access to a written tradition (Cook-Gumperz, 1988, p. 15, as cited by Araya, 2019). Literacy had the challenge of defying the great illiteracy rates of the time: 86,5% in 1854 y 68,2% in 1895 (Labarca, 1939), while also being considered a “civilizing” act: it defined the border between barbarism and the dawn of civilization (Serrano & Jaksic, 2000, p. 437, as cited by Araya, 2009). This heavy focus on literacy aimed to shape an idealized society where writing established models of behavior, norms for citizenship and symbolic boundaries (Ramos, 2009, as cited by Araya, 2019), thereby laying the foundations of what would become the modern Chilean educational identity. Pineau (2009) describes formal schooling of this period as a device capable of promoting a European-centered ideology by generating aesthetic homogenization in large groups of the population as a condition of modern and modernizing processes promoted from the

XIXth century, with an underlying ideology of the European civilized canon to create a modern citizenry aligned with the values of the dominant elite. Reading textbooks and syllabaries produced for primary education imposed certain behaviors such as gendered positions and roles, “common sense”, “good taste”, colors and garments in function of the dominant European ideology that sought to ultimately forge a new social type in the XIXth century: *el ciudadano de la nación* (the citizen of the nation) (Araya, 2009). Through this imposition, the existing social diversity—poor, indigenous, working class—was subjugated under this hegemonic discourse promoted by the republican Chilean State of the time.

By the beginning of the XXth century, public education was still precarious with lack of school textbooks and problems in their distribution (Araya, 2009). The promulgation of the 1920's *Ley N°3.654* established that public and municipal schools were to be free and obligatory and would include people from both sexes, with funding mainly being fiscal and municipal (Ministerio de Educación, 2017). Public and private education coexisted. Public schools were in charge of the State, although sometimes delivered by monasteries and religious congregations. Private schools were specially funded by the Catholic Church, which provided an offer that satisfied the educational interests of the conservative elites of the time, guaranteeing their socioeconomic homogeneity (Aguilar, 2011; Ilabaca y Corvalán, 2020, as cited by Falabella & Ilabaca, 2020).

Towards 1970, the total number of students in all levels had reached three million approximately (Ministerio de Educación, 1970). The late president Allende posed in 1971 the creation of *Escuela Nacional Unificada (ENU)* (Unified National School), which was intended to be the next big step in Chilean education: national, unified, diversified, democratic, pluralist, productive, community integrated, scientific and technologic, and humanist and planned (Ministerio de Educación, 2017). It proposed to provide all Chilean students an equal, permanent education and contribute to the harmonious development of the children's personality in the values of socialist humanism (Ministerio de Educación & Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas (CPEIP), 1973). However, all debates regarding ENU ceased on September 11, 1973.

These early developments that instituted the educational transformations would later be deeply influenced by the political shifts during the Chilean dictatorship, which we will explore in the following section.

Dictatorship.

The 1973 Chilean coup d'état constituted a rupture in democracy that brought numerous effects and consequences to the educational system at the time and continues to pose challenges at present day. The alterations produced by this regime were radical, totalizing and generalizing, framed and impregnated with neoliberal ideologies and authoritarian nationalism (Moreno-Doña & Gamboa, 2014).

These transformations in the Chilean educational system can be divided into two significant periods according to Moreno-Doña & Gamboa (2014). The first period, delineated from 1973 to 1979, was characterized by a strong disarticulation of the educational structure, accompanied by repression, control and elimination of teachers' unions, the professional guild, student groups and all professional and educational organizations. However, the control of the educational system by the military forces did not only affect the functioning of schools and the daily lives of students and teachers but also modified educational policies. The Government *Junta* began a process of ideological cleansing in teaching plans and programs, censorship of the current school curriculum for secondary education, and an attempt was made to purify the educational system by eliminating elements that had any Marxist orientation such as ENU (Pérez-Navarro & Zurita, 2021). This overtaking power censored school textbooks that had been distributed by the Ministry of Public Education during the prior government: two weeks after the military overthrow, the “consciousness-raising” textbooks were being withdrawn from schools with the intention of burning them. “We cannot allow students to have their minds poisoned with texts that produce no good” (Hormazábal, 1973, as cited by Pérez-Navarro & Zurita, 2021). The censorship had a profound impact on the role of literature in education, as the withdrawal and destruction of textbooks and books targeted at children and youths deprived students of diversity in their learning processes. Instead, traditional pedagogical practices were preferred, such as memorization, dictation and the verticality of the relationship between teachers and students (Pérez-Navarro & Zurita, 2021). These different mechanisms played a fundamental role in the

displacement of the pedagogical imaginaries and discourses that had been inculcated on students during their school education, particularly those referring to social classes, solidarity or community movements for emancipation (Riquelme, 2017, as cited by Véliz et al., 2023).

The second period, from 1980 to 1990, focused on the decentralization and privatization of the educational system, a process based on the logic of the prevailing market socio-economic system (Corvalán, 2013, as cited by Moreno-Doña & Gamboa, 2014; Ruiz, 1997). An important milestone from this period is the decentralization of education through municipalization, formally beginning the deconstruction of the previous educational system which ultimately benefited privately subsidized education (Moreno-Doña & Gamboa, 2014; Sotomayor, 2023, as cited by Comunicaciones IE, 2023). Municipalized education transferred educational management to local governments and established a system of fixed subsidy per student for municipalities, under the premise of decentralization as a formula for improving efficiency and in the context of a generalized reduction of the state apparatus (Puga, 2011). The privatization reforms of the educational system have led to the emergence of new forms of educational inequality within publicly funded education. Despite the general expansion of coverage, the educational inequality in Chile had not only not decreased but actually increased, as the considerable spatial segregation in large Chilean cities, as well as the concentration of poverty in some rural localities, conditioned very diverse investment capacities beyond state subsidies (Torche, 2005, as cited by Puga, 2011). Municipalities with more funding than others could afford to provide better resources, improve the working conditions of their teachers and offer a richer curriculum (Dittborn, 2024).

As public education became increasingly underfunded, a radical change was generated at the heart of the country's educational system: going from an educational system under the principle that education is central to national development, social justice and a universal right, to being replaced by a neoliberal model in which education is structured based on individual private interests (Bellei, 2023, as cited by Comunicaciones IE, 2023). In this way, the implementation of this logic of education as a consumer good defied the idea of generating knowledge not only from the highest strata, but from the whole of society, from people who were studying for free (Morawietz, 2023, as cited by Comunicaciones IE, 2023). Hamuy (2023, as cited by

Comunicaciones IE) emphasizes that the coup d'état and the breakdown of democracy in Chile in 1973 had such a great impact on the country's educational environment that its shock waves are still felt today. Academic freedom was censored and persecuted, public education was weakened by fragmenting it and forcing it to be governed by economic criteria and self-financing sources. The lack of the formation of a critical citizenry during the fragmentation of the educational system undermined efforts to foster a cohesive national curriculum that could address the emotional and cognitive needs of students uniformly. Public education is the basis that can give social cohesion and integration to all children, and that had been greatly weakened by this municipalization (Sotomayor, 2023, as cited by Comunicaciones IE).

Understanding these historical shifts is crucial for addressing the current challenges in Chilean education. It is necessary to develop individuals who know how to collaborate to solve problems in a complex world where the demands and challenges of our society are multidimensional and constantly changing through encounter, analysis, proposal and action, with the vision provided by the various disciplinary approaches. To do so, Hamuy (2023, as cited by Comunicaciones IE) suggests that we must encourage in education professionals—and, in this way, in children and young people—the development of empathy, the ability to think critically, to apply creativity, to communicate and to resolve legitimate differences without violence. The neoliberal educational system, which promotes individual competences, remains present in modern pedagogical practices, affecting both how students acquire knowledge and the quality of education they receive. As educators work to rebuild and reform the system, there is a need to focus on restoring the value of public education as a means of fostering not only academic success but also the emotional and cognitive development of all students, regardless of their socioeconomic background. Although some of the challenges of education that can be found throughout literature were covered in this section, there are plenty more which remain unexplored or overlooked. Nevertheless, the researchers of this study, as pre-service teachers, had the opportunity to encounter scenarios from real-life experiences along with interactions with students and educators which are relevant for the purposes of this study and will be further discussed in the following section.

Current Challenges in the Chilean EFL Classroom Identified in Researchers' Practicum Experiences.

It is a fact that the challenges in English education are varied, depending on the classroom in which a teacher is. This and other particularities could be observed by the researchers during all the processes of pedagogical practicum and, consequently, the need to study the students' engagement in the subject emerged, as from experience we had been able to identify considerable disinterest or disenchantment in acquiring the language inside the classroom. This led us to question what exactly is the onset of the dilemma and whether it is possible to make a difference with the implementation of different methodologies.

In the practicum experience, the researchers of this study could evidence that ELT often does not consist in something meaningful to the students. In fact, a repetitive factor in most of the lessons observed in different practicum centers focused on memorization and repetition of content, which in turn did not fit the students' reality and its possible usefulness in their daily lives. This not only neglects the holistic learning required in language acquisition but also the possibility of connecting with learners on a much more personal level, which would contribute to their formation as human beings. All of this was also affected by the importance that schools gave to English learning, which varied greatly in different institutions but always had a lower priority compared to other subjects. This was reflected in actions such as the low number of hours of English compared to other classes, the lower availability of didactic material, the 'sacrifice' of English classes in the case of needing to prioritize other activities or the few instances to promote the learning and use of the language in an extracurricular way.

Context of the School in which the Study was Conducted.

It is within this context that we carried out the implementation of Emotional Education and Literary Education, which for the purposes of this research we located specifically in four grades of the Colegio Espíritu Santo del Verbo Divino in San Joaquín. This institution was selected for the study on the grounds that one of the researchers was able to carry out all of her practicum processes in the establishment from 2022 up until 2024, having since then the opportunity to learn about the functioning of the school and its main focuses regarding English

classes at different levels. Therefore, it is possible to have a diagnosis of the common practices within the English classes for the four grades studied.

In the first place, it is relevant to consider that within the school's institutional educational project there is no development regarding the learning of English, its approaches or if they have any planning to complement what is dictated by the Ministry of Education, which is their only guide and does not generate more tools to promote or strengthen the learning of the second language. The only data stated by the official document of the institution is which courses have English classes and how many hours per week, unlike the language (*lenguaje*) or mathematics subjects, for example, which have extra classes in addition to their common lesson plan already mentioned (Kota, 2022).

Regarding the specific groups that were selected for the study, each level has its own particularities in the learning of the subject. In the case of 8th grade A and 8th grade B classes, students attend the school full time, having 4 pedagogical hours of English per week and with each group composed of 40 students. For this level, the lessons are mainly focused on vocabulary learning based on the units proposed by the activity books provided by the government, where students must apply vocabulary memorization in grammar-focused activities. As for the use of texts, these are mostly used in translation exercises, where students must only transfer a reading into Spanish without approaching it from any other perspective. Concerning 10th grade A and 10th grade B classes, students also attend school full time but they have 5 pedagogical hours of English per week, with each group composed of 40 students. The lessons are planned according to the stipulations of MINEDUC's English curriculum, focusing mainly on the grammatical use of the language.

Although the use of texts is more recurrent in these students, they are not used as this investigation proposes but rather to extract information specifically requested in multiple choice questions or to write summaries of them, but in the native language and not in English. For both levels, an essential part of the work with texts that literary education proposes is lost, since it does not lead to a deep reflection on the topics addressed or motivate the enjoyment of reading, reducing the use of texts as a flat experience in which only useful information must be extracted, leaving aside any emotional connection that a reading may arise in students, missing the

possibility of deepening this aspect hand in hand with the learning of English, making it a more natural and meaningful process. In fact, what was observed during the practicum processes is that the activities related to reading do not have a major impact on students in both levels, instead they are actually done to meet the teacher's requirements and to avoid a negative consequence by not working, but in any case many students do not do the activities anyway, showing their lack of interest in the method in which the texts are used and consequently, in the subject.

Use of Texts in the Classroom.

A crucial part of this study is the use of texts as a learning tool in the subject of English where, in the Chilean context and specifically in the school context where the research was conducted, it is supported by the textbook provided by the MINEDUC. At the national scale, the Ministry of Education is in charge of providing free textbooks for all subjects in establishments that receive state subsidies, in order to establish equality in the level of learning, as well as to progressively integrate the contents and stay in alignment with the curricular bases for each level (MINEDUC, 2024). However, in addition to this resource, the possibility is present for each institution to decide whether to use these texts or not, and if so, it may request students to acquire texts from publishers other than the one selected by the government, in order to partially or totally replace the material delivered by the government (Superintendencia de Educación, 2018).

Although this allows schools to be flexible and adjust their material to the school project they have planned for learning English, it also generates greater inequality with respect to schools that can afford better quality material. In this regard, it is the teaching community itself that makes value judgments about the texts. In the study by Lizasoain and Vargas (2023), which interviewed teachers from all over Chile who use both free books and those from private publishers, it was concluded that only 13.1% of the teachers who use the book provided by MINEDUC feel comfortable with the material and, within this number, only 9.6% perceive a positive reception from the students, in contrast with the teachers who use books from the market, of whom 59.4% feel comfortable, and of this percentage, 41% believe that the students like the books equally, indicating that the books acquired privately are perceived in a better way than the book provided by the ministry. Among the reasons for these results is the difference in themes, vocabulary and content in general. Something equally relevant is that the same study

mentions the inconsistency that government books tend to have with ministerial plans and programs, making them inadequate material to work with in some cases.

Considering this disadvantage, which is even recognized by teachers, it is even more challenging to be able to work on readings with students if the appropriate material is not available to begin with. Based on this, the present study alludes to the relevance of Literary Education from the implementation of texts outside the book commonly used by students, which of course do not function only as an element from which the language can be extracted and acquired but are connected beyond what the language can deliver, directly with what the student can feel when reading. The texts used, which are explained in further detail in the methodological framework of this thesis, were chosen with a view to their connection with emotional education, having as its main priority to respect aspects such as ensuring the readings relate to the lives of students and their culture. This is in order to make it significant and more appealing and engaging for them.

Chapter III: Research Design and Methodological Framework

Methodological Framework

Research Design

This research aimed to test the feasibility of applying both EE and LE within the EFL classroom in the Chilean educational context; to which intent we believe the most effective approach to be a quasi-experimental framework. Quasi-experimental research designs intend to estimate the causal impact of an intervention while using non-experimental variation in the main independent variable of interest, and they lack the characteristic of randomly selected groups (Gopalan et al., 2020). A quasi-experimental design is particularly appropriate for educational research due to its ability to study the experiment in natural settings where random assignments are difficult or impossible, often conducted to evaluate the effectiveness of educational interventions (Cook & Campbell, 1979, as cited by Cresswell, 2009; Price et al., 2015). Since participants are not randomly assigned to conditions, groups are likely to exhibit preexisting differences on both measured and unmeasured factors that must be taken into account during statistical analyses (American Psychological Association, 2018). This design was adopted because conducting a true experimental design, or randomized controlled trial (RCT), posed certain challenges. Firstly, there are limitations in only working with the specific grade levels assigned to the authors' practicum, considering this study is conducted by pre-service teachers undertaking their final practicum throughout the duration of this investigation. Secondly, time constraints hinder the possibility of carrying out longer-term interventions. Lastly, the proposed interventions can only be implemented within the practicum centers, where the authors, as pre-service teachers, are allowed to intervene. Control groups cannot be utilized due to the limited sample size; the aim is to optimize the opportunities for intervention within the classroom setting, which are also limited, in order to gather more thorough results. In light of the aforementioned practical constraints, the quasi-experimental approach further emphasizes the importance of a flexible and multifaceted research approach. This design not only allows for a comprehensive examination of the research questions but also ensures that the findings are rooted in the real-world complexities of Chilean education, ultimately allowing us to observe the effects

of the intervention within the natural educational setting, despite the lack of a control group and random assignment.

Given the nature of our study, a mixed-method research design was employed, which combines quantitative and qualitative means of data collection (Cresswell & Clark, 2007). Quantitative methods, including pretests and posttests in questionnaire form along with classroom observations identify and analyze collective trends across a large sample of students. On the other hand, qualitative methods such as exit tickets offer a deeper, contextual understanding of individual experiences. The justification for adopting this method was due to its particular value in uncovering detailed attitudes and preferences, as it allows for an inductive and subjective interpretation of data (Cresswell & Clark, 2007). Morgan (2007) also notes that while qualitative interpretation is inductive and subjective, quantitative interpretation is deductive and objective, thus highlighting the complementary nature of these two approaches. Moreover, mixed-method research also benefits from the strengths of both qualitative and quantitative methods while compensating for their respective weaknesses. For instance, it provides a robust framework for triangulating data, ie. comparing and contrasting results, thereby enhancing the reliability and validity of the findings (Saraswati & Devi, 2023). Moreover, it addresses potential limitations inherent in using a single method for data collection; by integrating both kinds of methods, this study can provide a panoramic understanding in order to capture the complexity of the educational context, where quantifiable data alone might oversee the nuances of participants' individual experiences.

In alignment with our goals and methodological frameworks, we adopted a pragmatic approach to guide our research. Pragmatism, as a research paradigm, focuses on practical outcomes and real-world applications, making it notably suitable for educational research where theoretical and practical considerations intersect (Johnson & Onwuegbuzie, 2004). This approach embraces a plurality of methods to best address the problem at hand, whether they be qualitative, quantitative, or a combination of both (Maxcy, 2003, as cited by Kaushik & Walsh, 2019); however, it prioritizes the research questions and focuses on the consequences of research rather than on the methods themselves (Kaushik & Walsh, 2019). Pragmatism acknowledges the complexity of educational settings and allows for flexibility in methodological alternatives,

ensuring that the research design can adapt to the practical constraints and dynamic conditions encountered in the field (Creswell & Plano, 2011), accordingly helping us decide which action to take next as we attempt to better understand real-world phenomena (Johnson & Onwuegbuzie, 2004), in our case, in the classroom context. This approach not only accommodates the multifaceted nature of educational interventions but also facilitates a thorough understanding of their impact in diverse and authentic contexts. Adopting a pragmatic view allowed us to address the research objectives effectively, providing valuable insights that can possibly improve educational strategies within the EFL classroom in Chile.

Interventions

In order to carry out our dissertation, interventions were required to fulfill the experimentality of the research. In the course of four weeks, four interventions were conducted in each level: three forty-five minute-long interventions and one hour and a half long intervention, where each intervention aimed to address emotional competencies in students using literature to inspire the flourishing of emotions, as it has been demonstrated that emotional competencies development by using literature is feasible (Rivas, 2023). This diversified the experience from the students' point of view.

Interventions were based on learner-centered models of learning, aiming towards developing autonomy in students, which has proven to be essential in developing both cognitive skills related to self-regulated learning (Admiraal et al., 2024), and a positive impact on students' intrinsic motivation (Admiraal et al., 2024). Taking into account this need for autonomy, the interventions model used warm-up activities, presentation and production phases to develop the class; nevertheless, practice was a stage that was not implemented due to the duration of each intervention and the teacher-centered nature that the practice phase represented, this being a class stage to avoid in order to maximize students' getting motivated by implementing an autonomy-supportive classroom climate (Admiraal, 2024). In addition, interventions offered the possibility to perform closure activities, which were referred to as "Exit Tickets", to collect data concerning engagement with the class and its reasons, which derived into physical material obtained from participating students with the purpose of deepening the research results in engagement, permitting the results to be more precise, valid and reliable. Exit Tickets (ET)

consisted of one question or instruction made after each intervention focusing on the topic reviewed during the intervention. This model of data collection while performing the intervention itself has demonstrated to be effective, for it addresses the students' memory variable, allowing results to be accurate from the students' perspective (Courtney & Wulcyn, 2021; Lynn & Jäckle, 2017). Furthermore, all interventions required the production of a written answer or text, owing to the time available to perform each one of them; consequently, the use of projected presentations allowed for time to be efficiently used. Additionally, instructions were designed to be as simple as possible to avoid, at all cost, differences between all experimental groups attributed to the teacher's explanation of the activities, ensuring the understanding of instructions and minimizing conditions variation between each group. As a result, interventions have been thoroughly planned to avoid all variables that may be controllable. However, when facing unexpected events that are usual to different class cultures, the teacher acted naturally, for these conditions are part of all human interactions and may have had an effect on engagement.

Moreover, all interventions were constructed aiming towards more engaging class environments, using a wide variety of resources to achieve engaging classes. These resources mainly focused on the use of creative and out-of-the-box activities that used an input centered on problem-solving skills development and therefore autonomy, which is considered as a relevant perspective to develop engagement (Chen, 2023; Núñez & León, 2018). In addition to autonomy, interventions used collaborative learning, as collaborative environments induce students to create a natural bond with the contents of the class along with peers, this being strictly related to the social nature of human beings as an emotional consideration when performing classes. Furthermore, collaborative learning induces students to be more responsible with the work they perform due to the requirements of a group activity, which will lead to further development of emotional skills to get integrated within the group and create a sense of multidirectional respect (Huri et al., 2024). Consequently, the integration of all these pedagogical components allowed for the interventions to be engaging for students, containing the requirements necessary for our research but not affecting the consequent analysis in relation to in-class literary engagement.

Finally, the foundation of this research was the collaborative use of EE and LE to test its impact on engagement. EE was applied from both students and teacher perspectives: on one

hand, interventions were designed to develop emotional competencies from the students' point of view by using five emotional competencies proposed by Bisquerra (2009), while on the other hand, the teacher's perspective focused on developing emotionally-aware environments to deliver classes, taking action and considerations for emotions that affect students' performance while learning a foreign language and considering other components as classroom management, discipline and multidirectional empathy, as mentioned previously in the theoretical framework. The LE component was applied by using literary texts to learn the target language: these texts were selected to be original, thoughtful and non-neoliberal, promoting language learning, critical thinking and voluntary reading in students. Both LE and EE were the building blocks to construct interventions and their components, aiming to achieve engagement.

Text Selection.

The selection of texts was carried out considering several aspects that influence engagement at different levels. First of all, texts were selected to harvest emotions out of them, which allowed for the connection of the text with the emotional competencies treated in all interventions. Secondly, all texts were cautiously selected to display contextualized information to students, thus aiming to prevent students from getting disinterested and bored with the text because of a topic that is not relevant to them. Thirdly, texts were also selected on account of their length, for interventions one, two and three only lasted forty-five minutes, making the effective and efficient use of time a must. Moreover, interventions were focused mainly on developing engagement from activities using the text as a way to achieve it, additionally deepening reading engagement. Lastly, all texts chosen were in English, for it is the target language of the sessions and the choices of language complexity were done through the objectives presented in the national curriculum, ensuring text understanding and avoiding most possibilities of students getting disengaged because of text language complexity.

Duration of Interventions.

As stated previously, interventions one, two and three were forty-five minutes long. The reason for this decision was mainly founded on the work-load that both the teacher and observer would have experienced while performing the interventions. Moreover, time employed on each intervention was time consumed on the students' regular activities, being fundamental to not

interrupt the normal learning process of students. However, the time used during the first three interventions was not considered a potential hazard to the study's results for techniques were employed to enhance attention of students while the class was ongoing, delivering the class in a manner that students got motivated with the interventions. The energy displayed for what was being taught and the environment set by the teacher at each intervention were all used to maximize attention span of students (Bradbury, 2016); additionally, the time allocated to interventions was wisely used for the purposes of this dissertation, permitting for time to be efficiently used. The last and fourth intervention was one hour and a half long, which decision was taken owing to the nature of the last intervention, for the closure of the experiment was a writing activity that naturally required more time to be done in an effective and thoughtful way, as mentioned by Fitria (2024) who acknowledged that writing is in fact a multi-dimensional process that involves the unification through a text of cultural, identitarian and philosophical features of a human being, which is a time-consuming activity to do. Therefore, increasing the time for this last intervention maximized opportunities to receive good quality works rather than low-level quality stories made in a rush.

i. Intervention 1: A Close Shave by Pedro Vallette

To start the class, in pairs, students played a modified 'Guess Who?' game where each student was provided with one emotion given by the teacher, different for each student. In complete silence, they looked into their partner's eyes for a minute and a half, each evoking their assigned emotion while the other observed. The objective was to convey a subtle emotion that wasn't easy to read on their face. Afterward, they guessed the emotion represented by their partner.

The discussion then focused on how sight can evoke various emotions, with questions such as how often they look directly into someone's eyes. Following this, the teacher showed an image related to the text and asked the students to speculate on what the text was about before doing a guided reading with the group to understand what the text was about. Following the reading, the teacher made several questions to make students guess the interpretation of the text and what implicit meanings could be conveyed in it, thus setting the stage for the next activity of the first intervention.

Students answered the ET presented by the teacher to discuss with their classmates. The questions focused on identifying what emotions the protagonist felt, to then give a piece of advice about what the protagonist could have done to feel a bit better under the overwhelming routine of the city. The task, consequently, aimed towards identifying and reacting to emotions being felt by a completely unknown person.

ii. Intervention 2: Poem, My own muse by Nikki Giovanni

The third dimension of emotional education pertained to emotional autonomy. To foster this, the second intervention incorporated a warm-up exercise centered on some strategies that students already knew to promote self-esteem and motivation, having to justify why those strategies were mentioned and their impact on self-esteem and motivation. Then, a reflection with students was done in order to conceive an agreement on what strategies were more effective on promoting self-esteem, where both students and teacher shared personal experiences to enhance the discussion and activate the students' cognition to this intervention's reading. This exercise helped students to observe strategies to create self-esteem and motivation that other peers apply on a daily basis. Following this discussion, a series of images related to the text were presented, prompting students to speculate on the thematic content of the upcoming text.

The poem itself explored the concept of how the speaker of the poem would like the world to be if the world would only hear the ideas the speaker had to say. The teacher guided students into what parts of the poem to analyze, carrying out a guided reading of the poem to convey meaning. However, contrary to what most students thought about the text, the class was guided into how egocentric and narcissistic it is to think that only one idea and vision would drive the world in such a delicate and perfect manner as expressed in the text, which engaged students to critically think how the poem demonstrated egocentric features, reflecting on positive ego as a necessary personality trait to develop self-esteem and motivation.

After the guided reading and reflection, students formed groups to answer the ET presented by the teacher, pointing mainly towards understanding how ego was presented by the speaker of the poem, therefore critically analyzing the text features necessary to understand the context and the consequent interpretation done. Moreover, the questions also guided the

discussion towards imagining what world would the intentions of the speaker represent if it happened to be true, enriching the conversation into a completely unexpected turn of events thanks to the interpretation given by all classes.

iii. Intervention 3: The woman who greets by Elisa de Padua

To start the class a 7-minute warm-up activity was conducted to evoke emotions relevant to the text. Students were paired off, and within each pair, one student (Student 1) was tasked with sharing something personal while maintaining direct eye contact with their partner. Meanwhile, the other student (Student 2) refrained from making eye contact, utilizing any available props or distractions to avoid it. After the time to talk ended, students were asked how they felt during the activity from both the students sharing and the student ignoring perspectives. Subsequently, the facilitator presented images related to the text and initiated a discussion about what the text can be about.

After the warm-up activity, the teacher conducted a guided reading to deeply understand the text and its features, which induced students to think on the plot development and the text's possible hidden message. Then, the ET was carried out, where students answered the question presented by the teacher. The question pointed towards critically thinking about the simple gesture of greeting on a daily basis and how saying hello can influence others' and one's own day, which allowed the class to consider the impact that the city may have on our capacity to greet others (or not).

This intervention was based on the fourth dimension proposed by Bisquerra (2011), emphasizing the importance of social competencies. The story illustrated this concept effectively, as the protagonist was neglected during a simple attempt to engage in social interaction through greeting. Casassus (2015) explained that communication is a crucial element in emotional development, and self-judgment can hinder learning opportunities from others. Bisquerra (2011) asserted that empathy is key to understanding emotions, as it allows us to reflect our emotions onto others, creating a cycle where emotions are consciously experienced in both parties.

iv. Intervention 4: Writing Workshop: This is My World.

The last intervention was planned to be done considering the last emotional competency focused on well-being from Bisquerra's work done on emotions. This intervention consisted of students writing either a poem or a short story of fifty-words. The class was divided in two parts, the first being an explanation of how a short-story or a poem should be written, giving pre-writing strategies to develop a work of quality, and differentiating some features from each other. After this explanation came the second part, which consisted in giving instructions to carry out the last ET of the interventions. This final ET consisted in students having to write a minimum of fifty words while avoiding jokes and choosing a topic of their interest to write about. Additionally, simulating a real-world scenario, extra points were given to students who participated in the activity, adding that some of the texts would be selected to be presented during the English week to be read by anyone who was interested. This was used as a strategy to encourage students to participate in the writing activity.

The way this intervention connected to the last competence mentioned by Bisquerra was mainly through the capacity that writing sustains as a practice to improve mental health, which has proven to be an activity to do to maintain general wellbeing. Furthermore, writing has proven to create positive future views on one's own life; coping with diverse mental health illnesses as depression and anxiety; and even offering the capacity to face several traumatic events through their written expression (Burton et al, 2009; King, 2001; Pizarro, 2004). These are the reasons why writing was selected to be a perfect match for the last intervention competency treated in class.

Intervention Reliability and Validity Concerns.

As interventions were the methodological choice for this dissertation, some concerns were raised, which mainly pointed towards the objectivity and reliability of the teachers involved in the interventions. These concerns were addressed by reducing the teachers intervening in class to only one, which helped to control variables in scenarios that depend on the teacher's intervening side; moreover, having only one teacher performing the intervention reduced variables on how each intervention was carried, acknowledging that different teachers may have a wide variety of teaching techniques of their preference, idiosyncrasy of education, how classes should be performed, and both personal and professional identitarian features that could potentially affect

the results of the research. Furthermore, as the selected school corresponds to the professional practicum center attended by one member of this research, the teacher performing on each intervention was involved with classes they had not met before, in order to avoid potential biases towards results, which could have been a probable hazard to results objectivity. Moreover, interventions require conditions to be as equal as possible, therefore eliminating this variable will lead to more reliable and objective results from the selected school, courses and students. Besides, each intervention was constructed under professional lesson plan standards used in professional placements in 2024 by the English Department of the Universidad Metropolitana de las Ciencias de la Educación (UMCE), and was modified accordingly to achieve the research requirements, resulting in more similar teaching performances, class preparation and class activities.

In addition, other possible hazards for the interventions' reliability pointed towards the emotions being felt by the teacher while performing interventions, which could potentially lead to the effectiveness of interventions being impacted due to emotional barriers such as anxiety, nervousness, frustration and fear (Li et al., 2023). This situation was addressed by practicing previous-to-intervention exercises to distract the mind from all possible anxieties, setting a positive mindset before the intervention. Breathing exercises, stretching exercises and self-determination strategies were all applied in order to relax the performer and prevent potential dangers that emotions felt on the spur of the moment of the intervention could jeopardize the results' validity and the reliability of this research.

Instruments

Pre-Test and Post-Test.

In order to gather information regarding the engagement of students during English lessons an instrument was designed. The instrument aimed to measure three key concepts of engagement: behavioral, emotional and cognitive. As discussed previously, engagement is a multidimensional construct for examining antecedents and consequences of behavior, emotion, and cognition simultaneously and dynamically, testing for additive or interactive effects. Defining and examining these components of engagement individually separates students' behavior,

emotion, and cognition, while in reality these factors are dynamically interrelated within the individual as they are not isolated processes (Fredricks et al., 2004). Studying engagement under these concepts is valuable because it may provide a richer characterization of children than is possible in research on single components.

The design of the pre and post-test instruments were based on the engagement measurement proposals by Fredricks et al. (2004) & Foster (2023). Statements sought to collect information about student engagement by self-assessment. These statements were divided into the three engagement types considered by this research: behavioral engagement statements discussed contribution, participation, concentration, effort; emotional engagement statements sought to evaluate the level of students' investment in, and their emotional reactions to, the learning tasks; and cognitive engagement statements regarded their investment in learning, the develop of learning strategies, how they set goals, plan and organize, among others.

Making use of a pre-test instrument allowed us to measure these elements before the interventions took place. Meanwhile, using a post-test allowed us to measure the same elements after the interventions took place (Creswell, 2011). The pre-test and post-test instrument took the form of a 5-point likert scale, with twenty-seven statements and five options from where the participants chose one to manifest the level of agreement they feel in relation to the statement: totally agree, agree, not sure, disagree and totally disagree.

Check Appendix A to see the pre-test and post-test instrument format.

Observations.

To collect information regarding the reaction of students to the interventions, observations took place, as they allow us to gather factual data from a first-hand and non-biased source, rather than from the subjects' perceptions and vision (Creswell, 2011).

The observer played a non-participant role to avoid interrupting, disturbing or influencing the students and the normal flow of the lesson (Creswell, 2011), by sitting at the back of the classroom and registering the findings in written form in the document, refraining from any type of interaction with the members of the class.

The observation instrument was developed focusing only on the domain of engagement that can be externally identified, which is the behavioral, as “Compared with emotional and cognitive engagement, the measurement of behavioral engagement is more straightforward because behavioral patterns can be defined, observed and interpreted.” (Liu et al., 2015). Since it is the only one of these that can be measured in isolation from the involvement of the participants of the study, it was prioritized to measure it independently from the other types of engagement, so that the observed behaviors could be compared and contrasted with the self-perception of the students in their other types of engagement that the other data collection instrument was in charge of obtaining. Moreover, the instrument was constructed with the purpose of assessing the three main moments of the interventions (i.e, warm up, presentation and production) considering the existing variation in the level of engagement according to Skinner et al. (as cited in Van den Berghe et al., 2009), who states that “Student engagement can change across situations and time, students might show different levels of engagement within one lesson” .

Based on this, the instrument has an identification chart which the observer filled with general information, such as the date, class and number of interventions. Subsequently, the instrument is divided while respecting the aforementioned moments of the class, having for each of the segments a selection of behaviors that could be observed according to the activities scheduled for each of the interventions. The selection of behaviors was inspired by the In-class Engagement Measure (IEM) 5 min observation form, developed by (Alimoglu et al., 2014), and it was measured through a likert scale based on the number of students manifesting any given behavior, following the criteria of Creswell (2011). Finally, the instruments provided a free space in each of the sections to add any comments that were beyond the scope of the specific behaviors, and that the observer deemed relevant to be considered within the study.

It is important to state that the creation of this instrument was conceived from the impossibility of using observational instruments already designed and tested, such as, Behavioral Observations of Students in Schools BOSS (Shapiro, 2004), Classroom AIMS (Roehrig, 2009), Instructional Practices Inventory IPI (Painter & Valentine, 1998) mainly due to the level of complexity of these and the mandatory professional training required to implement them.

Nonetheless, the observation protocol was constructed in accordance with multiple appreciations of the authors cited, adjusting to the specific measurement needs of this study.

Check **Appendix B** to see the Observation Instrument

Exit Tickets.

The selection of ETs as instruments had two main reasons: the first one corresponds to the potential to improve engagement in scholarly lessons for itself, according to Conner (2013); the second one refers to the responses of those ETs. The first three Exit Tickets promoted a journey through emotions, comprehension and reflection; asking questions about the text, meanwhile the fourth ET gave the possibility to our participants to write in free will under some parameters related to length and language. The goal for the exit tickets is to analyze the type of responses of each participant of this research, looking to find thematics related to the guidelines of this investigation, such as: EE and LE. In addition the ETs were created to test if the participants' engagement varies across the four interventions, with help from the other instruments. In order to analyze the results from the ETs, a thematic analysis was used given the qualitative nature of the answers. Willcox's "The Feeling Wheel" (1982) was used to facilitate identification and classification of emotions. Willcox labels emotions into seven broad categories: bad, fearful, angry, disgusted, sad, happy and surprised, where each category then expands into more specific emotions.

Chapter IV: Results Analysis

Results

Pre and Post-Tests Results

In this section of the dissertation pre and post-test results are going to be presented, interpreting what they mean. Additionally, this part includes how the data was treated, selected, organized and filtered to enhance the data analysis procedure and the validity of this process.

Pre and Post-Tests Data Selection and Categorization.

In order to analyze the results of this study, the data was carefully selected under certain parameters to categorize and organize it. The first parameter selection was that participants must have completed both pre and post-tests to be considered for the next selection; then, students who completed both questionnaires were filtered by the amount of exit tickets completed, therefore, students who completed the questionnaires but did not fulfill any exit ticket were not considered in the statistical analysis done. This was done in order to analyze what happened with students that were actively participating in the activities presented during the interventions process. After the selection process, all the data remaining was organized in three categories *general*, *medium* and *completed*, which are going to be named as “*students segments*”; the general category is composed of subjects who effectuated from one to all exit tickets during the interventions; the medium section was composed of students with two to three exit tickets done; and completed stands for all exit tickets completed. In total 85 students fulfilled the requirements to be considered in the data analysis of this study, from which 47 were in the medium section and 14 in the completed category. This categorization helped to understand better how students evolved during the study under different conditions and groups, for it is understood that students who completed more exit tickets were actively engaged with the classes proposed.

In addition, the statistical analysis was divided in two different groups, which firstly consisted in organizing the descriptive analysis of the questionnaires’ engagement categories, these being the following: behavioral engagement (BE), emotional engagement (EE) and cognitive engagement (CE), and then taking into account specific questions selected to be

analyzed and compared in further detail. This thorough and strict way to analyze data was separately done to 8th and 10th grades, doing one final analysis of both levels as one unit. This manner of organizing, filtering and calculating the data helped the researchers have a better understanding of what happened numerically with students before and after the implementation of interventions, having deeper proof and validity to the numbers presented and the qualitative conclusions concerning engagement outcomes of this study.

Eighth grades pre and post-test results.

The pre-test results that were obtained from both 8th grades demonstrate a low level of perceived engagement by students in all three sections of the questionnaire as can be observed in Table 1. From a behavioral perspective of engagement, it can be observed that the mean tends to be higher as it is a type of engagement related to responsibilities and obligation from the parents' side, being mainly related to attendance to class/school and participation in the class activities; moreover, as expected, the completed students' segment had a higher mean in comparison to both the general and medium categories, for it is considered that the completed group corresponds to students that have high levels of engagement and responsibility towards school and its subjects; furthermore, the medium segment perceived a lower level of behavioral engagement in comparison with both completed and general categories, owing to the variety of students in that group, ranging from one to three ETs completed. Taking into consideration the perceived emotional engagement, it can be observed that all three students' categories agreed on the low level of emotional engagement with the English subject, which is worrying considering that without emotional engagement learning is incomplete (Nelsen et al, 2000). From a cognitive point of view, it can be observed that students felt really low levels of CE, which can explain the difficulties to get the class to behave, do the activities and follow the class closely; the consequences of this low level of CE were observed in the effort students put into each activity proposed by the teacher in at least the first two interventions.

Table 1

Pre-test engagement sections mean, divided per student's segments.

Questionnaire Section	Mean
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	General	Medium	Completed
BE	3,622	3,547	4,375
EE	3,368	3,348	3,75
CE	3,046	2,955	3,637

Note: This table contains two main variables which are the type of engagement from the questionnaire (BE, EE & CE) and the students segment (general, medium & completed).

Furthermore, when comparing results from pre and post-tests a significant difference in the mean can be observed, and the reason why these results are significant is that the amount of time invested in performing interventions was not close to real life scenarios, in which there is more time to teach a given matter, all of which translates into a small interventions process that derived into a fruitful experience to all people involved in this process. Firstly, in table 2 the general segment presented increments in their mean for each questionnaire section; from a behavioral perspective a 1% increase can be appreciated, which is an expected outcome for this specific type of engagement, which can imply that students perceived that they were trying to participate more in classes with diverse contributions to class, demonstrating an increased willingness to participate; from an emotional point of view of engagement a 3,26% increase was observed, meaning that students perceived that they were more present in an emotional manner with the interventions and its activities, additionally providing emotional competencies to students to identify, understand and manage oneself and others' emotions; taking into account cognitive engagement a 2,06% increase can be appreciated, it being a target of this dissertation, as the aim was to encourage students to learn English in formal and non-formal contexts, putting higher efforts than usual to learn English through reading varied texts not related to the usually neoliberal topics found on students' books, as mentioned in the problem statement and contextual framework.

The medium students segment can be initially observed as the segment with the most variation from pre to post-test, considering that in this specific segment students with diverse degrees of participation were contemplated, which is important to mention as this group consists of students of different academic levels that put relative effort to the tasks presented. Digging

deeper into the questionnaire sections, behavioral engagement increased by a 2,9%, which means that from the medium segment students perceived that they participated more in the interventions activities; considering the emotional side of engagement, there was a 4,1% increase in comparison to classes before the interventions, this number proposes an enormous opportunity to develop the way students with diverse levels of effort relate emotionally with language learning, adding the capacity to improve their emotional capacities for themselves and others; analyzing cognitive engagement there was a 4,5% increase, meaning that from the general segment a significant improvement in overall engagement can be observed, deriving in a world of possibilities to increase students' learning outcomes, goals and results.

From the completed segment negative changes can be observed in both BE and CE. In the BE section a 2,7% decrease can be observed, and in the CE section a 5,2% regression can be appreciated, still, these numbers can be contrasted with the outcomes that these students presented in their exit tickets, final text and in-class behavior noted in the qualitative analysis from both observations and exit tickets. Nevertheless, the EE category increased by 0,5%, which agrees with the other two students' segments, being another way to prove that this teaching strategy can increase the emotional engagement that students feel towards the subject and its activities with the use of the literature proposed in this dissertation.

Table 2

Pre & post-test comparative results divided per students' segments.

Questionnaire section	Mean					
	General		Medium		Completed	
	pre-test	post-test	pre-test	post-test	pre-test	post-test
BE	3,622	3,666	3,547	3,692	4,375	4,236
EE	3,368	3,533	3,348	3,55	3,75	3,775
CE	3,046	3,148	2,955	3,183	3,637	3,375

Note: This table helps to compare and understand the results that this study obtained in 8th grades, which, as can be observed, were mostly proof that the use of emotional education and literary

education can indeed increase overall engagement, and, therefore, improve learning outcomes and students' significant learning.

Tenth Grades Pre & Post-Tests Results.

10th grade pre-test results show more stability in students' overall engagement, as in all categories the mean exceeds 3, meaning that the interventions' impact on this level could only point towards improving what has already been done in terms of engagement, and making students explore the literature that was presented during the interventions, additionally experimenting with creative writing as the last intervention proposed. However, it can be observed that both emotional and cognitive engagement are lower than the behavioral perspective, implying that there is space for improvement in emotional and cognitive terms, in order to benefit the learning process of students. Furthermore, from a numerical point of view it is expected that the mean has a sequence when moving from one students' segment to the other, which is not the case with cognitive engagement, for its mean is lower than the general one. To conclude, by observing the results we can appreciate a certain degree of stability in overall engagement, nevertheless some aspects can be improved in the benefit of the students' community and well-being, as emotional and cognitive engagement are still low from the students' perception.

Table 3

Pre-test results, divided into questionnaire sections and students' segments.

Questionnaire section	Mean		
	General	Medium	Completed
BE	3,711	3,783	4,388
EE	3,46	3,605	3,85
CE	3,31	3,25	3,833

Note: It is worth noting that in comparison with 8th grades pre-test results (table 1), 10th grades show a certain degree of stability in their overall engagement, which corresponds to their mental developmental stage.

In addition, when directly comparing pre and post-test results from both levels, it can be observed that behavioral engagement was lower in both medium and completed segments, which can be attributed to minor variations in students' answers from both the medium and completed students' segments, for the medium segment decreased by 0,7% and the completed one in a 1,7%, moreover, these numbers can be contrasted with the observations results, highlighting the increased participation in students inside the classroom; however, the general segment did increase by 1,7%, which can be attributed mathematically to students that only participated in one ET, meaning that this variation can be due to their consideration in the general category, which can lead to interpreting that students that did not participate a lot through ETs perceived an improvement in their behavior towards the class, participating more and engaging with the intervention proposed. Secondly, from the emotional perspective of engagement, the general segment increased by 3,3%, the medium by 0,2% and the completed by 3,8%; these results can be interpreted as students being capable of connecting emotionally with the course and the activities presented by the teacher through texts, which also leads to reading engagement being increased, which is one of the final purposes of this dissertation; additionally, it is important to mention that these results are significant due to all four interventions accumulating a total of three hours and forty-five minutes.

Cognitively, the general segment increased by 1,5%, which represents a higher intention from students of 10th grade to learn English in non-formal contexts, which leads to externalized engagement, occurring outside a classroom; furthermore, this increase represents the direct intention of at least trying to increase the time invested in learning English, therefore, the general effort put into learning the language is incremented as a consequence. In the medium segment a 3,6% development can be observed from pre to post-test, which means that there is even more effort put to learning English in a short period of time, and it is important to focus on how these interventions would have worked if the entire school had approached all subjects in a similar manner, as this study's interventions were isolated from all other subjects. Finally, considering the completed segments of students, a 2,1% decrease can be observed, which can be traced to the small variations in the completed group, as only one different answer can heavily impact the mean of the segment; from another point of view, this result, as it has been observed, did not only

happen with 10th grades but in 8th grades too, and it could possibly implicate that students from that segment were more careful and reserved with the new teacher in their classrooms, which can be additionally interpreted as some kind of resistance to the new teacher by this students' segment. This hypothesis can be defended through emotional education theory, as it states that to first generate any significant learning the teacher must be trusted by their students (Bisquerra, 2011) in order to enter the classroom community, and this process takes time to perform, time that was not available for this specific research. Therefore, even though the scenario was challenging and there was not much time to carry out each intervention and to build trust with students, there were results favorable to the application of both LE and EE to address engagement in the Chilean context.

Table 4

Pre & post-test, divided into questionnaire sections and students' segments.

Questionnaire section	Mean					
	General		Medium		Completed	
	pre-test	post-test	pre-test	post-test	pre-test	post-test
BE	3,711	3,798	3,783	3,75	4,388	4,301
EE	3,46	3,629	3,605	3,618	3,85	4,042
CE	3,31	3,386	3,25	3,431	3,833	3,728

Note: This table shows the comparison from pre to post-test divided into the questionnaire sections BE, EE and CE; and in students' segments general, medium and completed.

Pre and Post-Test Questions Analysis.

In this section all questions will be analyzed individually on both levels and all students' segments per level, in order to have valid, reliable and wider results discussions.

i. I regularly go to English classes.

The first question of the questionnaire is mainly related to a behavioral and formal component that does not depend on the interventions, but on the parental responsibility to make

students arrive in school. Nevertheless, some differences can be appreciated in the answers from both levels; in 8th grades the general segment increased by 2,2%, the medium one had a 3,7% variation from pre to post test and the completed section had a 2,5% increment. In 10th grades the complete opposite happened as the general segment decreased 1,1%, the medium level had a 3,2% decrease and the completed section had a 2,8% downgrade. These results are relative as class attendance did not depend a lot on the interventions done, but on school and parents' effort.

ii. I participate making questions in the English class.

In both grades this question could vary in its meaning due to the probable reasons why there could be more or less questions asked; still in 8th grades results were practically equal, in the general segment no variation is observed, the medium section only experienced a 0,8% increase and the completed level decreased by a 1%, which can be interpreted as no need to ask questions for contents were understood. In 10th grades the same tendency occurred, as the only segment with variation was the general one with a 4,9% increase in perception of questions asked to the teacher.

iii. I participate in the English class activities.

This specific question presented diverse results, as in some cases the mean increased from pre to post-test, and in some other cases it decreased. In 8th grades the general and medium segments increased, while the completed section did not; the general section varied positively by 2,6%, the medium section increased by 5,5% and the completed segment had a 5% decrease; these results can be interpreted positively as a better disposition towards learning by participating more in the interventions, moreover, it is important to consider that this level was not met before, therefore the relationship buildup with 8th grade was from zero, adding a certain amount of negative variation, specifically in 10th grades. In 10th grades only the general and completed segments increased, while the medium one decreased; the general level increased by 2,5%, the medium had a 0,7% decrease and the completed section increased by 4,7%.

iv. If there is something I do not understand, I ask my peers or teacher.

Not surprisingly, in this question minimal variations appeared in all levels, for the educational and cultural system of values teaches how important is to think as an individual,

which is a classic thinking process in neoliberal societies, always looking for the individual interest instead of seeking for a social good; therefore making the variations of this question minimal and mostly negative, however, this specific methodology applied will help to decrease that sense of individuality, as collaborative work is employed most of the time.

v. I share experiences that can contribute to the English class.

In this question both levels experienced the same variation, increasing in both general and medium segments, and decreasing in both completed segments. In 8th grades the general and medium sections increased by 2,6% and 8,2% respectively, and in the completed level it decreased by 7,5%; the increase in the general and medium segments can be understood as an increased willingness to participate in the activities proposed, while the completed section, for a reason that shall be investigated, decreased drastically. On the other hand, the 10th grade general segment had a 1,4% increase, the medium section increased in 1,2% and the completed level had a 2,3% decrease, meaning that overall, in both levels there was more disposition to contribute to class, excepting the completed segment.

vi. I pay attention when instructions are given.

The answers given by 8th grades show identical results in the general segment, while in the medium section a 3,8% increase is observed and the completed level had a 2,5% negative variation. In 10th grades the general segment observed a similar outcome as in 10th grades, for the general and medium levels increased by 0,4% and 2,9% positive variation respectively, and the completed segment experienced a 2,3% decrease. These results show an impressive increase of attention given from the students to the instructions of the activities presented in the medium segments, however, attention levels in the pre-test were high as well, which shows no issue at all in attention given to instructions.

vii. I focus during the English class activities.

In 8th grades the focus given to the class as a whole increased in all segments, the general, medium and completed segments increased by 0,8%, 4,2% and 5% respectively. In 10th grades the same effect was not observed, as only the general group increased by 3%, while the medium maintained its results and the completed level decreased by a 3,8%. 8th grades results can be seen

as a positive increase in the focus given to the class, which can be due to the interest gained by the new activities proposed to students through interventions; in 10th grades only the general group experienced the same effect, as the other two maintained and decreased the perceived focus on activities.

viii. I help my classmates when they do not understand something.

This question remarked as all levels had small increases in pre to post-test results, excepting the completed segment from 10th grades. In 8th grades all three levels had some level of increase, the general had a 0,8% variation, the medium one experienced a 0,02% decrease which is minimal and the completed level presented a 2,5% increase. On the other hand, 10th grades general and medium segments had a 2,5% and 3,3% increase, while the completed presented a negative variation of 8,5%. These results show signs that most segments experienced the intention of helping those who do not understand some contents, the massive decrease in the completed segment of 10th grades is particularly striking, which can be attributed to multiple reasons, but can be further investigated.

ix. I focus during reading activities in the English class.

This last behavioral question specifically points towards students' perceived focus in reading activities alone. In 8th grades the general and medium groups had a 0,8% and 0,7% positive variation, while the completed group decreased by 5%. In 10th grades the same effect can be observed as both the general and medium segments experienced a 1% and 0,1% increase respectively, while the completed group decreased by 1,4%. These results can be interpreted as no variation at all in the focus given to reading activities from a student perspective.

x. I like reading activities.

The first emotion-related question showed an impressive positive variation in all levels and segments. In 8th grades the general, medium and completed segments increased in 8%, 5,6% and 10% respectively, which are all big numbers for our research, for it demonstrates that this strategy will emotionally benefit students towards the language and their disposition to learn the language either inside or outside school in a reading format. In 10th grades the general level augmented by 10,2%, the medium section 5,9%, and the completed segment increased by 2,3%,

which again repeats the pattern observed in 8th grades. Consequently, students recognize and value the literary material given and how the activities were developed, which made them like the skill more, as the interventions offered the opportunity to teach reading activities through varied texts that are not related to neoliberal activities.

xi. I get bored in the English class.

This question showed that students felt less bored with the interventions' activities, which is an emotional development from pre to post-test that increases students' focus in the activities and the class itself. In 8th grades both the general and medium segments experienced a 1,3% and 3,7% decrease, while the completed level observed a 5% increase, which is still a low mean for the section. In 10th grades all segments perceived lower levels of boredom as the general, medium and completed segments obtained 7,1%, 9% and 1,4% decrease respectively in their results. These results are highly valued as it is expected that by exciting the brain more learning outcomes can be achieved, as the bored brain usually does not retain the information presented in a class (Ndeti et al, 2023).

xii. I get excited when having English classes.

Contrary to the last question, this question aims to collect the contrary information, its pillar being engagement. In 8th grades not much variation can be observed, as in both general and completed segments there were a 1,3% and 2,5% decrease respectively, the medium segment did not vary much in these grades as only 1% positive variation was observed. In 10th grades the opposite effect was observed, as all segments increased, the general one had a 2,2% increment, the medium section increased by a 7,5% and the completed level augmented by 0,9%; meaning that 10th grades experienced more excitement than 8th grades when encountered with the interventions.

xiii. I enjoy learning English.

In this question 8th grades general and medium segments enjoyed more learning English, as both segments had a positive variation of 3,5% and 4,9%, while the completed section showed a decrease of 2,5%. In 10th grades all segments augmented from pre to post-test, the general level increased by 5,9%, the medium section augmented by 1,1% and the completed segment increased

by 9%. These results from both grades act in accordance with the 11th question, for it is understood that the lower the boredom, the higher the degree to which the class is enjoyed, acting with fidelity to the strategies employed while teaching in the interventions period.

xiv. I enjoy studying English by myself.

In this question, 8th grades general and completed segments decreased by 0,4% and 7,5%, the medium section being the only one at this level to increase by 1,3%. In 10th grades the opposite result can be observed, as all both general and completed segments increased in different levels, the general and completed segments increased by 5% and 12,3%, while the medium section decreased by 1,8%. These results, at least in 8th grades, are minimal in variation, still 10th grades observed some significant variations, which translates into students enjoying more outside school English learning processes.

xv. I like non-traditional activities in the English class.

This question in 8th grades showed that both general and completed segments increased by 5,3% and 5,3%, which can be understood as an evolution of students liking more non-traditional activities after experiencing them. The completed section decreased by 2,5%. In 10th grades only the general and completed segments liked more non-traditional activities after being exposed to them by 0,7% and 4,2% respectively, while the medium segment had a 2% decrease.

xvi. I feel comfortable participating in the English class activities.

In 8th grades this question exposed higher levels of comfort from students in the general and medium segments, as the completed section maintained its results; the general level increased by 7,1% and the medium segment increased by 8,4%, which can be understood as students having the possibility to participate more owing to this comfort during the class activities. In 10th grades however, only the general segment experienced a positive variation of 5,1%, while the medium and completed sections decreased by 0,7% and 1,4% respectively. These results show that in 8th grades students were more comfortable than in 10th grades, which can be related to the relationship that students from 10th grades developed with the texts, as emotions treated could have been difficult to manage from a comfort perspective, for sometimes digging emotions is a

tough task to do, due to some traumas and pain students may have gone through; and students still were confident enough to share these with the investigators and teachers.

xvii. I like activities related to reflection and emotions expression in relation to a reading in the English class.

This question, which directly addressed how EE and LE interacted between each other to increase engagement, is fundamental to analyze these research purposes, due to the nature of directly asking what wants to be discovered. In 8th grades all three segments experienced increases from pre to post-test, the general one had a 5,7% increase, the medium group increased by 7,5% and the completed section augmented by 2,5%. On the other hand, 10th grades had the same effect, as all segments increased, the general group increased by 10%, the medium segment increased only by 0,1% and the completed section had a positive variation of 12,8%. These results mean that using emotion-related literature with emotional topics of discussion, emotionally developed activities and the use of creative literary texts itself are a way to create a significant hook between the class and students, which, when complemented with other questions' insights can show that engagement significantly increases when applying LE and EE together.

xviii. My classmates respect what I have to say.

In this question 8th grades showed increases, meaning that students felt more respected by their classmates when speaking. The general level increased by 4,4%, the medium group augmented by 4,7% and the completed group had a 10% positive variation. In 10th grades all segments experienced the opposite as 8th grades, for the general group decreased by 2%, the medium segment also decreased by 1,1% and the completed section had a negative variation of 11,4%.

xix. I am able to create my own opinion about what I read.

This question is considered a bonus one as it is emotion-related, and it is a question that focuses on critical thinking skills that could be developed during the intervention period. In 8th grades both the general and medium groups increased by 1,7% and 5,5% respectively, while the completed segment decreased by 7,5%, which can be explained as students from the completed

segment thought this skill was highly developed, however, when tested through interventions they realized it was not that way. In 10th grades all segments increased, the general, medium and completed segments augmented by 3,7%, 2,7% and 10,9% respectively. These results can be interpreted as the application of both LE and EE having an impact on critical thinking on students, which is yet another feature developed during this study and its interventions.

xx. I use strategies to strengthen my learning during the English class.

For the first cognitive-related question, students from 8th grade perceived from both the general and medium segments that they used more strategies to strengthen their in-class learning by 4% and 6,6% respectively, while the completed group experienced a decrease by 7,5%. In 10th grades only the general and completed segments increased by 2% and 2,3% respectively, while the medium one decreased by 2,9%. These results can be understood as students using more strategies to perform better at the English class.

xxi. I am interested in learning English outside the English classroom.

The second cognitive question aims at another important point, for it considers the interest of students in learning English outside school, which is fundamental to enhance language understanding. The 8th grade showed minimal results as the completed group experienced no variation, and the general and medium segments increased by 2,6% and 5,9% respectively. From the 10th grades perspective both the general and medium groups experienced positive variations of 2,2% and 5,7% respectively, while the completed group reduced its mean by 4,3%. These results mean that there is increased interest in some segments to keep learning English outside school.

xxii. I devote an adequate amount of time to study English.

For this question in 8th grades all segments decreased, the general, medium and completed segments decreased by 4,4%, 3,8% and 5%. In 10th grades the general and medium segments increased by 5,6% and 7%, while the completed segment decreased by 1,9%.

xxiii. I am interested in reading English in my free time.

This question is another fundamental one, as it digs into students' perception on reading interests outside school. In 8th grades the only segment with regression is the completed one, which decreased by 5%, while the general and medium sections increased by 2,2% and 5,7% respectively. In 10th grades the same effect can be observed, as the completed group decreased by 5,7%, and both the general and medium groups had positive variations of 3,2% and 7,5% respectively. These results are relevant, for they show that over a longer period of time, students can develop a deeper sense of interest towards reading in English outside school.

xxiv. I am able to understand readings in English.

In 8th grades both general and medium segments were able to understand the reading, the general one obtained a 1,7% increase, while the medium group showed a 6,7% improvement. In 10th grades the same phenomenon can be observed as both the general and medium groups increased by 4,4% and 9,1% of positive variation. The completed segments from both 8th and 10th grades decreased by 17,5% and 6,1%, which can be attributed to the same reason provided in question nineteen. Nevertheless, the increased segments can demonstrate that this teaching strategy can increase reading comprehension in students.

xxv. I am able to connect readings to my emotions.

This question is also fundamental to this study, as the connection between reading and emotions allows students to further comprehend stories and their literary components, moreover enhancing their emotional skills and competencies. In 8th grades the general segment experienced identical results from pre to post-test, while the medium section increased by 3,8%, and the completed level decreased by 2,5%. In 10th grades all levels experienced increased results from pre to post-test, the general group augmented by 2,6%, the medium level increased by 5,9% and the completed segment by 10,4%. These results show that students were able to emotionally connect with the texts presented during the intervention process, which can be understood as students having the capacity to engage more with the texts presented.

xxvi. English stories have helped me understand the language better.

In 8th grades all segments increased, the general, medium and completed increased by 9,3%, 8,5% and 2,5%. On the other hand, in 10th grades the only segment to increase was the

completed one with a 9,5% improvement, while the general and medium groups decreased by 2,4% and 1,6%. These results come to show the value students give to these stories presented in English to enhance language learning, which provides helpful insight to know what reading material to select when working with this skill.

Table 5

1.1.5 Pre & post-tests questions analysis and results

Question N°	Mean					
	General		Medium		Completed	
	pre-test	post-test	pre-test	post-test	pre-test	post-test
8th Grades						
1	4,488	4,6	4,413	4,6	4,875	5
2	2,866	2,866	2,758	2,8	3,875	3,375
3	3,688	3,822	3,655	3,933	4,625	4,375
4	3,866	3,755	3,689	3,633	4,625	4,375
5	2,844	2,977	2,62	3,033	3,875	3,5
6	4,266	4,266	4,241	4,433	4,875	4,75
7	3,711	3,755	3,689	3,9	3,875	4,125
8	3,133	3,177	3,034	3,033	4,375	4,5
9	3,733	3,777	3,827	3,866	4,375	4,125
10	3,377	3,777	3,482	3,766	3,625	4,125
11	2,355	2,288	2,586	2,4	1,625	1,875
12	3,511	3,444	3,448	3,466	3,875	3,75
13	3,644	3,822	3,586	3,833	4,125	4
14	3,022	3	2,965	3,033	3,875	3,5
15	4	4,266	3,965	4,233	4,875	4,75
16	3,533	3,888	3,31	3,733	4,5	4,5
17	3,622	3,911	3,655	4,033	4,125	4,25
18	2,866	3,088	2,827	3,066	2,375	2,875

19	3,755	3,844	3,655	3,933	4,5	4,125
20	3,2	3,4	3,068	3,4	4,125	3,75
21	3,177	3,311	3,034	3,333	3,75	3,75
22	2,866	2,644	2,793	2,6	3,5	3,25
23	2,555	2,666	2,344	2,633	3,375	3,125
24	3	3,088	2,862	3,2	4,125	3,25
25	3,4	3,4	3,206	3,4	4,25	4,125
26	3,244	3,711	3,241	3,666	3,875	4
10th Grades						
1	4,625	4,567	4,722	4,562	5	4,857
2	3,05	3,297	3	3	4	4
3	3,6	3,729	3,722	3,687	4,333	4,571
4	3,825	3,864	4,055	3,562	4,666	4,714
5	2,875	2,945	3	3,062	3,833	3,714
6	4,275	4,297	4,166	4,312	4,833	4,714
7	3,9	4,054	4	4	4,333	4,142
8	3,25	3,378	3,333	3,5	4	3,571
9	4	4,054	4,055	4,062	4,5	4,428
10	3,3	3,81	3,388	3,687	4,166	4,285
11	2,925	2,567	2,833	2,375	2,5	2,428
12	3,075	3,189	3	3,375	3,666	3,714
13	3,325	3,621	3,444	3,5	3,833	4,285
14	3,425	3,675	3,777	3,687	3,666	4,285
15	4,1	4,135	4,166	4,062	4,5	4,714
16	3,525	3,783	3,722	3,687	4,5	4,428
17	3,175	3,675	3,555	3,562	3,5	4,142
18	3,775	3,675	4,055	4	4	3,428
19	3,975	4,162	4,111	4,25	4,166	4,714
20	3,6	3,702	3,833	3,687	4,166	4,285

21	3,75	3,864	3,777	4,062	4,5	4,285
22	2,825	3,108	3,312	3,666	3,666	3,571
23	3,025	3,189	3	3,375	4	3,714
24	3,425	3,648	3,166	3,625	4,166	3,857
25	3,275	3,405	3,388	3,687	3,333	3,857
26	3,825	3,702	3,833	3,75	3,666	4,142

Note: This table exposes the results obtained in all questions from the questionnaires applied in the school, which gives clearer insight into what happened specifically in each question made in both levels, consequently leading to results and interpretation diversification. Only the 27th, 28th and 29th questions are not included in this list, as they were used to discover some contextual information that is not subject to comparisons.

Observations Results

Observation instrument.

In this segment of the analysis of data, the results obtained from the observation instrument are going to be presented and analyzed focusing on the behavioral domain of engagement, which, as previously explained in the methodological framework, is the only dimension that can be monitored by a third party and measured according to behaviors presented by students. This instrument was implemented during every intervention session on the four groups observed, maintaining the same observer in order to avoid altering the perceptions compiled in the research.

To carry it out, it is important to clarify that the instrument is divided in two main sections. The first section was a checklist that aimed to gather the quantity of students that display behaviors that indicate engagement. The second section was a comments section that allowed the observer to add additional information regarding behaviors that may be useful and of importance to the study.

Checklist.

The analysis and collection of data from the checklist section is going to be analyzed with two different methods. The first method to be occupied is descriptive analysis that consists of presenting the findings without making inferences or assumptions and utilizing statistical tools of central tendency such as mean and mode and variation such as standard deviation. (Dynarski, et al. 2017). The second method is the T Test that compares the means of two sample groups, more specifically an independent T Test, as these two groups are independent from each other. (Kim, T. 2015)

I. Descriptive analysis of the checklist.

As mentioned above, the findings from the four different sample groups, 8th grade (A and B) and 10th grade (A and B), are going to be presented utilizing descriptive analysis and statistical tools, mean, mode and standard deviation, to analyze if there was a difference during the course of the four interventions on each group.

To have a better understanding of the information that is going to be presented it is important to provide contextualization regarding the visualization of the same. Firstly, each intervention is divided in three moments, these being: Moment 1, Moment 2 and Moment 3. Each of these moments have, respectively, 8, 8 and 7 behaviors that were observed. Secondly, to count the number of students that carried out the expected behavior, a table of indicators was created in the observation instrument, as seen below.

Indicators	Equivalent Numbers	Quantity of Students
Class (C)	3	15 or more students
Small Group (S)	2	4 or more students up to 14
Individuals (I)	1	Less than 3 students
None (N)	0	0 students
No data (N/D)	-	Unobserved behavior

The indicators from the table were changed to a number rather than a letter to simplify the processing of data.

A. Descriptive analysis of 8th grade A.

The results of the checklist indicate the number of students identified as complying with the behaviors established in each statement for class 8th grade A. For its analysis, the results in each of the statements of the four interventions were considered, and with this, the value of the mode (Mo), mean ($\bar{x}$) and standard deviation (SD) in order to have global results of the intervention process per class. The analysis, as well as the instrument, is divided by the moment of the class (i.e Warm up, Presentation and Production). Table 5 below shows all the results.

1. Moment 1: Warm up.

To begin with the initial moment of the class: Warm up, the first observed behavior “1. Students attend the lesson” obtained the same result for each of the interventions, this being 3 (15 or more students). In this case, the mode corresponds to 3, as well as the mean (3,00), and the standard deviation is 0 since there is no variation in what was observed. This first statement responds to engagement, as attending the English class is already an indicator that they show interest in the language. Although, of course, it also corresponds to external factors outside of what could be observed in class.

The second observed behavior “2. Students prepare themselves and their materials at the beginning of the lesson” obtained as results 1 (Less than 3 students) in the first intervention, which score increased to 2 (1 to 14 students) and was maintained for the rest of the interventions, setting the mode as 2, the mean as 1,75, and the standard deviation as 0,50. This behaviour showed an increase in the next range of students from the second class onwards, which would indicate that as the interventions were implemented, the number of students who were willing to prepare for the beginning of the class initially increased and was maintained in the process.

The third behaviour “3. Students listen to the teacher and their body language corroborates it (i.e. they make eye contact, nod in agreement, lean forward)” refers to observable behaviors that signify that a student is engaged in the class. This statement obtained a bimode of 2 and 3, a mean of 2,50 and a standard deviation of 0,58. In this case, the results varied equally between ranges 2 (4 to 14 students) and 3 (15 or more students), so it could be interpreted that at this moment of the class there was always a majority of students responding to the observed behavior.

The fourth behavior “4. Students answer the questions asked by the teacher” also manifested a leap of a higher range, being 1 (Less than 3 students) the score in the first intervention, and from the second onwards 2 (4 to 14 students), setting a mode of 2, a mean of 1,75, and a standard deviation of 0,50. This growth could be explained by the fact that, given the continuity of the interventions, the students felt more comfortable with the teacher and, along with that, more engaged in the classes.

The fifth behavior “5. Students discuss with peers about the topic of the lesson” maintained a score of 2 (4 to 14 students) for interventions #1, #2, and #3, decreasing in one range for intervention #4, which scored 1 (Less than 3 students). The mode obtained in this is 2, the mean is 1,75 and the standard deviation is 0,50. This could be explained by taking into consideration that due to the nature of the last intervention, which was an individual written production task, little or no discussion was strictly needed at all moments during the class.

The sixth behavior “6. Students raise their hand to ask questions related to the activity” decreases its initial score, having in the first intervention 2 (4 to 14 students), and then lowering it to 1 (Less than 3 students) in the second and third intervention. As for the last intervention the observer was not able to observe the established behavior, it is rated N/D (No data). For this and all cases thereafter that have “N/D” as a rating, this is justified given that due to external factors not controlled during the preparation of the intervention, there are unobserved behaviors. With this in mind, the results were 1 for the mode, 1,33 for the mean, and 0,58 for standard deviation, meaning a low number of students for the measurement used.

The seventh behavior “7. Students follow the teacher instructions to carry out the activity” also has an intervention in which it was not observed, registering a score of 2 (4 to 14 students) in the first three interventions, and N/D (No data) in the last intervention, obtaining a mode of 2, a mean of 2,00 and a standard deviation of 0,00 since the results recorded did not vary, reflecting that an equal number of students showed their engagement through following instructions to work during the interventions process.

Likewise, the eighth behavior “8. Students complete the activity in the designated time.” obtained the same values, maintaining a score of 2 (4 to 14 students) in interventions #1, #2, and

#3, and N/D (No data) in the last intervention. The mode is 2 as well as the mean of 2,00, and the standard deviation of 0,00, establishing a constancy in what was observed according to the statement. It could be concluded that the students of this group show part of their engagement by completing the activities in the determined time.

2. Moment 2: Presentation.

Moving on to the next moment of the class, Presentation, the first behavior “1.Students listen to the teacher and their body language corroborates it (i.e. they make eye contact, nod in agreement, lean forward)”, which was also previously considered in the observation, this time it registers a score of 3 (15 or more students) in interventions #1, #3 and #4, showing a difference only in intervention #2, in which it registers a score of 2 (4 to 14 students), obtaining a mode of 3, a mean of 2,75 and a standard deviation of 0,50, increasing its values compared to when this behavior was observed in the previous moment of the class.

The second behavior “2. Students answer the questions asked by the teacher” also previously observed, was scored with a small increase, as it maintained 2 (4 to 14 students) in all interventions, generating a mode of 2, a mean of 2,00 and a standard deviation of 0,00, showing greater stability in what was observed.

In the third behavior “3. Students discuss with peers about the topic of the lesson” the scores per intervention behaved exactly the same as when previously observed, sustaining a score of 2 (4 to 14 students) in interventions #1, #2 and #3 and downgrading in the last intervention to 1 (Less than 3 students). Again, this could be due to the fact that what was presented as the activity in the last intervention did not necessarily require peer to peer discussion. As a result, the mode is 2, the mean is 1,75 and the standard deviation is 0,50.

The fourth behavior “4.Students raise their hands to ask questions related to the content” obtained a bimode of 1 and 2, a mean of 1,50 and a standard deviation of 0,58. In this case, the results equally varied between ranges 1 (Less than 3 students) and 2 (4 to 14 students), so it could be interpreted that at this moment of the class there were half of the students or less responding to the observed behavior.

The fifth behavior “5. Students follow the teacher instructions to carry out the activity” maintained a score of 2 (4 to 14 students) in all interventions, leaving out intervention #4 as this statement could not be observed due to external reasons to this measurement instrument. The mode obtained is 2, the mean is 2,00, and the standard deviation 0,00, which means stability in behavior as long as it could be observed.

The sixth behavior “6. Students complete the activity in the designated time” follows the same results as the previous statement, having a score of 2 (4 to 14 students) in all interventions except for the last intervention in which it could not be observed, and therefore, qualified with N/D (No data). The mode of 2, the mean of 2,00 and the standard deviation of 0,00 reflect that there was no change in the quantity of students observed in this behavior.

The seventh behavior “7. Students complete the reading in the designated time” shares results with the previous ones, maintaining its intervention scores of 2 (4 to 14 students), and a last one that could not be observed, thus scoring N/D (No data). Likewise, the mode of 2, the mean of 2,00 and the standard deviation of 0,00 show that the students acted in equal amounts under individual observed behaviors, in each observed intervention.

The last behavior observed at this moment of the class “8. Students read the text when asked by the teacher” maintains an identical pattern to the previous observations, having a score of 2 (4 to 14 students) for interventions #1, #2 and #3, and N/D (No data) for intervention #4. The difference is that in this particular statement, the reason for the missing data is due to the fact that for the last intervention students were not asked to read a text, but to produce one by themselves. The mode obtained is 2, the mean is 2,00, and the standard deviation 0,00, which means that the range of students exhibiting the behavior does not vary per intervention.

3. Moment 3: Production.

Finishing with the last moment of the class: Production, the first observed behavior is “1. Students follow the teacher instructions to carry out the activity”. This previously observed statement obtained a score of 2 (4 to 14 students) for each of the interventions, providing a mode

of 2, a mean of 2,00 and a standard deviation of 0,00, which means consistency for the number of students who fulfilled the observed behavior.

The second behavior “2. Students discuss with peers about the activity” records the same data as above, with a score of 2 (4 to 14 students) for each intervention, a mode of 2, a mean of 2,00 and a standard deviation of 0,00, generating constancy in the number of students for the observed behavior.

The third behavior “3. Students participate in the discussion of the text” maintained a score of 2 (4 to 14 students) for interventions #1, #2, and #3, and N/D (No data) in the last intervention, obtaining a mode of 2, a mean of 2,00 and a standard deviation of 0,00, reflecting that an equal number of students showed their engagement through participating in discussions during the interventions.

The fourth behavior “4. Students complete the activity in the designated time” follows the patterns of the previous statement, obtaining 2 (4 to 14 students) in all the interventions except the last one in which the behavior could not be observed, therefore it was scored with N/D (No data). Thus, the number of students who expressed their engagement in respecting the time indicated to work did not vary during the observed interventions.

The fifth behavior “5. Students share the results of the activity” presented a variation in which it scored 1 (Less than 3 students) during the first two interventions, increased to 2 (4 to 14 students) in the third intervention, and could not be observed in the fourth intervention, then scoring N/D (No data). Obtaining a mode of 1, a mean of 1,33 and a standard deviation of 0,58, it might be established that students' participation and willingness to share their results increased during the interventions that observed this behavior.

The sixth behavior “6. Students volunteer if the teacher asks for help” obtained scores of 1 (Less than 3 students) during interventions #1 and #3, 2 (4 to 14 students) in intervention #2, while having intervention #4 with N/D (No data) score. Therefore, this behavior obtained a mode of 1, a mean of 1.33, and a standard deviation of 0.58, which could mean that the tendency is that half of the class or less manifests their engagement through volunteering to help the teacher.

The last behavior of this moment of the class “7. Students prepare themselves for the end of the lesson” scored only the first intervention with 1 (Less than 3 students), the second and third interventions with 2 (4 to 14 students) and the last intervention not observed, hence N/D (No data). The mode obtained is 2, the mean is 1,67 and the standard deviation is 0,58, which would indicate that half of the students or less comply with the expected behavior of preparing themselves for the end of the class.

Table 5

Checklist results of 8th grade A

Moment 1: Warm-up							
Observed behavior	#1	#2	#3	#4	Mo	$\bar{x}$	SD
1. Students attend the lesson	3	3	3	3	3	3,00	0,00
2. Students prepare themselves and their materials at the beginning of the lesson	1	2	2	2	2	1,75	0,50
3. Students listen to the teacher and their body language corroborates it (i.e they make eye contact, nod in agreement, lean forward)	2	3	2	3	2-3	2,50	0,58
4. Students answer the questions asked by the teacher	1	2	2	2	2	1,75	0,50
5. Students discuss with peers about the topic of the lesson	2	2	2	1	2	1,75	0,50
6. Students raise their hand to ask questions related to the activity	2	1	1	N/D	1	1,33	0,58
7. Students follow the teacher instructions to realize the activity	2	2	2	N/D	2	2,00	0,00
8. Students complete the activity in the designated time.	2	2	2	N/D	2	2,00	0,00

Moment 2: Presentation							
Observed behavior	#1	#2	#3	#4	Mo	$\bar{x}$	SD
1. Students listen to the teacher and their body language corroborates it (i.e they make eye contact, nod in agreement, lean forward)	3	2	3	3	3	2,75	0,50
2. Students answer the questions asked by the teacher	2	2	2	2	2	2,00	0,00
3. Students discuss with peers about the topic of the lesson	2	2	2	1	2	1,75	0,50
4. Students raise their hands to ask questions related to the content	2	1	2	1	1-2	1,50	0,58
5. Students follow the teacher instructions to realize the activity	2	2	2	N/D	2	2,00	0,00
6. Students complete the activity in the designated time	2	2	2	N/D	2	2,00	2,00
7. Students complete the reading in the designated time	2	2	2	N/D	2	2,00	0,00
8. Students read the text when asked by the teacher	2	2	2	N/D	2	2,00	0,00
Moment 3: Production							
Observed behavior	#1	#2	#3	#4	Mo	$\bar{x}$	SD
1. Students follow the teacher instructions to realize the activity	2	2	2	2	2	2,00	0,00
2. Students discuss with peers about the activity	2	2	2	2	2	2,00	0,00
3. Students participate in the discussion of the text	2	2	2	N/D	2	2,00	0,00

4. Students complete the activity in the designated time	2	2	2	N/D	2	2,00	0,00
5. Students share the results of the activity	1	1	2	N/D	1	1,33	0,58
6. Students volunteer if the teacher asks for help	1	2	1	N/D	1	1,33	0,58
7. Students prepare themselves for the end of the lesson	1	2	2	N/D	2	1,67	0,58

B. Descriptive analysis of 8th grade B.

As well as the previous section, the results of the checklist indicate the number of students identified as complying with the behaviors established in each statement, now for class 8th grade B. In the same way, this includes the results in each of the statements of the four interventions as well as the value of the mode (Mo), mean ($\bar{x}$) and standard deviation (SD) and also follows the division by the moments of the class (i.e Warm up, Presentation and Production). Table 6 below shows all the results.

1. Moment 1: Warm up.

To begin with the initial moment of the class: Warm up, the first observed behavior “1. Students attend the lesson” obtained the same result for each of the interventions, this being 3 (15 or more students). In this case, the mode corresponds to 3, as well as the mean (3,00), and the standard deviation is 0 since there is no variation in what was observed. This first statement responds to engagement, as attending the English class is already an indicator that they show interest in the language. Although, of course, it also corresponds to external factors outside of what could be observed in class.

The second observed behavior “2. Students prepare themselves and their materials at the beginning of the lesson” obtained as results 2 (4 to 14 students) in first intervention, and was maintained for the rest of the interventions, setting the mode as 2, the mean as 2,00, and the standard deviation as 0,00. This behavior remained within the same range of the number of

students, which indicates that as the interventions were implemented, the number of students who were willing to prepare for the beginning of the class did not decrease, but neither did it increase with the progress of the interventions.

The third behaviour “3. Students listen to the teacher and their body language corroborates it (i.e they make eye contact, nod in agreement, lean forward)” refers to observable behaviors that signify that a student is engaged in the class. This statement obtained a mode of 2, a mean of 2,25 and a standard deviation of 0,50. In this case, the results were concentrated with score 2 (4 to 14 students) in interventions #1, #2 and #4, increasing to 3 (More than 15 students) only in intervention #3, which means that only during one class the majority of students were engaged and showed it with body language, while in the rest of the classes it remained at half of the students or less.

The fourth behavior “4. Students answer the questions asked by the teacher” manifested a leap of a higher range, the score in the first intervention being 1 (Less than 3 students), and from the second onwards 2 (4 to 14 students), setting a mode of 2, a mean of 1,75, and a standard deviation of 0,50. This growth could be explained by the fact that, given the continuity of the interventions, the students felt more comfortable with the teacher and, along with that, more engaged in the classes.

The fifth behavior “5. Students discuss with peers about the topic of the lesson” maintained a score of 2 (4 to 14 students) for interventions #1 and #3, decreasing in one range in intervention #4, which scored 1 (Less than 3 students), and being unobserved in intervention #2. The mode obtained in this is 2, the mean is 1,67 and the standard deviation is 0,58. This could be explained by taking into consideration that due to the nature of the last intervention, which was an individual written production task, little or no discussion was strictly needed at all moments during the class, in contrast to the other two classes where the behavior was observed.

The sixth behavior “6. Students raise their hand to ask questions related to the activity” decreases its initial score, having in the first intervention 2 (4 to 14 students), and then lowering it to 1 (Less than 3 students) in the second, third and fourth intervention. The mode is 1, the mean is 1,25, and the standard deviation is 0,50, therefore, it could be established that despite starting

with a high number of students, it was more common that the minority of students followed this behavior.

The seventh behavior “7. Students follow the teacher instructions to carry out the activity” has an intervention in which it was not observed, registering a score of 2 (4 to 14 students) in the first three interventions, and N/D (No data) in the last intervention, obtaining a mode of 2, a mean of 2,00 and a standard deviation of 0,00 since the results recorded did not vary, reflecting that an equal number of students showed their engagement through following instructions to work during the interventions process, without a drop in score range.

In a similar case, the eighth behavior “8. Students complete the activity in the designated time.” obtained the same values, maintaining a score of 2 (4 to 14 students) in interventions #1, #2, and #3, and N/D (No data) in the last intervention. The mode is 2 as well as the mean of 2,00, and the standard deviation of 0,00, indicating that it remained what was observed according to the statement. It could be concluded that half the students of this group or less show part of their engagement by completing the activities in the determined time.

2. Moment 2: Presentation.

Moving on to the second moment of the class: Presentation, the first behavior “1.Students listen to the teacher and their body language corroborates it (i.e. they make eye contact, nod in agreement, lean forward)”, which was also considered in the observation, this time it registers a score of 2 (4 to 14 students) in all the interventions, obtaining a mode of 2, a mean of 2,00 and a standard deviation of 0,00, decreasing its values compared to when this behavior was observed in the previous moment of the class.

The second behavior “2. Students answer the questions asked by the teacher” also already observed, was scored with a small increase compared to the previous moment of the class, as it maintained 2 (4 to 14 students) in all interventions, generating a mode of 2, a mean of 2,00 and a standard deviation of 0,00, showing greater stability in what was observed.

In the third behavior “3. Students discuss with peers about the topic of the lesson” the scores per intervention were repeated the same amount of times, the first and last interventions

scoring 1 (Less than 3 students) and the second and third interventions 2 (4 to 14 students). Because of this, a bimode of 1 and 2, a mean of 1,50 and a standard deviation of 0,58 were obtained. This indicates that in spite of an increase from one range to another, this change was not stable, since in the last intervention it decreased again.

The fourth behavior “4. Students raise their hands to ask questions related to the content” also obtained a bimode of 1 and 2, a mean of 1,50 and a standard deviation of 0,58. In this case, the results equally varied between ranges 2 (4 to 14 students) for interventions #1 and #2, and 1 (Less than 3 students) for interventions #3 and #4, which registers a decrease in the range of student participation, ending the interventions with half of the class or less raising their hands to ask questions as a form of engagement.

The fifth behavior “5. Students follow the teacher instructions to carry out the activity” maintained a score of 2 (4 to 14 students) in all interventions, leaving out intervention #4 as this statement could not be observed due to external reasons to this measurement instrument. The mode obtained is 2, the mean is 2,00, and the standard deviation is 0,00, which means stability in behavior as long as it could be observed.

The sixth behavior “6. Students complete the activity in the designated time” records an increase in range during the process of observations, starting with a score of 1 (Less than 3 students) in intervention #1, and increasing to a higher range for intervention #2 and #3. Intervention #4 could not be recorded due to reasons previously explained, so it is scored with N/D (No data). As mode 2 is obtained, as mean 1,67, and as standard deviation 0,58, which could mean that during the observed instances, the number of students who demonstrated their engagement in this statement increased and remained at the same level.

The seventh behavior “7. Students complete the reading in the designated time” shares results with the previous ones, maintaining its intervention scores of 1 (Less than 3 students) in intervention #1, upgrading to 2 (4 to 14 students) in interventions #2 and #3., and a last one that could not be observed, thus scoring N/D (No data). In this particular statement, the reason for the missing data is because for the last intervention, students were not asked to read a text, but to produce one by themselves. Having that in consideration, the mode of 2, the mean of 1,67 and the

standard deviation of 0,58 show that more students complied with the estimated reading time, which qualifies as a sign of engagement, during the instances in which it was possible to measure this behavior.

The last behavior observed at this moment of the class “8. Students read the text when asked by the teacher” maintains 2 (4 to 14 students) as score for the first three interventions, and N/D (No data) for the last intervention, which shares the distinction of the previous behavior, that is, for this class reading a text was not required. As mode 2 is obtained, as mean 2,00, and as standard deviation 0,00, which means that the range of students exhibiting the behavior does not vary per intervention.

3. Moment 3: Production.

Ending with the last moment of the class: Production, the first observed behavior is “1. Students follow the teacher instructions to carry out the activity”. On this occasion, a score of 2 (4 to 14 students) was obtained for all interventions, except for the third intervention, which showed a decrease in score to 1 (Less than 3). The mode is 2, the mean 1.75, and the standard deviation 0.50, which could indicate that although there was a decrease during the interventions, the number of students who commonly showed engagement in this behavior was half of the class or less.

The second behavior “2. Students discuss with peers about the activity” records the same data as above, with a score of 2 (4 to 14 students) in interventions #1, #2 and #4, and a score of 1 (Less than 3 students) in intervention #4. The mode recorded was 2, the mean 1,75 and standard deviation 0,50, generating inconsistency in the number of students, but still showing a trend towards the 4 to 14 student segment demonstrating engagement.

The third behavior “3. Students participate in the discussion of the text” maintained a score of 2 (4 to 14 students) for interventions #1 and #2, a score of 1 (Less than 3 students) for intervention #3 and N/D (No data) in the last intervention, obtaining a mode of 2, a mean of 1,67 and a standard deviation of 0,58, reflecting that during the interventions in which engagement was perceived for this statement, there was a decrease as the third intervention progressed.

The fourth behavior “4. Students complete the activity in the designated time” follows the patterns of the previous statement, obtaining 2 (4 to 14 students) in the first and second intervention, 1 (Less than 3 students) in the third intervention, and the last one in which the behavior could not be observed, therefore it was scored with N/D (No data). Regarding the mode, 2 was obtained, the mean was 1,67, and the standard deviation was 0,58. Thus, the number of students who expressed their engagement in respecting the time indicated to work did vary and decrease along with the observed interventions.

The fifth behavior “5. Students share the results of the activity” presented a variation in which it scored 2 (4 to 14 students) during the first two interventions, decreased to 0 (None of the students) in the third intervention, and could not be observed in the fourth intervention, then scoring N/D (No data). Obtaining a mode of 2, a mean of 1,33 and a standard deviation of 1,15, it might be established that students' participation and willingness to share their results decreased during the interventions that observed this behavior, which would mean a low engagement.

The sixth behavior “6. Students volunteer if the teacher asks for help” obtained scores of 2 (4 to 14 students) in intervention #2, and 1 (Less than 3 students) in interventions #2, #3 and #4, showing a constant score once it was descended. The mode is 1, the mean is 1.25, and the standard deviation is 0.50, which could help to conclude that there was greater consistency in the low participation of students to demonstrate engagement in this statement.

The last behavior of this moment of the class “7. Students prepare themselves for the end of the lesson” scored 2 (4 to 14 students) in the first, second and third interventions, not having observed the last intervention, hence N/D (No data). The mode obtained is 2, the mean is 2,00 and the standard deviation is 0,0, which would indicate that a consistent number of students do demonstrate their engagement by following the behavior of preparing themselves for the end of the lesson.

Table 6

Checklist results of 8th grade B

Moment 1: Warm-up							
Observed behavior	#1	#2	#3	#4	Mo	$\bar{x}$	SD
1. Students attend the lesson	3	3	3	3	3	3,00	0,00
2. Students prepare themselves and their materials at the beginning of the lesson	2	2	2	2	2	2,00	0,00
3. Students listen to the teacher and their body language corroborates it (i.e they make eye contact, nod in agreement, lean forward)	2	2	3	2	2	2,25	0,50
4. Students answer the questions asked by the teacher	1	2	2	2	2	1,75	0,50
5. Students discuss with peers about the topic of the lesson	2	N/D	2	1	2	1,67	0,58
6. Students raise their hand to ask questions related to the activity	2	1	1	1	1	1,25	0,50
7. Students follow the teacher instructions to realize the activity	2	2	2	N/D	2	2,00	0,00
8. Students complete the activity in the designated time.	2	2	2	N/D	2	2,00	0,00
Moment 2: Presentation							
Observed behavior	#1	#2	#3	#4	Mo	$\bar{x}$	SD
1. Students listen to the teacher and their body language corroborates it (i.e they make eye contact, nod in agreement, lean forward)	2	2	2	2	2	2,00	0,00
2. Students answer the questions asked by the teacher	2	2	2	2	2	2,00	0,00
3. Students discuss with peers about the topic of the lesson	1	2	2	1	1-2	1,50	0,58
4. Students raise their hands to ask	2	2	1	1	1-2	1,50	0,58

questions related to the content							
5. Students follow the teacher instructions to realize the activity	2	2	2	N/D	2	2	0,00
6. Students complete the activity in the designated time	1	2	2	N/D	2	1,67	0,58
7. Students complete the reading in the designated time	1	2	2	N/D	2	1,67	0,58
8. Students read the text when asked by the teacher	2	2	2	N/D	2	2,00	0,00
Moment 3: Production							
Observed behavior	#1	#2	#3	#4	Mo	$\bar{x}$	SD
1. Students follow the teacher instructions to realize the activity	2	2	1	2	2	1,75	0,50
2. Students discuss with peers about the activity	2	2	1	2	2	1,75	0,50
3. Students participate in the discussion of the text	2	2	1	N/D	2	1,67	0,58
4. Students complete the activity in the designated time	2	2	1	N/D	2	1,67	0,58
5. Students share the results of the activity	2	2	0	N/D	2	1,33	1,15
6. Students volunteer if the teacher asks for help	2	1	1	1	1	1,25	0,50
7. Students prepare themselves for the end of the lesson	2	2	2	N/D	2	2,00	0,00

C. Descriptive analysis of 10th grade A

Similar to the previous section, the checklist results reveal the number of 10th grade A students who demonstrated the behaviors outlined in each statement. These results encompass all four interventions, including the mode (Mo), mean ($\bar{x}$), and standard deviation (SD) in each of the

behaviors collected during the sessions. Just as in the previous level, the analysis is divided into the different stages of the class: Warm-up, Presentation, and Production. Table 7 below provides a detailed summary of these findings.

1. Moment 1: Warm up.

To begin with the initial moment of the class: Warm up, the first observed behavior “1. Students attend the lesson” obtained the same result for each of the interventions, this being 3 (15 or more students). In this case, the mode corresponds to 3, as well as the mean (3,00), and the standard deviation is 0 since there is no variation in what was observed for any of the sessions. This first statement, as well as with the last two groups, responds to engagement, as attending the English class is already an indicator that they show interest in learning the language, but it also corresponds to external factors outside of what could be observed in class.

The second observed behavior “2. Students prepare themselves and their materials at the beginning of the lesson” obtained as results 2 (4 to 14 students) in the first and last interventions, but decreased to range 1 (Less than 3) for the second and third interventions, which caused the results to repeat equally during the interventions, establishing a bimode of 1 and 2, a mean of 1,50 and a standard deviation of 0,58. What this could mean is that only half of the class or less responds to this behavior as a test of engagement.

The third behaviour “3. Students listen to the teacher and their body language corroborates it (i.e they make eye contact, nod in agreement, lean forward)” refers to observable behaviors that signify that a student is engaged in the class. This statement obtained a mode of 2, a mean of 2,00 and a standard deviation of 0,00. For this statement, the results were concentrated and maintained in the range 2 (4 to 14 students) from the first to the last intervention, which indicates that the group that manifested this as observed behavior was always of a similar number of students during all the process of interventions.

The fourth behavior “4. Students answer the questions asked by the teacher” manifested a low demonstration of student engagement, given that a score of 1 (Less than 3) was obtained during all the classes where it was observed, excluding intervention #2 since there is no record,

and therefore it is rated with N/D (No data). As the mode is 1, the mean 1,00 and the standard deviation is 0,00, what could be understood is that for this class, there was a low participation in demonstrating engagement by asking questions during the moment of the class, which was not able to increase throughout the interventions.

The fifth behavior “5. Students discuss with peers about the topic of the lesson” maintained a score of 2 (4 to 14 students) for interventions #1 and #3, decreasing for one range in intervention #4, which scored 1 (Less than 3 students), and was unobserved in intervention #2. The mode obtained in this is 2, the mean is 1,67 and the standard deviation is 0,58. The decrease could be explained by taking into consideration that due to the nature of the last intervention, which was an individual written production task, little or no discussion was strictly needed at all moments during the class, in contrast to the other two classes where the behavior was observed.

The sixth behavior “6. Students raise their hand to ask questions related to the activity” presents a rise of ranks by obtaining a score of 0 (None of the students) during the first and third intervention, and rising to 1 (Less than 3 students) for the last intervention, registering N/D (No data) for the second session, obtaining a mode of 1, a mean of 0,33 and a standard deviation of 0,58, which would mean that during the interventions, it was only observed that less than 3 students raised their hand to ask questions in the total process of interventions.

In a contrasting case, the seventh behavior “7. Students follow the teacher instructions to carry out the activity” registered a score of 2 (4 to 14 students) in interventions #1 and #3, and N/D (No data) in interventions #2 and #4, obtaining a mode of 2, a mean of 2,00 and a standard deviation of 0,00 with only two classes with a scoring record. Since the results recorded did not vary, this reflects that an equal number of students showed their engagement through following instructions to work during the interventions process, however, only during half of the interventions, since no record was obtained for the others and may not be significant for this reason.

In a similar case, the eighth behavior “8. Students complete the activity in the designated time.” obtained the same values, maintaining a score of 2 (4 to 14 students) in interventions #1, and #3, and N/D (No data) in interventions #2 and #4. The mode is 2 as well as the mean of 2,00,

and the standard deviation of 0,00, indicating that it remained what was observed according to the statement. It could be concluded that half the students of this group or less show part of their engagement by completing the activities in the determined time, but again, it may not be significant since it only has half of the records.

2. Moment 2: Presentation.

Moving on to the second moment of the class: Presentation, the first behavior “1.Students listen to the teacher and their body language corroborates it (i.e they make eye contact, nod in agreement, lean forward)”, which was also considered in the observation, this time it registers a score of 2 (4 to 14 students) in all of the interventions, obtaining a mode of 2, a mean of 2,00 and a standard deviation of 0,00, maintaining its values compared to when this behavior was observed in the previous moment of the class.

The second behavior “2. Students answer the questions asked by the teacher” also already observed, was scored with a small increase compared to the previous moment of the class, as it maintained 1 (Less than 3 students) in the first three interventions, but rising to 2 (4 to 14 students) in the last one, generating a mode of 1, a mean of 1,25 and a standard deviation of 0,50, showing that for this moment in the class students had a small increase in answering questions as a form of engagement.

In the third behavior “3. Students discuss with peers about the topic of the lesson” the scores varied in most of the interventions, obtaining 0 (None of the students) in intervention #3, 1 (Less than 3) in interventions #2 and #4, and 2 (4 to 14 students) only in intervention #1, thus registering a mode of 1, a mean of 1,00 and a standard deviation of 0,82, showing that the number of students responding to this behavior as engagement changed during the process of interventions, only making it clear that half of the class or less had observed participation.

For the fourth behavior “4.Students raise their hands to ask questions related to the content” scores also fluctuated across most of the interventions, with a score of 0 (None of the students) in intervention #3, a score of 1 (Less than 3 students) in interventions #2 and #4, and a score of 2 (4 to 14 students) in intervention #2, and again, a mode of 1, a mean of 1,00, and the

standard deviation of 00,82. This indicates that the number of students displaying this behavior as a sign of engagement varied throughout the intervention process, highlighting that only half or fewer of the class demonstrated it.

The fifth behavior “5. Students follow the teacher instructions to carry out the activity” maintained a score of 2 (4 to 14 students) in the first, second and third interventions, leaving out intervention #4 as it obtained 1 (Less than 3 students) score. As mode 2 is obtained, as mean 1,75, and as standard deviation 0,50, which means that there was not enough stability to maintain the same range of students responding to this behavior during the process of interventions.

The sixth behavior “6. Students complete the activity in the designated time” registered a score of 1 (Less than 3 students) in interventions #2 and #3, and N/D (No data) in interventions #1 and #4, obtaining a mode of 1, a mean of 1,00 and a standard deviation of 0,00 with only two classes with a scoring record. Since the results recorded did not vary, this reflects that an equal number of students showed their engagement by completing the activity within the stipulated time frame, however, only during half of the interventions, since no record was obtained for the others and may not be significant for this reason.

The seventh behavior “7. Students complete the reading in the designated time” has as results 1 (Less than 3 students) in the first two interventions, 2 (4 to 14 students) in the third intervention, and N/D (No data) in the last intervention. In this specific statement, the reason for the missing data is because for the last intervention, students were not asked to read a text, but to produce one by themselves. Having that in consideration, the mode of 1, the mean of 1,33 and the standard deviation of 0,58 shows that a small group of students complied with the estimated reading time during the instances in which it was possible to measure this behavior.

The last behavior observed at this moment of the class “8. Students read the text when asked by the teacher” registers a score of 1 (Less than 3 students) in the first intervention, maintains 2 (4 to 14 students) as score for the second and third interventions, and N/D (No data) for the last intervention, which shares the distinction of the previous behavior, that is, for this class it was not required to read a text. As mode 2 is obtained, as mean 1,67, and as standard

deviation 0,58, which means that the range of students exhibiting the behavior varies per intervention and tends to the smallest portion of students in the class.

3. Moment 3: Production

Finishing with the last moment of the class: Production, the first observed behavior is “1. Students follow the teacher instructions to carry out the activity”. On this occasion, a score of 2 (4 to 14 students) was obtained in the first intervention, decreasing to range 1 (Less than 3) for the last three interventions. The mode is 1, the mean 1.25, and the standard deviation 0.50, which could indicate that despite having a higher score at the beginning of the intervention process, the value that was maintained in most of the interventions was the lowest, so a smaller number of students showed engagement for this statement.

The second behavior “2. Students discuss with peers about the activity” recorded the same score of 1 (Less than 3) in all the interventions, obtaining a mode of 1, a mean of 0,00 and a standard deviation of 0,00, generating consistency in the portion of students, but for the fewest students in the class demonstrating engagement.

The third behavior “3. Students participate in the discussion of the text” recorded a score of 2 (4 to 14 students) in intervention #1, 1 (Less than 3 students) in interventions #2 and #3, and finally N/D (No data) in intervention #4 (as for the last intervention the use of a text for reading and discussion was not required), having a sustained decrease during the process of interventions observed, obtaining a mode of 1, a mean of 1,00 and a standard deviation of 0,82, reflecting that during the interventions in which engagement was perceived for this statement, there was a decrease as the interventions progressed.

The fourth behavior “4. Students complete the activity in the designated time” changes the pattern of the previous case by obtaining 1 (Less than 3 students) during the first three interventions, but increasing to range 2 (4 to 14 students) in the last intervention. Regarding the mode, 1 was obtained, the mean was 1,25, and the standard deviation was 0,50. Thus, the number of students who expressed their engagement in respecting the time indicated to work tends to the smallest number of students in the observed class.

The fifth behavior “5. Students share the results of the activity” presented a variation in which it scored 0 (None of the students) during interventions #1 and #4, and increased to 1 (Less than 3 students) during interventions #2 and #3. Obtaining a bimode of 0 and 1, a mean of 0,50 and a standard deviation of 0,58, it might be established that students' participation and willingness to share their results, despite having an increase for two interventions, declined again at the end of the process, which would determine it as less than three students demonstrating engagement for this statement.

The sixth behavior “6. Students volunteer if the teacher asks for help” goes through a similar outcome by starting with a score of 2 (4 to 14 students) in the first intervention, declining to 1 (Less than 3 students) in interventions #2 and #3, and then back to 2 (4 to 14 students) for intervention #4. As the scores are repeated the same amount of times, the bimode is 1 and 2, the mean is 1.50, and the standard deviation is 0.58, which could help to conclude that despite starting and ending with a higher rank, during the interventions the number of students demonstrating engagement decreased.

The last behavior of this moment of the class “7. Students prepare themselves for the end of the lesson” scored 1 (Less than 3 students) in the first, second and third interventions, rising in the last one to 2 (4 to 14 students). The mode obtained is 1, the mean is 1,25 and the standard deviation is 0,50, which would indicate that the tendency is that the smallest portion of students demonstrated engagement in this observed statement.

Table 7

Checklist results of 10th grade A

Moment 1: Warm-up							
Observed behavior	#1	#2	#3	#4	Mo	$\bar{x}$	SD
1. Students attend the lesson	3	3	3	3	3	3,00	0,00
2. Students prepare themselves and their materials at the beginning of the lesson	2	1	1	2	1-2	1,50	0,58

3. Students listen to the teacher and their body language corroborates it (i.e they make eye contact, nod in agreement, lean forward)	2	2	2	2	2	2,00	0,00
4. Students answer the questions asked by the teacher	1	N/D	1	1	1	1,00	0,00
5. Students discuss with peers about the topic of the lesson	2	N/D	2	1	2	1,67	0,58
6. Students raise their hand to ask questions related to the activity	0	N/D	0	1	0	0,33	0,58
7. Students follow the teacher instructions to realize the activity	2	N/D	2	N/D	2	2,00	0,00
8. Students complete the activity in the designated time.	2	N/D	2	N/D	2	2,00	0,00

Moment 2: Presentation

Observed behavior	#1	#2	#3	#4	Mo	$\bar{x}$	SD
1. Students listen to the teacher and their body language corroborates it (i.e they make eye contact, nod in agreement, lean forward)	2	2	2	2	2	2,00	0,00
2. Students answer the questions asked by the teacher	1	1	2	1	1	1,25	0,50
3. Students discuss with peers about the topic of the lesson	1	1	2	0	1	1,00	0,82
4. Students raise their hands to ask questions related to the content	2	1	0	1	1	1,00	0,82
5. Students follow the teacher instructions to realize the activity	2	2	2	1	2	1,75	0,50
6. Students complete the activity in the designated time	N/D	1	1	N/D	1	1,00	0,00
7. Students complete the reading in the designated time	1	1	2	N/D	1	1,33	0,58

8. Students read the text when asked by the teacher	1	2	2	N/D	2	1,67	0,58
Moment 3: Production							
Observed behavior	#1	#2	#3	#4	Mo	$\bar{x}$	SD
1. Students follow the teacher instructions to realize the activity	2	1	1	1	1	1,25	0,50
2. Students discuss with peers about the activity	1	1	1	1	1	1,00	0,00
3. Students participate in the discussion of the text	2	1	1	N/D	1	1,00	0,82
4. Students complete the activity in the designated time	1	1	1	2	1	1,25	0,50
5. Students share the results of the activity	0	1	1	0	0-1	0,50	0,58
6. Students volunteer if the teacher asks for help	2	1	1	2	1-2	1,50	0,58
7. Students prepare themselves for the end of the lesson	1	1	1	2	1	1,25	0,50

D. Descriptive analysis of 10th grade B.

As well as for the previous class, the checklist results reveal the number of 10th grade B students who exhibited the behaviors described in each statement. These findings cover all four interventions, presenting the mode (Mo), mean ($\bar{x}$), and standard deviation (SD) for the behaviors observed during the sessions. Following the same order, the analysis is organized by the different moments of the class: Warm-up, Presentation, and Production. Table 8 below offers a comprehensive overview of these results.

1. Moment 1: Warm up.

To begin with the initial moment of the class: Warm up, the first observed behavior “1. Students attend the lesson” obtained the same result for each of the interventions, this being 3 (15 or more students). In this case, the mode corresponds to 3, as well as the mean (3,00), and the standard deviation is 0 since there is no variation in what was observed for any of the sessions. This first statement responds to engagement, as attending the English class is already an indicator that they show interest in learning the language, but it also corresponds to external factors outside of what could be observed in class.

The second observed behavior “2. Students prepare themselves and their materials at the beginning of the lesson” obtained as results 1 (Less than 3 students) for the first intervention, 2 (4 to 14 students) for the second and fourth interventions, and 3 (15 or more students) for the third intervention, with a mode of 2, a mean of 2.00 and a standard deviation of 0.82, which could mean that overall, the number of students who showed engagement in preparing for the beginning of the class is the majority of students.

The third behaviour “3. Students listen to the teacher and their body language corroborates it (i.e they make eye contact, nod in agreement, lean forward)” obtained a bimode of 2 and 3, a mean of 2,50 and a standard deviation of 0,58. For this statement, the results were concentrated equally in the ranges 2 (4 to 14 students) for interventions #1 and #2 and 3 (15 or more students) for interventions #3 and #4, which indicates that the group that manifested this as observed behavior was on the rise as the interventions progressed.

The fourth behavior “4. Students answer the questions asked by the teacher” showed consistency by obtaining a score of 2 (4 to 14 students) in all interventions, setting a mode of 2, a mean of 2,00 and a standard deviation of 0,00, which could be analyzed as the same portion of students demonstrating engagement for this observed behavior during the interventions.

The fifth behavior “5. Students discuss with peers about the topic of the lesson” also maintained a score of 2 (4 to 14 students) for all interventions, having a mode of 2, a mean of 2,00 and a standard deviation of 0,00 as well as the previous statement. This would reflect that the number of students responding to the behavior of discussing among peers about the class topic belongs to the same number of students during the whole process of interventions.

The sixth behavior “6. Students raise their hand to ask questions related to the activity” has the same score during the observed interventions, which is rank 1 (Less than 3 students) for the first three interventions, and N/D (No data) for the last intervention, obtaining a mode of 1, a mean of 0,00 and a standard deviation of 0,00, which would mean that during the interventions, it was only observed that less than 3 students raised their hand to ask questions in the total process of interventions.

In a contrasting case, the seventh behavior “7. Students follow the teacher instructions to carry out the activity” registered a score of 2 (4 to 14 students) in interventions #1 and #2, 3 (15 students or more) in intervention #3 and N/D (No data) in intervention #4, obtaining a mode of 2, a mean of 2,33 and a standard deviation of 0,58. Since the results recorded vary on the rise, this reflects that the majority of students in the class acted positively under this behavior in order to demonstrate engagement.

In a similar case, the eighth behavior “8. Students complete the activity in the designated time.” obtained the same values, having the first two interventions with score 2 (4 to 14 students) and the third one with 3 (15 students or more), ending with the fourth intervention with score N/D (No data). With a mode of 2, a mean of 2,33 and a standard deviation of 0,58, it could be interpreted that the majority of students in the class respond to this behavior and thus demonstrate engagement.

2. Moment 2: Presentation.

Advancing to the second moment of the class: Presentation, the first behavior “1.Students listen to the teacher and their body language corroborates it (i.e. they make eye contact, nod in agreement, lean forward)” this time it registers a score of 2 (4 to 14 students) in the first intervention, rising to 3 (15 or more students) in the second, third and fourth interventions, obtaining a mode of 3, a mean of 2,75 and a standard deviation of 0,50, raising its values compared to when this behavior was observed in the previous moment of the class.

The second behavior “2. Students answer the questions asked by the teacher” also already observed, was scored with a small increase compared to the previous moment of the class, as it

maintained 2 (4 to 14 students) score in all interventions, generating a mode of 2, a mean of 2,00 and a standard deviation of 0,0, showing that for this moment in the class, the amount of students answering questions as a form of engagement was consistent.

In the third behavior “3. Students discuss with peers about the topic of the lesson” the scores also remain in the range 2 (4 to 14 students), generating a mode of 2, a mean of 2,00, and a standard deviation of 0,00, values that are maintained in comparison to when this statement was observed in the previous moment of the class.

For the fourth behavior “4.Students raise their hands to ask questions related to the content” scores fluctuated across most of the interventions, with a score of 0 (None of the students) in intervention #4, a score of 1 (Less than 3 students) in interventions #1 and #2, and a score of 2 (4 to 14 students) in intervention #3, setting a mode of 1, a mean of 1,00, and a standard deviation of 0,082. This indicates that the number of students displaying this behavior as a sign of engagement varied throughout the intervention process, highlighting that only the minority of students demonstrated it.

The fifth behavior “5. Students follow the teacher instructions to carry out the activity” maintained a score of 2 (4 to 14 students) in the first, second and third interventions, leaving out intervention #4 as it obtained N/D (No data). The mode obtained is 2, the mean is 2,00, and the standard deviation 0,00, which means that there was stability to maintain the same range of students responding to this behavior during all the process of interventions.

The sixth behavior “6. Students complete the activity in the designated time” also registered a score of 2 (4 to 14 students) in interventions #1, #2 and #3, and N/D (No data) score in intervention #4, obtaining a mode of 2, a mean of 2,00 and a standard deviation of 0,00. Since the results recorded did not vary, this reflects that an equal number of students showed their engagement by completing the activity within the stipulated time frame.

The seventh behavior “7. Students complete the reading in the designated time” shares results with the previous one, this being a score of 2 (4 to 14 students) for the three first interventions, and N/D (No data) for the last intervention. In this specific statement, the reason

for the missing data is because for the last intervention, students were not asked to read a text, but to produce one by themselves. Having that in consideration, the mode of 2, the mean of 2,00 and the standard deviation of 0,00 shows that the group of students who complied with the estimated reading time during the instances in which it was possible to measure this behavior is less than the majority of the students.

The last behavior observed at this moment of the class “8. Students read the text when asked by the teacher” registered the same maintained score of 2 (4 to 14 students) during interventions #1, #2 and #3, and N/D (No data) for intervention #4, which shares the distinction of the previous behavior, that is, for this class it was not required to read a text. The mode obtained is 2, the mean is 2,00, and the standard deviation 0,00, this means that the range of students exhibiting the behavior does not vary per intervention but represents less than the majority of the students in the class.

3. Moment 3: Production.

Finishing with the last moment of the class: Production, the first observed behavior is “1. Students follow the teacher instructions to carry out the activity”. On this occasion, a score of 2 (4 to 14 students) was obtained in all interventions. The mode is 2, the mean 2,00, and the standard deviation 0,00, which could indicate the value that was maintained represents less than the majority of the students showing engagement with this behavior in the class.

The second behavior “2. Students discuss with peers about the activity” recorded the same score of 2 (4 to 14 students) in all the interventions, obtaining a mode of 2, a mean of 2,00 and a standard deviation of 0,00, generating consistency in the portion of students in the class demonstrating engagement by discussing with peers.

The third behavior “3. Students participate in the discussion of the text” recorded a score of 2 (4 to 14 students) in intervention #1, #2 and #3, and finally N/D (No data) in intervention #4 (as for the last intervention the use of a text for reading and discussion was not required), thus having a sustained score during the process of interventions observed, and obtaining a mode of 2, a mean of 2,00 and a standard deviation of 0,00, which reflects that during the interventions in

which engagement was perceived for this statement, there was less than the majority of the students participating.

The fourth behavior “4. Students complete the activity in the designated time” changes the pattern of the previous case by obtaining range 2 (4 to 14 students) in the second and third interventions, and N/D (No data) in the first and last interventions. Regarding the mode, 2 was obtained, the mean was 2,00, and the standard deviation was 0,00, so it could be concluded that half the students of this group or less show part of their engagement by completing the activities in the determined time, but it may not be significant since it only has half of the records.

The fifth behavior “5. Students share the results of the activity” presented a variation in which it scored 1 (Less than 3 students) during the first intervention, 2 (4 to 14 students) in the second and third interventions, and N/D (No data) for the last intervention. Obtaining a mode 2, a mean of 1,67 and a standard deviation of 0,58, it might be established that students' participation and willingness to share their results, increased as the interventions progressed.

The sixth behavior “6. Students volunteer if the teacher asks for help” maintains a score of 2 (4 to 14 students) in all interventions, excepting intervention #4 with score N/D (No data). As the score is repeated, the mode is 2, the mean is 0,00, and the standard deviation is 0,00, which could help to conclude that during the interventions the same number of students (that were less than the majority of the class) demonstrate engagement regarding this behavior.

The last behavior of this moment of the class “7. Students prepare themselves for the end of the lesson” scored 2 (4 to 14 students) in intervention #2, 3 (15 or more students) in intervention #3, and N/D (No data) in the first and last intervention. As no score was repeated, this time there is no mode, but the mean is 2,50 and the standard deviation is 0,71. Although this behavior obtained a higher number of students, it may not be significant given that scores were obtained in only half of the observed sessions of interventions.

Table 8

Checklist results of 10th grade B

Moment 1: Warm-up							
Observed behavior	#1	#2	#3	#4	Mo	$\bar{x}$	SD
1. Students attend the lesson	3	3	3	3	3	3,00	0,00
2. Students prepare themselves and their materials at the beginning of the lesson	1	2	3	2	2	2,00	0,82
3. Students listen to the teacher and their body language corroborates it (i.e they make eye contact, nod in agreement, lean forward)	2	2	3	3	2	2,50	0,58
4. Students answer the questions asked by the teacher	2	2	2	2	2	2,00	0,00
5. Students discuss with peers about the topic of the lesson	2	2	2	2	2	2,00	0,00
6. Students raise their hand to ask questions related to the activity	1	1	1	N/D	1	1,00	0,00
7. Students follow the teacher instructions to realize the activity	2	2	3	N/D	2	2,33	0,58
8. Students complete the activity in the designated time.	2	2	3	N/D	2	2,33	0,58
Moment 2: Presentation							
Observed behavior	#1	#2	#3	#4	Mo	$\bar{x}$	SD
1. Students listen to the teacher and their body language corroborates it (i.e they make eye contact, nod in agreement, lean forward)	2	3	3	3	3	2,75	0,50
2. Students answer the questions asked by the teacher	2	2	2	2	2	2,00	0,00
3. Students discuss with peers about the topic of the lesson	2	2	2	2	2	2,00	0,00
4. Students raise their hands to ask	1	1	2	0	1	1,00	0,82

questions related to the content							
5. Students follow the teacher instructions to realize the activity	2	2	2	N/D	2	2,00	0,00
6. Students complete the activity in the designated time	2	2	2	N/D	2	2,00	0,00
7. Students complete the reading in the designated time	2	2	2	N/D	2	2,00	0,00
8. Students read the text when asked by the teacher	2	2	2	N/D	2	2,00	0,00
Moment 3: Production							
Observed behavior	#1	#2	#3	#4	Mo	$\bar{x}$	SD
1. Students follow the teacher instructions to realize the activity	2	2	2	2	2	2,00	0,00
2. Students discuss with peers about the activity	2	2	2	2	2	2,00	0,00
3. Students participate in the discussion of the text	2	2	2	N/D	2	2,00	0,00
4. Students complete the activity in the designated time	N/D	2	2	N/D	2	2,00	0,00
5. Students share the results of the activity	1	2	2	N/D	2	1,67	0,58
6. Students volunteer if the teacher asks for help	2	2	2	N/D	2	2,00	0,00
7. Students prepare themselves for the end of the lesson	N/D	2	3	N/D	N/D	2,50	0,71

T Test Analysis.

As mentioned above, the findings of the T Test are going to be presented and analyzed. The two sample groups that are going to be compared are the 8th grade level and 10th grade level, to discern if there is a significant statistical difference between the two. According to the

University of Southampton, to be statistically significant the p-value from the T Test has to be less than 0.05, if it is greater than 0.05 then it is catalogued as statistically insignificant.

To have a better understanding of the following table it is necessary to clarify that on this occasion the observed behaviors are not detailed and instead, each of them has a numerical value, as they are presented above. At the same time, the numbers represent the indicators of the quantity of students, as was explained above.

I. T Test analysis of 8th grade level and 10th grade level

A. Moment 1

As it can be observed, the p-value from the first behavior, that refers to the quantity of students that attend the lesson, is 0, which means that the difference between the means of 8th grade level and 10th grade level is statistically insignificant.

Meanwhile, the p-value from the second behavior, that alludes to the preparation of students at the beginning of the lessons, increases to 0,34. However, it indicates that the difference between the means from both levels is still insignificant.

Now, the p-value from the third behavior, that refers to the body language of students when listening to the teacher, decreases to 0,31. Thus, once again, it is statistically insignificant.

The p-value from the fourth behavior, that alludes to students answering questions made by the teacher, is lower than the previous, this being 0,25 and making the mean between the levels still not significant. It is important to note that it is the first one that was not observed during one occasion.

The fifth behavior, that revolves around discussion between students, has a p-value of 0,28, a slight rise from the previous one but still not significant. However, the number of occasions where the behavior was not observed increases to two.

The p-value of the sixth behavior, students ask questions by raising their hand, is 0,03, making it the first statistically significant difference between means. It is important to point out that there were three occasions in which the behavior was not observed, in both levels.

The seventh and eighth behavior, that refer respectively to students following the teacher instructions to carry out the activity and students completing the activity in the designated time, have a p-value of 0,19, making both of them insignificant. It is important to point out that both behaviors were not observed on the same five different occasions.

B. Moment 2.

The p-value of the first behavior, that alludes to the body language from students when listening to the teacher, from this moment is 0,5, making it greater than the ones from the past moment and once again, not significant.

Regarding the second behavior that refers to students answering questions, the p-value is 0,04. Hence, the mean between the two levels that were observed is statistically significant.

Meanwhile, the p-value of the third observed behavior, students discuss with peers, increases in comparison to 0,35, making it once more not significant.

Now, the fourth behavior, students raise their hand to ask questions, has a p-value of 0,08. Thus, it can be said that the difference between both means is statistically insignificant.

The p-value from the fifth observed behavior that refers to students following the instructions from the teacher, is 0,18 which makes it, again, not significant. The fifth behavior is the first one from moment 2 that has three occasions in which it was not observed.

The sixth behavior that was observed is related to students completing the activity in the designated time and it has a p-value of 0,23. Which means that it increased in comparison to the previous one and it is still not statistically significant. It also has five different occasions in which it was not observed, between both levels.

Finally, the seventh and eighth behaviors from this moment refer, respectively, to students completing the reading in the designated time and doing it when they were asked by the teacher. The p-value from these behaviors is, respectively, 0,27 and 0,18, making the difference between the means statistically insignificant. Both of them were not observed on five different occasions.

C. Moment 3.

2 3 4 5 6 7 8	1	2	2	2	2	2	2	2	2	2	1	1	2	1	2	3	2	0,34
	2	3	2	3	2	2	3	2	2	2	2	2	2	2	3	3	0,31	
	1	2	2	2	1	2	2	2	1	n/d	1	1	2	2	2	2	0,25	
	2	2	2	1	2	n/d	2	1	2	n/d	2	1	2	2	2	2	0,28	
	2	1	1	n/d	2	1	1	1	0	n/d	0	1	1	1	1	n/d	0,03	
	2	2	2	n/d	2	2	2	n/d	2	n/d	2	n/d	2	2	3	n/d	0,19	
	2	2	2	n/d	2	2	2	n/d	2	n/d	2	n/d	2	2	3	n/d	0,19	
	Moment 2: Presentation																	
Behavior		8°A - 8°B							II°A - II°B							T test		
1 2 3 4 5 6 7 8	3	2	3	3	2	2	2	2	2	2	2	2	2	3	3	3	0,5	
	2	2	2	2	2	2	2	2	1	1	2	1	2	2	2	2	0,04	
	2	2	2	1	1	2	2	1	1	1	2	0	2	2	2	2	0,35	
	2	1	2	1	2	2	1	1	2	1	0	1	1	1	2	0	0,08	
	2	2	2	n/d	2	2	2	n/d	2	2	2	1	2	2	2	n/d	0,18	
	2	2	2	n/d	1	2	2	n/d	n/d	1	1	n/d	2	2	2	n/d	0,23	
	2	2	2	n/d	1	2	2	n/d	1	1	2	n/d	2	2	2	n/d	0,27	
	2	2	2	n/d	2	2	2	n/d	1	2	2	n/d	2	2	2	n/d	0,18	
Moment 3: Production																		
Behavior		8°A - 8°B							II°A - II°B							T test		
1 2 3 4 5	2	2	2	2	2	2	1	2	2	1	1	1	2	2	2	2	0,14	
	2	2	2	2	2	2	1	2	1	1	1	1	2	2	2	2	0,06	
	2	2	2	n/d	2	2	1	n/d	2	1	1	0	2	2	2	n/d	0,13	
	2	2	2	n/d	2	2	1	1	1	1	1	2	n/d	2	2	n/d	0,13	
	1	1	2	n/d	2	2	0	n/d	0	1	1	0	1	2	2	n/d	0,24	

6	1	2	1	n/d	2	1	1	1	2	1	1	2	2	2	2	n/d	0,06
7	1	2	2	n/d	2	2	2	n/d	1	1	1	2	n/d	2	3	n/d	0,33

Comments section analysis.

As was mentioned above, the comments section of the observation instrument contains information regarding not specific behavior, such as the ones from the checklist, that the observer deems important and useful to this study. Thus, these comments are going to be classified and then analyzed.

It is necessary to contextualize the table from below to have a better understanding of the presented information. Each class from both levels, 8th grade and 10th grade, has a specific table that is separated by intervention, totalling four, and the moment of the class. The table contains indicators such as: “Engaged”, “Not engaged”, “Open to interpretation” and “Not related to engagement”, and it also contains a section where the total of comments from each moment is specified.

The indicators respond to the necessity to classify the comments to analyze them in relation to behavioral engagement, avoiding the confusion with other dimensions of engagement. Therefore, the indicators “Engaged” and “Not engaged” respond to behaviors that denote or do not denote behavioral engagement from students. The “Open to interpretation” indicator is a category where comments were placed in which the behavior cannot be easily identified, or where a discrepancy regarding their classification can occur. Finally, the “Not related to engagement” indicator is a category into which comments that are not about observed behaviors from students were allocated.

Due to the large amount of data from this section, percentages were used to represent it. However, some of the comments are going to be exhibited too.

I. Comments analysis of 8th grade A.

A. Intervention 1.

During Moment 1 of the first intervention a total of 11 comments were made, where the category “Engaged” represents a 45,45% of the total with 5 comments, “Not engaged” a 36,36% with 4 comments, “Open to interpretation” a 0% as there are no comments and finally, “Not related to engagement” a 18,18%, with 2 comments.

One example of a comment that was classified as engaged is: “One student was using a device and put it aside to listen” and an example of a comment that was classified as not engaged is: “ Individuals (I) are screaming at each other out loud”.

On moment 2, a total of 12 comments were made. Once again, the category “Engagement” has a bigger percentage in comparison to other categories with 83,33% and 10 comments. “Not engaged” and “Open to Interpretation” have the same percentage of 8,33% with 1 comment. The category “Not related to engagement” has no comments and represents 0% of the total.

One example of a comment that was categorized as “Open to Interpretation” is: “Small group (S) discuss the text after reading it, so the volume goes up. However, there's still people who are doing things that do not relate to the class”

Moment 3 has a total of 14 comments. Where “Not engaged” represents 71,42% of the total with 10 comments. “Engaged” represents only 14,28% with two comments. “Open to Interpretation” and “Not related to engagement” both have a 7,14% of the total with 1 comment each. One example of a “Not engaged” comment is: “One student is sleeping at their desk”.

B. Intervention 2

On moment 1 of the second intervention a total of 10 comments were made. With “Engaged” and “Open to Interpretation” representing 30% each of the total with 3 comments. “Not engaged” and “Not related to engagement” represent 20% each with 2 comments. One example of a “Open to Interpretation” comment is: “Moderate volume in the classroom.”

Moment 2 has a total of 11 comments, where the “Not engaged” category represents 36,36% with 4 comments, “Engaged” and “Open to Interpretation” each represent 18,18% with 2

comments. “Not related to engagement” represents 27,27% of the total with 3 comments. One example of a “Not engaged” comment is: “Two students are fighting/playing”.

Meanwhile, on moment 3 a total of 10 comments were made. The “Not engaged” category represents the majority with 60% and 6 comments. “Engaged” only represents 20% with 2 comments and “Open to Interpretation” and “Not related to engagement” represent 10% each with only 1 comment. One example of a “Not engaged” comment is: “One student is laughing at an inappropriate drawing of a penis”.

C. Intervention 3.

The first moment of the third intervention has a total of 13 comments, where “Not engaged” represents 46,15% with 6 comments. Meanwhile, “Engaged” represents 30,76% with 4 comments, “Open to Interpretation” is 7,69% with only 1 comment and “Not related to engagement” 15,38% with 2 comments. One example of a “Not engaged” comment is: “Students take 7 minutes to get inside the classroom.”.

The second moment of the intervention has a total of 13 comments too. In this case, “Engaged” represents 46,14% of the total with 6 comments. The other categories, “Not engaged”, “Open to Interpretation” and “Not related to engagement” represent 38,46% with 5 comments, 7,69% with 1 comment and 7,69% with 1 comment, respectively. One example of a “Not related to engagement” comment is: “All answers are in Spanish”.

The third and last moment of the intervention has a total of 14 comments, with “Engaged” representing only 14,28% of the total with 2 comments. “Not engaged” represents the majority with 71,42% with 10 comments. Finally, “Open to Interpretation” and “Not related to engagement” represent 7,14% with 1 comment each. One example of an “Engaged” comment is: “A student makes a question”.

D. Intervention 4.

The first moment of the last intervention has a total of 9 comments, where “Engaged” represents only 11,11% of the total with 1 comment. The categories “Not engaged” and “Open to

Interpretation” represent 33,33% each with 3 comments, and “Not related to engagement” represents the second majority with 22,22% and 2 comments. One example of a “Not related to engagement” comment is: “No school teacher is present at the beginning”.

The second moment has a total of 13 comments, where “Engaged” represents 23,07% with 3 comments, “Not engaged” 53,84% with 7 comments, “Open to Interpretation” 23,07% with 3 comments too and “Not related to engagement” 0 % with no comments. One example of a “Not engaged” comment is: “Two students are sleeping at a desk”.

The third and final moment of the intervention has a total of 16 comments. The category “Engaged” represents the majority with 50% and 8 comments. “Not engaged” represents 31,25% with 5 comments and the other two categories, “Open to Interpretation” and “Not related to engagement” have 12,5% with 2 comments and 6,25% with 1 comment respectively. One example of an “Engaged” comment is: “A student is already done and asks for help from the teacher to put a title to the text”.

Table 10

8th grade A

Intervention 1					
Indicators	Engaged	Not engaged	Open to interpretation	Not related to engagement	Total
Moment 1	5 (45,45%)	4 (36,36%)	0 (0%)	2 (18,18%)	11 (100%)
Moment 2	10 (83,33%)	1 (8,33%)	1 (8,33%)	0 (0%)	12 (100%)
Moment 3	2 (14,28%)	10 (71,42%)	1 (7,14%)	1 (7,14%)	14 (100%)
Intervention 2					
Moment 1	3 (30%)	2 (20%)	3 (30%)	2 (20%)	10 (100%)

Moment 2	2 (18,18%)	4 (36,36%)	2 (18,18%)	3 (27,27%)	11 (100%)
Moment 3	2 (20%)	6 (60%)	1 (10%)	1 (10%)	10 (100%)
Intervention 3					
Moment 1	4 (30,76%)	6 (46,15%)	1 (7,69)	2 (15,38%)	13 (100%)
Moment 2	6 (46,14%)	5 (38,46%)	1 (7,69%)	1 (7,69%)	13 (100%)
Moment 3	4 (36,36%)	5 (45,45%)	2 (18,18%)	0 (0%)	11 (100%)
Intervention 4					
Moment 1	1 (11,11%)	3 (33,33%)	3 (33,33%)	2 (22,22%)	9 (100%)
Moment 2	3 (23,07%)	7 (53,84%)	3 (23,07%)	0 (0%)	13 (100%)
Moment 3	8 (50%)	5 (31,25%)	2 (12,5%)	1 (6,25%)	16 (100%)

II. Comments analysis of 8th grade B.

A. Intervention 1.

At the first moment of the intervention the comments add up to a total of 7. Where “Engaged” represents 42,83% with 3 comments. Meanwhile “Not engaged” represents 28,57% of the total with 2 comments. “Open to Interpretation” and “Not related to engagement” both represent 14,28% with 1 comment. One example of an “Engaged” comment is: “There's a designated time but students want/ask to keep doing the activity”.

At the second moment, the total number of comments is 11. The category “Engaged” represents 45,45% with 5 comments, “Not engaged” represents 18,18% with 2 comments, “Open

to Interpretation” represents 27,12% with 3 comments and “Not related to engagement” represents 9,09% with only 1 comment. One example of an “Open to Interpretation” comment is: “Lots of talking”.

At the third moment, there are a total of 15 comments. “Engaged” represents 40% of the total with 6 comments. “Not engaged” represents 33,33% with 5 comments, “Open to Interpretation” represents 20% with 3 comments and finally, “Not related to engagement” represents 6,66% with 1 comment. One example of an “Engaged” comment is: “The teacher goes around the classroom solving questions for some individuals”

B. Intervention 2.

Moment 1 has a total of 9 comments, where “Engaged” represents the majority with 55,55% and 5 comments. Categories “Not engaged” and “Open to Interpretation” represent 11,11% each with only 1 comment. Category “Not related to engagement” represents 22,22% with 2 comments. One example of an “Engaged” comment is: “When the teacher asks for silence, (I) shush others.”

Moment 2 has a total of 14 comments, where once again “Engaged” represents the majority with 50% with 7 comments. “Not engaged” represents the second majority with 35,71% and 5 comments, “Open to Interpretation” and “Not related to engagement” represent 7,14% each with 1 comment. One example of a “Not engaged” comment is : “One student is up while the teacher talks”.

Moment 3 has a total of 17 comments, where “Engaged” represents 35,29% with 6 comments. The category “Not engaged” represents the majority with 41,17% and 7 comments. “Open to Interpretation” represents 17,64% of the total with 3 comments and lastly, “Not related to engagement” represents only 5,88% with 1 comment. One example of an “Open to Interpretation” comment is: “There's still some noise as the teacher talks”.

C. Intervention 3.

On moment 1, of the third intervention the total number of comments is 14. Where, “Engaged” represents 35,71% of the total with 5 comments. “Not engaged” represents half of the total with 50% and 7 comments. “Open to Interpretation” represents 14,28% of the total with 2 comments and “Not related to engagement” represents 0% with no comments. One example of a “Not engaged” comment is: “A student is up talking to various other students, and yelling too”.

On moment 2, the total number of comments is 15. The category "Engaged" represents 53,33% of the total with 8 comments. Meanwhile “Not engaged” represents 40% with 6 comments. “Open to Interpretation” represents 6,66% with 1 comment and “Not related to engagement” represents 0% with no comments. One example of a “Not engaged” comment is: “Two students are using airpods”.

On moment 3, the total number of comments is 16. "Engaged" represents 31,25% of the total with 5 comments. “Not engaged” represents 37,5% with 6 comments. “Open to Interpretation” represents 12,5% with 2 comments and finally, “Not related to engagement” represents 18,75% with 3 comments. One example of an "Engaged" comment is: “ Individuals (I) Go to the teacher to ask questions”.

D. Intervention 4.

The total number of comments from moment 1 is 9. Where "Engaged" represents 22,22% of the total with 2 comments. “Not engaged” represents the majority with 44,44% with 4 comments. “Open to Interpretation” represents the minority with only 11,11% and 1 comment and “Not related to engagement” represents 22,22% with 2 comments. One example of a “Not engaged” comment is: “ There are two groups of Individuals (I) that talk loudly and disrupt the lesson”.

The total number of comments from moment 2 is 7. Where "Engaged" represents the majority with 42,85% and 3 comments. “Not engaged” represents 28,57% with 2 comments. “Open to Interpretation” and “Not related to engagement” represents 14,28% each with only 1 comment. One example of an "Engaged" comment is: “Individuals (I) are taking notes of the content”

The total number of comments from moment 3 is 25, being the highest ever. Here, "Engaged" represents 36% with 9 comments. "Not engaged" represents the majority with 44% and 11 comments. "Open to Interpretation" represents only 8% with 2 comments and lastly, "Not related to engagement" represents 12% with 3 comments.

One example of an "Open to Interpretation" comment is: "The volume varies, up and down, up and down". Meanwhile, an example of a "Not engaged" comment is: "A student asks if it is necessary to complete the activity".

Table 11

8th grade B

Intervention 1					
Indicators	Engaged	Not engaged	Open to interpretation	Not related to engagement	Total
Moment 1	3 (42,85%)	2 (28,57%)	1 (14,28%)	1 (14,28)	7 (100%)
Moment 2	5 (45,45%)	2 (18,18%)	3 (27,12%)	1 (9,09%)	11 (100%)
Moment 3	6 (40%)	5 (33,33%)	3 (20%)	1 (6,66%)	15 (100%)
Intervention 2					
Moment 1	5 (55,55%)	1 (11,11%)	1 (11,11%)	2 (22,22%)	9 (100%)
Moment 2	7 (50%)	5 (35,71%)	1 (7,14%)	1 (7,14%)	14 (100%)
Moment 3	6 (35,29%)	7 (41,17%)	3 (17,64%)	1 (5,88%)	17 (100%)
Intervention 3					
Moment 1	5 (35,71%)	7 (50%)	2 (14,28%)	0 (0%)	14 (100%)

Moment 2	8 (53,33%)	6 (40%)	1 (6,66%)	0 (0%)	15 (100%)
Moment 3	5 (31,25%)	6 (37,5%)	2 (12,5%)	3 (18,75%)	16 (100%)
Intervention 4					
Moment 1	2 (22,22%)	4 (44,44%)	1 (11,11%)	2 (22,22%)	9 (100%)
Moment 2	3 (42,85%)	2 (28,57%)	1 (14,28%)	1 (14,28%)	7 (100%)
Moment 3	9 (36%)	11 (44%)	2 (8%)	3 (12%)	25 (100%)

III. Comments analysis of 10th grade A.

A. Intervention 1.

Moment 1 has a total of 10 comments, where “Engaged” represents 0% as there are no comments. Meanwhile, “Not engaged” represents half of the total with 50% and 5 comments. “Open to interpretation” represents the second majority with 40% and 4 comments and “Not related to engagement” represents only 10% as it has only one comment. One example of a “Not engaged” comment is: “Some students are doing the crafts for other subjects instead”.

Moment 2 of the first intervention has a total of 13 comments, 3 more than the previous moment. “Engaged” and “Open to interpretation” each represent 38,46% of the total with 5 comments. “Not engaged” represents 23,07% and 3 comments and “Not related to engagement” represents 0% as there are no comments. One example of an “Open to interpretation” comment is: “The guy with headphones put them away”.

Moment 3 has a total of 12 comments, one less than the previous moment. Here, “Not engaged” represents 66,66% with 8 comments, being the majority. “Engaged” represents only 25% with 3 comments. “Open to interpretation” represents 0% with no comments and “Not

related to engagement” represents 8,33% with 1 comment. One example of a “Not engaged” comment is: “Some students are talking about their next test next period instead”.

B. Intervention 2.

The total number of comments from moment 1 is 6, where “Engaged” and “Open to interpretation” represent 0% of the total with no comments, “Not engaged” and “Not related to engagement” both represent 50% with 3 comments. One example of a “Not related to engagement” comment is: “Due to lack of time, this part of the lesson is dismissed”.

Now, the total number of comments from moment 2 is 9. “Not engaged” represents the majority with 77,77% and 7 comments. “Engaged” has a 0% with no comments and both “Open to interpretation” and “Not related to engagement” represent 11,11% with only 1 comment. One example of a “Not engaged” comment is: “A student randomly starts singing a song in Spanish”.

The third and last moment has a total of 7 comments. “Engaged” and “Open to interpretation” both represent 14,28% with 1 comment each. “Not engaged” represents the majority with 42,85% and 3 comments. “Not related to engagement” represents the second majority with 28,57% and 2 comments. One example of an “Engaged” comment is: “The three questions are answered consistently by the same students (I)”.

C. Intervention 3.

Moment 1 has a total of 9 comments, where “Engaged” and “Open to interpretation” both represent 22,22% of the total with 2 comments. Meanwhile, “Not engaged” has the majority with 55,55% and 5 comments and “Not related to engagement” has 0% with no comments. One example of an “Open to interpretation” comment is: “The volume is moderate, some humming is heard”.

Moment 2 has a total of 11 comments. “Engaged” represents 27,27% with 3 comments. “Not engaged” represents more than half of the total with 63,63% and 7 comments. “Open to interpretation” represents 0% of the total as there are no comments. Finally, “Not related to

engagement” represents 9,09% with only 1 comment. One example of a “Not related to engagement” comment is: “Little use of English, answers are all in Spanish”.

Moment 3 has a total of 14 comments, 3 more than the previous moment. Here, “Engaged” and “Open to interpretation” both represent 7,14% with 1 comment each, “Not engaged” represents 71,42% with 10 comments, and lastly, “Not related to engagement” represents 14,28% with 2 comments. One example of a “Not engaged” comment is: “One student is recording a video”.

D. Intervention 4.

The first moment of the last intervention has a total of 14 comments. Here, “Engaged” represents 7,14% with 1 comment. Meanwhile, “Not engaged” represents the majority of the total with 71,42% and 10 comments. “Open to interpretation” only represents 21,42% with 3 comments and “Not related to engagement” represents 0% with no comments. One example of a “Not engaged” comment is: “A question about Chilean festivities is made, starts singing the national anthem”.

The second moment has a total of 7 comments, half less than the previous moment. “Engaged” and “Open to interpretation” each represent 28,57% with 2 comments each. “Not engaged” represents 42,85% of the total with 3 comments. “Not related to engagement” has no comments and thus, represents 0% of the total. One example of a “Not engaged” comment is: “Small group (S) using cellphones”.

The third and last moment has a total of 29 comments. More than half of the comments are from the category “Not engaged”, more specifically 17 comments and thus, it represents 58,62%. “Engaged” represents 24,13% with 7 comments, “Open to interpretation” represents only 13,79% with 4 comments and finally, “Not related to engagement” represents 3,44% with 1 comment. One example of a “Not engaged” comment is: “Small group (S) still using cellphones”.

Table 12

10th grade A

Intervention 1					
Indicators	Engaged	Not engaged	Open to interpretation	Not related to engagement	Total
Moment 1	0 (0%)	5 (50%)	4 (40%)	1 (10%)	10 (100%)
Moment 2	5 (38,46%)	3 (23,07%)	5 (38,46%)	0 (0%)	13 (100%)
Moment 3	3 (25%)	8 (66,66%)	0 (0%)	1 (8,33%)	12 (100%)
Intervention 2					
Moment 1	0 (0%)	3 (50%)	0 (0%)	3 (50%)	6 (100%)
Moment 2	0 (0%)	7 (77,77%)	1 (11,11%)	1 (11,11%)	9 (100%)
Moment 3	1 (14,28%)	3 (42,85%)	1 (14,28%)	2 (28,57%)	7 (100%)
Intervention 3					
Moment 1	2 (22,22%)	5 (55,55%)	2 (22,22%)	0 (0%)	9 (100%)
Moment 2	3 (27,27%)	7 (63,63%)	0 (0%)	1 (9,09%)	11 (100%)
Moment 3	1 (7,14%)	10 (71,42%)	1 (7,14%)	2 (14,28%)	14 (100%)
Intervention 4					
Moment 1	1 (7,14%)	10 (71,42%)	3 (21,42%)	0 (0%)	14 (100%)
Moment 2	2 (28,57%)	3 (42,85%)	0 (0%)	2 (28,57%)	7 (100%)
Moment 3	7 (24,13%)	17 (58,62%)	4 (13,79%)	1 (3,44%)	29 (100%)

IV. Comments analysis of 10th grade B.

A. Intervention 1.

The total number of comments from moment 1 is 14, where “Engaged” represents 35,7% with 5 comments. “Not engaged” represents half of the total with 50% and 7 comments. “Open to interpretation” and “Not related to engagement” both represent 7,14% with only 1 comment. One example of an “Engaged” comment is: “One student tries to shush others”.

The total number of comments from moment 2 is 13. Here, “Engaged” represents almost half of the total with 46,15% and 6 comments. “Not engaged” and “Not related to engagement” represent 23,07% with 3 comments. “Open to interpretation” only represents 7,69% of the total with 1 comment. One example of an “Engaged” comment is: “Small group (S) of students read the text to understand some vocabulary”

The total number of comments from the third and last moment is 15, where “Engaged” and “Not engaged” each represents 33,33% with 5 comments. Meanwhile, “Open to interpretation” represents 13,33% with 2 comments and “Not related to engagement” represents 20% with 3 comments. One example of a “Not related to engagement” comment is: “Questions are asked in Spanish”.

B. Intervention 2.

Moment 1 from the second intervention has a total of 11 comments. Here, the category “Engaged” represents more than half of the total with 54,54% and 6 comments. Then, “Not engaged” represents 27,27% with 3 comments, “Open to interpretation” has 0% as there are no comments and lastly, “Not related to engagement” represents 18,18% of the total with 2 comments. One example of an “Engaged” comment is: “Individuals (I) are writing the objective on their notebook”.

Moment 2 has a total of 10 comments. Here, “Engaged” represents 60% of the total with 6 comments. Then, “Not engaged” and “Not related to engagement” both represent 20% with 2 comments each. Meanwhile, “Open to interpretation” has no comments and hence, represents

0%. One example of an “Engaged” comment is: “A lot of answers about a question at the end of the moment”.

Moment 3 has a total of 10 comments too. On this occasion, “Engaged” and “Open to interpretation” both represent 20% with 2 comments each. “Not engaged” represents 50% of the total with 5 comments and finally, “Not related to engagement” has only 1 comment and represents 10%. One example of a “Open to interpretation” comment is: “The volume goes up as they work”.

C. Intervention 3.

The first moment of intervention 3 has a total of 10 comments. “Engaged” represents 30% with 3 comments. “Not engaged” represents half of the total with 50% and 5 comments. Then, “Open to interpretation” and “Not related to engagement” both represent 10% of the total with only 1 comment each. One example of a “Not engaged” comment is: “One student screams: "Son fomes sus ejercicios"”.

The second moment has a total of 10 comments too. In this case, “Engaged” represents the majority with 40% and 4 comments. The other categories, “Not engaged”, “Open to interpretation” and “Not related to engagement” each represent a 20% with 2 comments each. One example of an “Engaged” comment is: “Small group (S) answer and try to understand the vocabulary in English. Translate/explain it to the teacher”.

The third and last moment of the third intervention has a total of 12 comments, where “Engaged” once again represents the majority with 41,66% and 5 comments. “Not engaged” represents the second majority with 33,33% and 4 comments. Meanwhile, “Open to interpretation” represents 16,66% with 2 comments and “Not related to engagement” only represents 8,33% with 1 comment.

D. Intervention 4.

Moment 1 of the last intervention has 8 comments in total. Here, “Engaged” and “Not engaged” represent the same percentage of 37,5% with 3 comments each. The same occurs with

categories, “Open to interpretation” and “Not related to engagement” that both represent 12,5% with 1 comment each. One example of an “Engaged” comment is: “Small group (S) constantly comment/participate on the explanation”.

Moment 2 has 2 more comments than the previous moment, increasing the total number to 10. “Engaged” represents almost half of the total with 40% and 4 comments. Then, “Not engaged” represents the second majority with 30% and 3 comments. Instead, “Open to interpretation” represents only 10% with 1 comment and finally, “Not related to engagement” represents 20% with 2 comments. One example of an “Open to interpretation” comment is: “A student that answers a question is using a cellphone at the same time”.

Moment 3, the last moment from the intervention, has a total of 18 comments, 8 comments more than moment 2. Here, “Engaged” and “Not engaged” represent the same percentage, 44,44% with 8 comments each. The same occurs with “Open to interpretation” and “Not related to engagement”, both representing 5,55% of the total with 1 comment each.

One example of an “Engaged” comment is: “A student asks out loud about vocab”. Meanwhile, an example of a “Not engaged” comment is: “The noise is high, groups of different (I) are talking and playing around the classroom”.

Table 13

10th grade B

Intervention 1					
Indicators	Engaged	Not engaged	Open to interpretation	Not related to engagement	Total
Moment 1	5 (35,7%)	7 (50%)	1 (7,14%)	1 (7,14%)	14 (100%)
Moment 2	6 (46,15%)	3 (23,07%)	1 (7,69%)	3 (23,07%)	13 (100%)
Moment 3	5	5	2	3	15

	(33,33%)	(33,33%)	(13,33%)	(20%)	(100%)
Intervention 2					
Moment 1	6 (54,54%)	3 (27,27%)	0 (0%)	2 (18,18%)	11 (100%)
Moment 2	6 (60%)	2 (20%)	0 (0%)	2 (20%)	10 (100%)
Moment 3	2 (20%)	5 (50%)	2 (20%)	1 (10%)	10 (100%)
Intervention 3					
Moment 1	3 (30%)	5 (50%)	1 (10%)	1 (10%)	10 (100%)
Moment 2	4 (40%)	2 (20%)	2 (20%)	2 (20%)	10 (100%)
Moment 3	5 (41,66)	4 (33,33%)	2 (16,66%)	1 (8,33%)	12 (100%)
Intervention 4					
Moment 1	3 (37,5%)	3 (37,5%)	1 (12,5)	1 (12,5%)	8 (100%)
Moment 2	4 (40%)	3 (30%)	1 (10%)	2 (20%)	10 (100%)
Moment 3	8 (44,44%)	8 (44,44%)	1 (5,55%)	1 (5,55)	18 (100%)

Exit Tickets Results

In this section, the findings from the qualitative data will be presented. Qualitative data for this study comprises Exit Tickets (ET) which were short written questions and, in the final ET, a written prompt, which were used at the end of every intervention as a way of measuring student engagement and gathering students' responses, opinions and emotions regarding both the

lesson and the class materials. The same interventions were applied in the two levels considered by this research: 8th grade and 10th grade.

Thematic Analysis.

In order to analyse the Exit Tickets used to compile the participants' answers, we used a thematic analysis approach given the qualitative essence of the data. Since each intervention used a different text (short stories and a poem) that explored different emotions, the questions in the ETs varied from intervention to intervention. For this reason, the analysis we developed took into consideration these differences, which is why we analyzed each ET separately, with its own themes. Since interventions stem from an Emotional Education perspective, and therefore the questions posed in the ETs encourage participants to discuss emotions, Willcox's "The Feeling Wheel" (1982) was used to facilitate identification and classification of emotions. Willcox labels emotions into seven broad categories: bad, fearful, angry, disgusted, sad, happy and surprised. Each category then expands into more specific emotions. These categories will be explored further in the following sections.

Exit Ticket 1.

The text used during this first intervention was a *Santiago en 100 Palabras* (2017) winning short-story. For the first ET, the question posed for the participants was: ¿Qué tipo de relación emocional tiene el protagonista con la ciudad? (What kind of emotional relationship does the protagonist have with the city?). Participants from 8th grade levels identified a variety of emotions, mostly associated with fearful emotions such as feeling scared, overwhelmed and anxious. Few participants identified sad and bad emotions such as feeling depressed or stressed. The main theme in which these responses were associated was "Future", where participants criticize society and the responsibilities that might present in the future such as debts and other job-related concerns. One participant wrote: "Le tiene miedo y ansiedad porque por la ciudad que es la sociedad, y gracias a ella tiene que mantener un vida estable para ser aceptado" (He is scared and anxious because of the city which is society, and thanks to it he has to keep a stable life to be accepted).

In the case of 10th graders, bad emotions such as feeling tired and bored were the most mentioned, alongside sad feelings of distress and depression. Similar to 8th graders, participants in the 10th grade group also associated feeling anxious, stressed and worried in relation to “Future”. However, tiredness, sadness, boredom and even helplessness were emotions related to “Routine”, ie. monotonous life, which was the most discussed theme throughout the responses. According to some answers, “él siente que el día a día de esa ciudad lo condenará a una vida aburrida” (He feels that the day-to-day of that city will condemn him to a boring life) and “es constantemente rutinaria sin nada nuevo que hacer” (It is constantly routine with nothing new to do). In these responses, participants related the repetitive living from being in a city to their perceptions from their own experiences.

Exit Ticket 2.

The text selected for the second intervention was a poem called *My Own Muse* (Giovanni, 2008). The participants had to answer the following question related to the poem: ¿Crees que el hablante hace pasar su egocentrismo por una alta autoestima? (Do you think the speaker is passing off their egocentrism as high self-esteem?). The data collected in the second ET was categorized into two big themes: “Self-esteem” and “Egocentrism”. These two main themes were expressed among all our participants and perceived in two distinct ways: positively and negatively.

A positive perception of egocentrism was the least common theme identified in the responses. Among 10th grade participants, egocentrism was defined as a “shield for emotions” using it as something to protect feelings, while 8th graders refer to the same theme as something “positive and fair to have”. Similar to 10th grade participants, they refer to it as something useful to “respect ourselves”.

In contrast, the negative perception of egocentrism was more prominent and detailed by participants from both levels. In the 8th grade level, they linked egocentrism to having certain “superiority” over others. Narcissism was mentioned as well, as one participant wrote: “No porque solo se importa a sí mismo y no se preocupa de los demás - narcisista” (No, because they only care about themselves and don’t think about others - narcissist). The 10th graders referred to

themes such as lack of empathy or selfishness to describe egocentrism, like one participant who answered the following: “Yo creo que sí, también debe pensar en las demás personas” (I do think so, he should also think about other people). Therefore, in both levels participants discussed the protagonist as someone egocentric.

The next aspect to analyze was self-esteem, and similarly with egocentrism, we identified the positive perception of participants. The 10th graders perceived self-esteem as something important in building a sense of “self-love”. One participant referred to it as something that helps us to be better in the following example: “Puede ser que usa el autoestima para poder ayudarlo a ser mejor” (It could be that he uses self-esteem to help himself to be better). At this point, our data contrasted the most. The 8th grade participants did not relate self-esteem to something positive; it seems they had a misconception of virtues and defects. They mostly linked self-esteem to the cause of egocentrism giving it only negative perceptions, some even related higher self-esteem as “something wrong”, as stated by one participant. This also occurred during the negative perception of self-esteem analysis from the 10th grade group, where one student answered: “Si, porque puede lograr confundir estas dos emociones” (Yes, because they can confuse these two emotions), recognizing the confusion perceived in these two concepts. Others had a misconception of the terms similar to the 8th grade levels: “Si, parece ser que el hablante se ama mucho a sí mismo y por ello su ego crece cada vez más” (Yes, it seems like the speaker loves themselves very much and for that, their ego gets bigger), and even referred to self-esteem as the reason for a big ego akin to what 8th grade participants did.

Exit Ticket 3.

The text selected for the third intervention was another Santiago en 100 Palabras winning short-story. The text “The Woman Who Greets” (Padua, 2017), tells the story of a woman who greets everyone every day. The question for this third intervention was: ¿Por qué crees que Yolanda saluda a los demás, incluso sin que estos la saluden de vuelta? (Why does Yolanda greet everyone despite them not greeting her back?). For this ET, most of the responses associated a positive attitude towards Yolanda’s behavior. Positive behaviors such as: kindness, gentleness, empathy, altruism, education, and respect.

In both grades, some students went further with their answers identifying similar emotions toward Yolanda's attitude and inferring on why she would greet everyone considering that not all people usually greet her back. The common theme around these virtues was her "Good Breeding", some students argue that she was raised by her family like that while others said that it was because she was born in a small town. In 8th grade, some participants justified Yolanda's behavior by deducing that she might have had a great upbringing that nourished her with different values. For example, a participant wrote: "Porque lo más probable es porque le enseñaron de pequeña eso" (Because they probably taught her that as a child). Similarly, a participant from the 10th grade group wrote: "Because she is polite. She was raised in a family with manners, she probably tries to make others happy by greeting them daily", relating her politeness to being one of the reasons for her happiness and positive attitude. Moreover, in both grades students inferred that her positive attitude was due to her upbringing in a small town. A participant wrote: "Porque Yolanda es de origen pueblerino y por ello ella lleva consigo el hábito de saludar a todo el mundo" (Because Yolanda was raised in a small town and she still carries with her the custom of greeting everyone.)

The only difference present in the answers from both levels happens when a few 8th grade students, instead of relating her behavior with a positive attitude, perceived her actions negatively. A participant wrote: "Puede ser porque sea costumbre saludar a la gente conocida o para buscar atención de los demás" (Probably because she has the custom of greeting people or because she wants attention from people). Also, one student perceived her as being alone: "Creo que debe de sentirse sola y quiere hablar con alguien, así sea una conversación como tal o solo lo hace para ser cordial" (I think she probably feels lonely and wants to talk to someone, whether it's just a conversation or just to be friendly). Justifying Yolanda's attitude with a negative perception of herself.

Exit Ticket 4.

For the last day of interventions, students were asked to create a text in any format, short story, poem or other, on a preferred topic. The minimum length required for the texts was fifty words and it had to be written in English. The students had complete creative freedom for the

development of their stories. Despite this, we could find three main themes addressed by them, these being, self-reflection, love and goals.

I. Self-reflection

On this ET, most students wrote short texts reflecting on their personal growth. These stories had a positive reflection of their experiences and we could find two themes that were present in their reflections, “Relationship with themselves” and “Self-improvement”.

Some participants started their stories by narrating difficulties they had had throughout their lives. In comparison with other texts, these stories did not use many literary devices to embellish their writing, instead they were straightforward with their emotions similar to writing in a journal or diary; they were able to describe themselves as insecure, stressed or sad. For example, one participant started their text like this: “La verdad yo creo que soy muy insegura (The truth is I think I am very insecure). To end up with a positive outcome they wrote: “Un día sentí que esos pensamientos ya no estaban, ya que me di cuenta de que solo eran serpientes que yo misma me tiraba, pero hoy las cosas ya son diferentes” (One day I felt the thoughts were not here with me anymore, I realized that they were snakes, but today things are different). In all the stories that started describing difficulties, every one of them was able to come at the end with a positive outcome to the issue. Being capable of identifying solutions to personal problems, one participant from 10th grade also wrote: “The only way out I found to all this is to calm down, relax and just say in my mind, everything is going to be ok, don't despair”.

Unlike these texts, in 8th grade some participants instead of first talking about their difficulties and then presenting a positive outcome, they started their texts immediately with a positive perspective on personal growth, identifying emotions like freedom, peacefulness and happiness. They did not feel the need to reflect on their problems but they reflected on the different strategies they used to improve their relationship with themselves. One participant wrote: “Never give up, no matter what happens, surrender kills dreams and hopes”. Others ended their story like: “My worth, my heart, my soul, now free to shine | No longer chasing love that's not divine | In solitude, I find my heart rhyme”

II. Love

Throughout this ET, “Love” was the second theme that was mostly alluded to after self-reflection. This theme was greatly discussed from different perspectives and a variety of emotions, this being the only theme in which all seven of Willcox’s categories were identified. In the case of the 8th grade participants, they delved into three specific types: familial love, friendship love, and romantic love. When writing about friendship, participants expressed happy feelings of being intimate, supported, loving and hopeful. “My friends are like my second family. They are always there where I need them and they help me in whatever way. Unconditional support”. In this way, students were able to express their positive attitudes towards having an emotional bond and strong connection with their friends. Likewise, participants who wrote about family love associated it with emotions of resilience, joy, satisfaction and hope, expressing the significance of having a support network. A student wrote in his story: “The jersey becomes a symbol of love and hope for the family, reminding them that there are moments of joy even in the darkest moments”.

When it comes to the discussion of romantic love, a variety of emotions were identified from all over the spectrum. The mention of romantic love in this ET alludes to sad emotions of depression and insecurity; feeling betrayed and frustrated; disgusted, disappointed; fearful, feeling overwhelmed and worthless; bad emotions like feeling out of control, ashamed and shocked; and happy emotions such as feeling loved, hopeful and joyful. Some participants wrote stories of heartbreak, delving into topics of frustration, betrayal, insecurity and fear. Other texts consider the fear and vulnerability of putting their trust in someone, but letting go of these apprehensions and feeling joy and satisfaction.

On the other hand, 10th grade students who also developed their texts on the theme of love seemed to focus, on one hand, only in regards to romantic relationships, and on the other hand, exploring the theme with a narrower set of emotions in comparison with the opposite level. Tenth graders showcase emotions of confusion, vulnerability and helplessness regarding love: “How will we understand love? | This feeling is dangerous | the more we love | the more vulnerable we are”.

III. Goals

The third major theme identified was “Goals”, which refers to the allusion of any activity that they show interest, aspiration or/and projection about. All the mentions of a sense of goals were related to sports without exception. The 8th grade participants who wrote about goals referred to the passion they feel about it; while most of them mentioned football as their chosen sports, some others wrote about gymnastics.

The references to a positive relationship with goals and sports predominated in the theme, where most of them expressed passion, motivation, joy and resilience. It can be appreciated here: “One day, the young boy covered by passion to kick a ball, he was happy to play”, where the participant connected passion and joy with playing football. Another positive response to sports was: “I practice for three years to someday play in a professional game” demonstrating resilience and motivation by following their clear goal of playing in the professional leagues and doing something to reach it.

On the other hand, the negative bind related to “Goals” and sports presented a variety of causes and effects. For example, one participant stated: “When I play football and touch the field I get nervous” indicating a feeling of being anxious related to practicing sports, but later that same participant commented “I feel nervous and happy while playing after adapting to the game”, coming up with a positive outcome to problems. Another example is the participant who wrote about how an accident stopped their goals and the effect of that was sad emotions, especially despair and depressed feelings towards the situation: “Two months in a wheelchair because of my injury due to an event, I did a move in gymnastics, it feels eternal”. She indicated this precedent to later say how depressed and uncomfortable the situation was for the participant and all because of an unreachable goal. These last two examples show how a negative situation can be addressed into different perspectives.

The 10th grade participants didn’t write anything about “Goals”, differentiating from the 8th. Their other thematics were related to grief, inner peace, attachment and overcoming difficulties. Meanwhile, other themes referred to by 8th graders were related to death, mutual support and social criticism like dehumanized humanity and responsible pet ownership.

This fourth Exit Ticket showed a variety of themes in both levels such as love and self-reflection, but contrasting in others like in Goals. The highlight in the findings on the fourth ET is that, under free will to choose any theme, most of them selected emotions in their stories, reflecting themselves in each story in different forms and perspectives.

Chapter V: Discussion, gaps and the closure of this research

Discussion

This section of the dissertation will be separated according to the types of engagement reviewed in our theoretical framework, in which all instruments applied are involved to enhance discussion diversity, and its findings.

Behavioral Engagement

In order to evaluate the effect on this type of engagement that the interventions generated, it is important to first review what was obtained according to the observation instrument since, as explained in the corresponding section, it was specifically created to collect information on behavioral engagement. This instrument, which was composed of a checklist and a comments section, presents several relevant findings to contrast with the rest of the results of the other instruments.

As already presented, the results obtained in the checklists of each class do not present patterns to be able to say that the interventions had equal significance or progression in the four classes that were part of the research; in fact, the variation in each behavior observed during the four weeks only allows for visualizing that the behavioral engagement, throughout the briefness of the study, did not have sufficient results or stability to prove a positive effect or effective improvement thanks to the interventions. Although some behaviors in isolation do show that the majority of students respond to the expected behavior, this would be the minority of cases since generally the observations showed that participants either remained in the same interval (which does not represent more than half of the students in each class) or dropped to a lower interval. Only in specific cases in each class some statements did present improvements, as is the case of the behavior “Students listen to the teacher and their body language corroborates it (i.e. they make eye contact, nod in agreement, lean forward)” observed during the presentation in 10th grade B, which initially scored 2 (4 to 14 students) and increased to 3 (15 or more students) over the last two classes, or the case of the statement “Students prepare themselves and their materials at the beginning of the lesson” observed in the warm up of 8th grade A, which started with a score of 1 (Less than 3 students) and increased to 2 (4 to 14 students) since the second intervention.

In the same manner, the comparison between levels made applying the T-test, which was used to check the possible statistical difference between the means of the two age groups studied, showed that there is no significant difference in the results, therefore it cannot be proved that there is an impact in the results of this type of engagement that is related to the age difference between 8th and 10th grade students, as both levels provide similar values.

This, despite being unfavorable responses to the initial hypothesis, does not mean that the results are completely negative. In fact, by focusing on the comments section of the checklist, of the total for each class of both levels, 35.1% of the sample were comments stating engagement behaviors. Although this is not a greater number than half of the comments generated with the instrument, it is important to keep in mind that these are behaviors that were not considered in the creation of the checklist and, therefore, were not expected in the research from the beginning. Comments such as “One student was using a device and put it aside to listen” from the first intervention of 8th grade A, or “The volume goes down as the guide reading starts” from the third intervention of 10th grade B, are evidences that the fact of a new experience involving work with literature was engaging for the students and made a difference in their disposition in classes while applying the interventions, perhaps not with the expected level of scope, but pertinently, considering the brevity of this study. Similarly, in all the classes and throughout its moments, comments were added about occasions in which students asked each other to keep quiet in order to continue with discussions around more emotional topics when working with the texts and their reading, proving that even though the numbers obtained in the analysis do not reflect significance for what this research proposes, there are behaviors outside the planned scope of measurement of the instrument that help to comprehend that the students’ attitudes and disposition towards the class are not negative.

Taking into consideration the other instruments implemented, this notion becomes even more evident, since it adds another perspective that comes from the students themselves. Moving to the pre and post-tests, in the behavioral incidence of this study from a descriptive point of view in 8th grades, some improved perceptions on behavioral engagement can be observed as both the general and medium segments increased their mean, however, a lower perception by the completed segment can also be observed in 8th grades. In 10th grades only the general group

experienced a descriptive increase in behavioral engagement, while the completed and medium segments experienced a regression. This phenomenon can be a representation of how important it is to be an emotionally aware teacher that cares for students, and the relevance of establishing an emotional bond with students to generate sufficient confidence for them to behaviorally demonstrate behavioral improvements in-class, which is the effect that occurred in 8th grades. Furthermore, when digging deeper into some questions, question number three demonstrates that the majority of student segments experienced an increased perception in their participation in the interventions; question number seven further shows signs of improvement, this time in terms of focus put into the class itself, students agreed on their improved perception of their level of focus put into the interventions, which behaviorally demonstrates an intention to be engaged with the classes proposed from both 8th and 10th grade perspectives. Additionally, both grades show similar results in each segment, which proves that there is minimal age difference on how the use of LE and EE is treated by students. However, in question nine the focus specifically put into reading activities showed no clear signs of improvement in the students' perception, as variations were minimal and in most cases the mean decreased.

Now, to understand these results in their entirety, it is essential to review what was obtained with the instrument that gives prominence to the student body, which are the Exit Tickets. For every intervention, literary texts were used to address different situations that students most likely could relate to in their lives, in order to be able to work on the emotional part from the starting point of the students' reality. The first text discusses the relationship of the character with his future, then the other text is about the relationship with oneself and finally, the last text is about the relationship with others. Since the Exit Tickets were based on this, and in collecting how students made this connection between what they read and how it made them feel, it is possible to analyze how willing students are to engage in activities that approach emotions through this instrument. For the ETs, behavioral engagement was considered as the ability of students to participate in the class activity by answering the questions in the ETs and following the instructions correctly. A few students, along with the interventions, didn't fully engage with texts and handed in their ETs with no answers. Despite this, in all interventions, at least half the students participated if not more. Additionally in 8th grade, these numbers of

students who were not behaviorally engaged progressively got more involved in the activities, so by the third exit ticket, almost all students present participated and answered. In contrast, in 10th grade, some students who lowered their participation were identified. Finally, for the last intervention, students were asked to write a text in the format they preferred. Students were least engaged in participating in this last activity. For this ET the text needed to be in English and have at least 50 words which demanded more from students in comparison to the first three ETs. Despite not having many students engaged for this last activity, students who did engage were capable of writing similar texts to the ones presented in the classes, being able to include emotional experiences in their writing.

When considering all three instruments the behavioral implications of this research can reach levels of success, as exit tickets demonstrate signs of improvement from intervention one to four, in which students did not only show less quantifiable, yet qualitatively significant signs of increased participation, but also a use of English that was unexpected due to the vulnerable context in which these interventions were carried out. This level of participation and commitment can also be observed through the mean of the questionnaire sections, as, at least in 8th grades, a clear majority increased their behavioral perception from pre to post-test. Moreover, observations show that, even though students did not behave as academic standards expect them to do to demonstrate engagement, students were actively participating in the class with their peers and fulfilling the interventions' requirements. Additionally, ETs completion showed that students followed instructions, even though observations show that students were sometimes not silent, or distracted by elements different from the class, which goes to show that engagement did in fact increase from intervention one through four; furthermore, pre and post-test question three demonstrates that students perceived they were participating more during the interventions when directly compared to before the study started, carrying a stronger perception of results. All these results are proof that a perception on engagement increased from intervention one to four owing to the LE strategies applied through literary texts that students are not used to in the students' English text-book, having a boost thanks to the use of EE strategies that enhanced the learning experience as demonstrated in the theoretical framework.

Emotional Engagement

To review the effect caused in terms of this type of engagement, it is necessary to consider that what is discussed is how the emotionality of the students could vary the engagement by being involved during the interventions. For this, the instruments completely related to the students take protagonism, both the pre and post-tests, to know their self-perception, and even more the exit tickets, which allow evidencing results by the students themselves, when implementing the emotional aspect as something fundamental to the English class.

As a matter of fact, in pre and post-tests the section with the most variation was the emotional one, as in both 8th and 10th grades this section increased in its mean from pre to post-test in all student segments, which is visualized as the perception of students that interventions engaged them more from an emotional perspective, made them like more the language through the texts presented and made them feel less bored at the English class. For this section it is important to highlight questions number ten, eleven, thirteen, fifteen, sixteen and seventeen, as they all give clear insight into what happened in terms of emotional engagement and emotional outcomes of this dissertation. Question ten is fundamental, as students from both levels and all segments agreed that thanks to the interventions proposed to them they liked reading-related activities more, this being one of the main goals of this dissertation by experimenting with LE features; question eleven displays that students perceived less boredom in the English class, being a direct consequence of the interventions proposed and the combination of both LE and EE, which is deeper proved by question sixteen, for participants were more comfortable during the classes proposed, thanks to all the strategies applied from the *emotional academy* mentioned in the theoretical framework. Nevertheless, it is expected that the use of LE be complemented with two components expressed by students in pre and post-tests, questions fifteen and seventeen demonstrated increases in their mean, proposing that students perceived that non-traditional and emotion-related activities enhanced their learning experience, as participants showed in question thirteen that they enjoyed the class more from pre to post-test. Pre and post-test results show by themselves the emotional relevance this study possesses, however, it is not the only instrument that demonstrates emotional engagement with the English class.

Actually, when the emotional aspect takes most relevance is in the exit tickets. For the ETs, students could identify general and specific emotions from Willcox's "The Feeling Wheel" (1982). In all the questions, students demonstrated the capacity to label emotions correctly because the emotions were similar in all answers. For the first ET students identified bad and fearful emotions. In both grades, students leaned their answers toward one emotion over the other, in 8th grade students related the protagonist's concerns with fearful feelings while in 10th grade they leaned more toward bad emotions. Both grades associated these emotions with the same concept, "future". It was possible to identify that 10th grade students identified another common theme, which was "routine". Students were capable of inferring the protagonist's feelings through their emotional consciousness by having the capacity to empathize with other emotions effectively. For the second ET, students' responses were divided into two groups, students who were in favor of the statements and the ones who were against. Some interpreted the character's feelings as arrogant and others as self-love. These emotions were justified with self-esteem or egocentrism which shows the different interpretations students can give to other people's emotions. For the third ET, in both grades, students identified a positive attitude in the main character relating her behavior to happy emotions. Only a couple of students from 8th grade related her behavior with a negative perception of her actions. In this answer, students link the emotions to her upbringing providing different perspectives on the reasons behind her actions. In both grades, the students' answers showed that they can identify emotions through their own experiences or ability to put themselves in someone else's shoes, which makes answers subjective, and in this way implies that there are no bad answers, just different perspectives. In some cases like the first ET, 10th grade students were able to identify more emotions than the other grade, in the case of the third ET this happened the other way around, demonstrating that in both levels students can generate a significant discussion around different themes despite the age difference. Also, by obtaining such emotionally aware responses it is deduced that there is a genuine interest in exploring emotions through literature. Besides, there is a clear intention from some students to discuss some personal experiences and this is shown in their themes of ET4. For the last ET, students chose the theme of their text freely and despite this, the majority of students addressed some kind of emotion. In the thematic analysis, the texts were separated into three categories: self-reflection, love, and goals. These themes were addressed and approached

differently for every student. In some cases, they discussed personal experiences which can be significant for the teacher to know their students better.

Lastly, an interesting but more external point to consider for this section is a finding that was perceived with the observation instrument, which as previously explained, is not able to measure more than behavioral engagement, however, what was observed could reflect how emotional engagement varies during a class due to internal and external factors and how these variations affect the students' involvement in classes. When reviewing the comments section in the fourth observation of 8th grade A, specifically in the warm up moment, it is registered that "The school teacher (Not the same one as always) interrupts and changes students from their seats.", and next to this comment, the following one says "Individuals that were participating stopped after they were changed from their seats.". By the time a new comment is registered, it adds that after the teacher's intervention "Complete silence though. Class looks unhappy and uninterested". Finally, when moving on to the next moment of the class, it begins with the comment "Same attitude from the previous moment, it seems that they lost all energy". For the analysis, almost all of these comments were categorized in the "Open to interpretation" section, because it was a sequence of actions that arose as a response to the teacher's intervention and not something spontaneous from the students. Only the third comment, which mentions the students' appearance, is categorized as "Not engaged", but again, understanding the context of the observation, it can be attributed to the fact that it was a manifestation in response to the punitive action of the school's teacher. This, in spite of being the opposite of what the study wanted to achieve, is relevant because it demonstrates the incidence of emotional education, in this case, more oriented towards the teacher's treatment, in the English class. If the teacher had not chosen to punish the students, they would not have interrupted their participation, nor would they have changed their attitude to one like "unhappy" and "uninterested". What this is trying to prove is that emotional education should not be considered just as the sharing of feelings among students and as a class topic, but also as something that students and teachers can use on a daily basis to healthily interact, and specifically speaking of this case, to avoid that engagement is negatively affected by what students may feel.

When reviewing all the results corresponding to emotional engagement, it is noticeable that, despite the fact that no instrument obtained completely favorable or conclusive results for the hypothesis, the integration of literary education and emotional education is applicable and, in fact, useful to raise the level of participation in classes and involve students more in the learning of English, since there is an attitude open to work and to generating good results by using texts with which students can connect and from there, work with the interpretation of information or even their critical thinking, leaving aside the language barriers, because they are interested and motivated enough to accept the challenges that the English class can propose to them. The results of the pre and post-test prove it. Not only is less boredom perceived among the students, but also the taste for reading increases as they work on it from the emotions, making them prefer this type of classes because their learning experience improves as it is more enjoyable. This manifests itself with the class-by-class final results in the ETs, who demonstrated the ability to connect emotions to different types of literature and with a critical perspective, being even more significant when reaching the last ET, and having creative freedom to write a text, where most of them related it to emotions of their own contexts and lives, bringing to the classroom this important point of making the learning meaningful through what this thesis proposed.

Cognitive Engagement

For this last segment of engagement it is important to understand that, since it is a more internal process of the students and their learning, it is not applicable to include what was collected with the observation instrument, as it measures external behaviors of students. However, it was possible to obtain some notions of its impact through the pre and post-tests. Only the use of exit tickets allowed this research to review in depth the incidence of the interventions in this area and how the students reacted cognitively to the proposals of each class.

What could be gleaned from the pre and post-tests is that they demonstrated little variations and decreased perception of engagement in some cases. Digging deeper into some questions, question twenty two demonstrated minimal variation in students' effort dedicated to studying English, and question number twenty expresses little interest from students to enhance their learning skills by using diverse strategies. Nevertheless, some other results can be appreciated in other questions, as students perceived that they could critically analyze a text from

pre to post-test, which can be observed in question nineteen; furthermore, questions twenty-three, twenty-four and twenty-six are all examples of the implications that LE has cognitively for students, as they perceived an increase in their language and textual understanding, which is an achievement accompanied by question twenty-five, for participants perceived that the emotional connection between texts presented and the class itself increased, being the EE components expected to be the reason behind this cognitive benefit. Even though pre and post-tests demonstrate a relationship between LE, EE and increased cognitive engagement perception by students, it is not enough to deliver a definitive answer related to the impact on cognitive engagement.

This is where exit tickets become essential, as they allow students to express their cognitive processes to the fullest by reacting to the Emotional Education and Literary Education implemented during the whole process of interventions. For the ETs, this research considered a cognitive engagement when students were capable of taking their answers beyond expectations and were able to justify and present a critical perspective on the text. Unfortunately, there was no improvement throughout the interventions on this type of engagement. Despite this at least in one of the ETs students were capable of demonstrating cognitive engagement if not in more. This shows the willingness of students to justify their answers if they have the necessary competencies to do so. For the first ET, students were asked about the emotional relationship between the protagonist and the city. It was initially expected that students would focus solely on identifying emotions. Regardless of this, in both grades, the majority of responses included justifications, with only a few exceptions. Among all the ETs' answers, the first one was the one that demonstrated the broadest range of themes related to emotions. This demonstrates that when working with LE with an EE approach, students can infer meaning from the texts and are willing to generate an interesting discussion around the topic providing different perspectives. Even if the question does not necessarily literally ask for justification, the exercise of empathizing with the character's world makes them draw conclusions about why the characters might experience that. For the second ET, students were asked for their opinion about whether they think the protagonist is passing off their *egocentrism* as high *self-esteem*. The question led to a yes or no response, in which the students either were in favor of the statement or against it. It was intended to determine

whether students could contradict the statement. Surprisingly in both grades, some students were able to go against the prompt and provide thoughtful reasoning for their answers differentiating from those who agreed. For the third ET, a question was designed to allow students to express their opinions on someone else's behavior. As it was mentioned before, for this ET students from 8th grade demonstrated an improvement in their participation, but regardless of this their cognitive engagement didn't improve through interventions like behavioral engagement. Despite this and all questions being different, students gave interesting answers around the text's theme and a wide range of responses that addressed the themes from different perspectives. This demonstrates that students from both grades were capable of working with emotions and in most cases of going beyond that by expressing opinions and relating experiences. Besides the texts not being in their native language, they were able to work around this and show genuine interest in understanding the characters and their emotions. Finally, for the last ET, cognitive engagement was considered when students were capable of reflecting on emotions providing a positive perspective. All the texts written by students presented a positive outcome through the narration, even those who discussed personal issues in depth, still, they were able to demonstrate emotional management and critically reflect on themselves.

As stated, the variations in the results of this section indicate that they were not entirely positive, however, there is still a sense of seeing relevant cognitive aspects during the process of interventions. For example, the fact that the pre and post-tests did not obtain the expected results in questions related to the effort to study English or their interest in improving skills, but did obtain favorable results in critical thinking skills, and an improvement in language and text comprehension, could mean that although the students did not register a desire to generate an improvement in their learning, they still obtained it by participating in the activities and following the classes proposed by the interventions. And this was demonstrated with the exit tickets, as the students' responses went beyond what was expected as a result of incorporating everything that the interventions had as their focus, that is, working with emotions, understanding and interpreting literary texts, and learning and practicing English.

Overall, even if the results do not fully support the effectiveness of the study, they are nonetheless important for the context in which it was conducted, the time available for it, and the

development of the students as they confronted strategies for learning English that were different from those they encounter on a daily basis. The following section will conclude the research in depth.

Conclusions

As we have already discussed in this chapter before, which mentions the different findings of our research on the three types of engagement considered, the results of this investigation are diverse. These were mixed due to various limitations that were confounding throughout the research. Despite this, we were able to demonstrate from multiple perspectives the effects that the use of both LE and EE has in students' engagement, whether it is positive or negative.

We consider our findings to be significant for the discussion of implementing LE with an emotional approach in the EFL classrooms in Chile. Even if there are results against what is being proposed, especially in terms of numerical statistics, this research appreciates the students' response to the different texts presented along the interventions and the activities proposed in them, as this demonstrates the willingness of students to participate in class activities and therefore, their engagement during the class, which was one of the main objectives. We conclude that the greatest incidence in engagement is that the application of both LE and EE motivates students to show progress in classes. Unfortunately, this progress could not generate fully significant results due to the brevity of the research, but taking the appropriate time to implement these two approaches gradually, having in consideration the context of the students and respecting that in the choice of pertinent literary texts, and in conjunction with an emotional focus to work with them, as the theories investigated during this process claim, would have a much stronger impact and would ensure an effect in engagement.

The responses we obtained were significant to the construction of an emotionally aware class. Also, some of the stories written by students showcase an interest to express their feelings and this was supported by the pre and post-tests, which reveal that they are more interested when literary texts address more real-life situations that resemble experiences they are currently living or will encounter in the future. Furthermore, students demonstrated high levels of interest in the

activities and the texts displayed to them, which triggered their disposition towards the class and the interventions, as was demonstrated in all the instruments presented and its discussions; resulting in students' perceptions in the different types of engagement increasing from pre to post-test and in ETs completion and quality of materials presented, which can be profoundly analyzed as well through the fourth ET, due to the capacity the last intervention outcome had at its disposal, to show students' interest in writing and understanding theirs and others' emotions by means of the literary formats proposed in classes. Therefore, the incidence in engagement from a LE perspective can be observed to impact positively from an initial analysis of this phenomenon in this research, and the use of EE strategies ranging from emotional topics selected to write and read about, as well as strategies that are proper to an emotionally aware teacher, resulted in students liking the class more, enjoying writing and reading activities, and even amortizing some emotional traumas lived by students as observed in ET four, in which students spoke out on their emotions over diverse topics.

We state that the incorporation of emotions in literary texts does have an influence on students' engagement since we were able to witness in 8th grade how students improved their critical reflection from the first exit ticket to the last one, which demonstrated an interest in sharing their own experiences and opinions by being guided during the interventions to practice this around the readings and the emotions they could identify, something that does not happen in regular classes and with the use of conventional texts, which do not always necessarily lean towards that kind of response, as our previous research explains. The proper selection of authentic material could enhance students to participate more and consequently to practice their English in a proficient manner, even when the participants' age difference was a variable, as both grades were able to engage through the texts and participate successfully alongside the interventions. Students were able to identify emotions in a foreign language and understand the overall meaning of the texts, which was demonstrated in their responses. As tested by the instruments, there was no significant difference between the results at both levels related to age, therefore, we believe that the applicability of LE and EE within the English classroom is completely relevant and indeed necessary to contextualize and give meaning to students' learning in order to enhance engagement no matter the level of education.

Furthermore, this research presents contributions in diverse areas of education by using two strategies that are emergent, literary education and emotional education. Although there is no significant findings in quantitative instruments by means of statistical tests, qualitative results demonstrate otherwise, for students showed clear signs of improvement from ETs one to four, which is an impressive achievement considering the conditions in which this dissertation was done; and still, quantitative instruments such as pre and post-tests demonstrated increased perception in students abilities, skills and capacities to understand the language better, texts and emotions. Additionally, it was also perceived that students increased their critical thinking skills, and we are not referring to the problem-solving aspect of it, but critical thinking in its pure form, that is, being able to critically visualize the world and its components, which is fundamental to the freedom required for a complex society as the one we live in. In addition, the strategy employed in this research can be used by any teacher seeking to increase students' engagement and passion for the English subject in a non-traditional manner; which will also help reduce teachers' dependency on the national curriculum when creating materials for a class. And finally, the reach that LE sustains to increase the creativeness in students; LE, specially when being used in a written context, allows students not only to enhance their creative capacities, but also to develop their personalities and get to know themselves better, this being a fundamental aspect to improve due to the maturity level that students from these age groups experience; highlighting that this research presented no variation in engagement in terms of age between 8th and 10th grades, making this strategy applicable from middle cycle to secondary school.

The students' answers in the ETs showed a reflexive response, illustrating their ability to understand and comprehend different situations and emotions around it. This supports our hypothesis that a similar model in the Chilean context could be useful for integrating emotions to EFL classrooms. Regardless of the results of the other instruments that did not necessarily show an improvement throughout the interventions, we think that it is important to consider that this research was carried out in a couple of months, which was not a lot of time to develop such interventions. Probably a similar research with a separate group of students, one with our implementation and the other one with the educational curriculum would develop different results. As we still think and proved that in comparison to the current Chilean English

curriculum, presenting authentic texts that address emotions is still more significant than the common reading suggested by the curriculum in the national textbook used in schools, presenting neoliberal themes of discussion that students from a vulnerable social background cannot most of the time relate to. Therefore, using LE integrated with EE features can lead to a strong methodological proposal to achieve contextualized, meaningful and critical learning outcomes both academically and personally. Moreover, the use of both LE and EE is itself humanizing, for it corresponds to two purely human features as are emotions and creativity, resulting in students being more human towards themselves, others and the world they live in.

Research Gaps

The main research gaps present in this study are found in the time available to do each intervention and carry out the study as a whole, for the time we disposed of to do the interventions did not only depend on the researchers but also on the school, teachers programs, calendars and other school factors that do not depend on the research itself, therefore, making the short time for each intervention a mandatory element to consider. We firmly believe that this topic should be further developed in a longitudinal-experimental study, due to the capacities this type of research design has to evaluate, test and gather relevant data to draw progress maps and the importance that both EE and LE play as tools to develop engagement, motivation and critical thinking, as it was demonstrated to be one student skill to develop under the interventions. Furthermore, the researchers suggested first doing control groups to directly compare the experimental and control group and its results, but this was quickly discarded, owing to the short period of time available to carry out this dissertation; the impact that a control group could have had on this research would have been invaluable, probably causing some instruments to become obsolete.

Another gap found while doing this dissertation is focused on the diversity of schools in which the experiment was done, for only one school does not represent a national context and a wide variety of school cultures and communities, therefore, it is highly encouraged that further research on this topic can be developed on diverse schools with different vulnerability indexes,

types of administration, number of students per classroom, students' social backgrounds and other geographical locations different from Santiago, Chile.

The final research gap found has to do with the researchers' experience in doing research, for this study employed ambitious characteristics from the very beginning by being quasi-experimental with a mixed-methods approach; the technical knowledge required to fulfill such a research and assemble it validly and in a reliable manner was not considered, and as a consequence of this technical gap in knowledge, some obstacles were encountered while doing the data analysis, which were addressed by asking experts on the topic what steps to follow and what to do to develop and state results validly to the academic community. However, this gap is not considered a concern for this research's validity, as the group effort was always focused on qualitative means of data collection instead of quantitative ones, and a high amount of time used to fill these knowledge holes to present a work of quality to the social-sciences community that is considering innovation in their classrooms by means of two purely human characteristics as creative reading/writing and emotions expression and understanding through pedagogical tools as both LE and EE have demonstrated to be in the literature. And, even though these gaps were found, we consider our research to be exciting and successful, as our main goal of setting the bases to start researching the use of EE and LE as pedagogical tools to increase engagement was accomplished.

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Appendix

Appendix A

Pre & Post tests instruments.

Fecha: __/__/2024

Nombre:	Curso:
Establecimiento:	

INSTRUCCIONES: Contesta las siguientes preguntas conforme tu propia opinión. Recuerda que no hay respuestas malas ni buenas. Toma en cuenta lo que sucede en tu sala de clases a diario y marca con una X la respuesta que consideres apropiada.

Behavioral engagement					
Preguntas	Totalmente en desacuerdo	En desacuerdo	Neutral	De acuerdo	Totalmente de acuerdo
1. Asisto a clases de inglés constantemente					
2. Participo haciendo preguntas en la clase de inglés					

3. Participo durante las actividades de la clase de inglés					
4. Si algo de la clase de inglés no me queda claro, pregunto a mis compañeros/as o profesor/a					
5. Comparto experiencias que puedan contribuir a la clase de inglés					
6. Presto atención cuando se dan instrucciones en la clase de inglés					
7. Durante las actividades de la clase de inglés, me mantengo concentrado/a					

8. Ayudo a mis compañeros/as si no entendieron algo durante la clase de inglés					
9. Durante actividades de lectura de la clase de inglés, me mantengo concentrado/a					
Emotional engagement					
1. Me gustan las actividades relacionadas a la lectura durante la clase de inglés					
2. Me aburro durante la clase de inglés					
3. Me emociona tener clase de inglés					

4. Me divierto aprendiendo inglés en la sala de clases					
5. Me divierto estudiando inglés por mi cuenta					
6. Me gustan las actividades que salen fuera de lo tradicional en la clase de inglés					
7. Me siento cómoda/o participando en las actividades de inglés (I feel a sense of belonging)					
8. Me gustan las actividades de... (nuestras intervenciones)					

9. Me divierto durante las actividades de lectura en inglés					
10. Soy capaz de generar mi propia opinión sobre lo que leo					
Cognitive engagement					
1. Uso estrategias para fortalecer mi aprendizaje durante la clase de inglés					
2. Uso estrategias para mejorar mi comprensión lectora en inglés					
3. Me interesa seguir aprendiendo inglés fuera de la sala de clases					

4. Le dedico un adecuado tiempo a estudiar inglés					
5. Me interesa leer en inglés en mi tiempo libre					
6. Soy capaz de entender lecturas en inglés					
7. Soy capaz de establecer conexiones entre la lectura y mis emociones					
8. Las historias en inglés me han ayudado a entender mejor el idioma					

Appendix B

Observation Instruments

Observation Instrument		
Intervention:	Date:	Class:
School:		

Moment one: Warm-up
<i>Observed Behavior</i>
1. Students attend the lesson.
2. Student prepare themselves and their materials at the beginning of the lesson.
3. Students listen to the teacher and their body language corroborates it (i.e make eye contact, nod in agreement, lean forward).
4. Students answer the questions asked by the teacher.
5. Students discuss with peers about the topic of the lesson.

6. Students raise their hand to ask questions related to the activity.
7. Students follow the teacher instructions to carry out the activity.
8. Students complete the activity in the designated time.
<u>Comments</u>

Class: 15 or more students | Small Group: 4 or more students up to 14 | Individuals: Less than 3 students | None: 0 students

Moment two: Presentation
<i>Observed Behavior</i>
1. Students listen to the teacher and their body language corroborates it (i.e make eye contact, nod in agreement, lean forward).
2. Students answer the questions asked by the teacher.

3. Students discuss with peers about the topic of the lesson.
4. Students raise their hand to ask questions related to the content.
5. Students follow the teacher instructions to carry out the activity.
6. Students complete the activity in the designated time.
7. Students complete the reading in the designated time.
8. Students read the text when asked by the teacher.
<u>Comments</u>

Class: 15 or more students | Small Group: 4 or more students up to 14 | Individuals: Less than 3 students | None: 0 students

Moment three: Production

<i>Observed Behavior</i>
1. Students follow the teacher instructions to carry out the activity.
2. Students discuss with peers about the activity.
3. Students participate in the discussion of the text.
4. Students complete the activity in the designated time.
5. Students share the results of the activity.
6. Students volunteer if the teacher asks for help.
7. Students prepare themselves for the end of the lesson.
<u>Comments</u>

Appendix C

Exit Tickets Instruments

3.1 ET1: ¿Qué tipo de relación emocional tiene el protagonista con la ciudad?

3.2 ET2: ¿Crees que el hablante hace pasar su egocentrismo por una alta autoestima?

3.3 ET3: ¿ Por qué crees que Yolanda saluda a los demás, incluso sin que la saluden de vuelta?

3.4ET4: Write any type of text about the theme of your choice, with a minimum of 50 words.

Appendix D

Consent



VICERRECTORÍA DE INVESTIGACIÓN Y POSTGRADO
DIRECCIÓN DE INVESTIGACIÓN

18 de Junio de 2024

SUBDIRECCIÓN - UTP ESTABLECIMIENTO EDUCACIONAL

Yo, Minerva Rozas, Encargada de la Unidad Técnica Pedagógica del Colegio Espíritu Santo del Verbo Divino de San Joaquín, otorgo las facilidades correspondientes para desarrollar el presente estudio a los investigadores de la Universidad Metropolitana de Ciencias de la Educación, **Fernanda Emilia Muñoz Barreda**, Investigador Principal, y Coinvestigadores, **Saray Burgos**, **Julián Díaz**, **Nicolas Donoso**, **Sofía Millán**, **Isabella Valenzuela**, y **Daniel Vergara**, a realizar el estudio "Applying Emotional Literary Education Theory in the EFL Classroom to Address Engagement in the Chilean Context" (Aplicación de la teoría de Educación Literaria y Emocional en el aula de Inglés como lengua extranjera para abordar el interés (engagement) en el contexto chileno), en la institución que represento.

Expreso estar en conocimiento que el objetivo del estudio es comprobar la viabilidad de la teoría de Educación Literaria y Emocional dentro del aula de inglés como Lengua Extranjera en el contexto educativo chileno, y que para ello se requerirá realizar observaciones, aplicar cuestionarios y realizar intervenciones durante las clases que consisten en utilizar textos literarios y no literarios en actividades durante 5 clases de 45 minutos, una por semana, con la intención de establecer cómo impacta el uso de estos en el interés y la participación de los estudiantes durante la clase de Inglés. Las personas involucradas en el estudio serán estudiantes de octavo año básico y segundo año medio, que asisten en nuestra institución.

He sido informado de que los datos recogidos serán analizados en el marco de la presente investigación y que su presentación y divulgación científica será efectuada de manera que los usuarios no puedan ser individualizados. También he sido informado que los datos serán recogidos entre los meses de Julio, Agosto y Septiembre. Los datos personales relacionados serán custodiados por 5 años y luego será destruido, y que una vez finalizado el estudio se me hará llegar una copia de los resultados y/o presentación a través de un seminario.

La participación de los sujetos de investigación es LIBRE Y VOLUNTARIA e independiente de esta autorización y de sus padres y/o tutores legales.

Se me ha comunicado que toda la información que se entregue será confidencial (no será identificado el nombre de los participantes), usada únicamente para los fines de esta investigación, y estará protegida y resguardada en una oficina, bajo la custodia de **Fernanda Emilia Muñoz Barreda**, de manera que solo los investigadores puedan acceder a ella.

Estoy en conocimiento de que esta investigación cuenta con aprobación Ética Científica. Para cualquier duda que se presente o si se vulneran sus derechos puede contactarse con el Dr. Jairo Vanegas López, Presidente del Comité de Ética de la Universidad de Santiago de Chile, CEI-USACH, al teléfono 2-2-7180293 o al correo electrónico comitedeetica@usach.cl. También puede solicitar más información sobre la ética del proyecto con el Dr. Luis Barrera Salas, representante del Comité UMCE en el teléfono 22-322-9193 y en el correo electrónico evaluacion.etica@umce.cl

Sin perjuicio de lo anterior, manifiesto que la institución que represento cautelará que toda la información recogida en el marco de esta investigación se utilice de acuerdo a lo señalado en la Ley 20.120 sobre Investigación Científica en el Ser Humano, Ley 20.584 sobre los Derechos de los Pacientes en Salud y en la Ley 19.628 sobre la Protección de la Vida Privada.

Declaro que he recibido un duplicado de este documento.

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