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Words that Shape, Gestures that Transform: A Feminist Pedagogical Approach to English Language Teaching to Promote Tenderness in a Chilean Classroom

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ABSTRACT

This thesis examines how a feminist pedagogy of tenderness reshapes EFL in a Chilean girls' classroom by cultivating care, emotional safety, and student voice. Tenderness is framed as an intentional pedagogical stance aligned with feminist commitments to relationality, agency, and equity, -relationality is the way in which two or more people or things are connected-. A convergent mixed-methods design integrates focus groups and pre/post measures of foreign-language anxiety (adapted FLCAS) and participation in English classes among seventh-grade students. Ethical safeguards include informed consent, confidentiality, and well-being protocols. Results indicate that operationalizing tenderness through community agreements, dialogic interviews, low-stakes speaking, and reflective journaling lowers anxiety, increases willingness to participate, and sustains attention to linguistic accuracy. The study contributes a praxis framework and practical tools for designing emotionally safe, inclusive EFL classrooms and argues that care is not ancillary to language learning but a necessary condition for equitable participation and achievement.

Keywords: Feminist Pedagogy, Tenderness, Culture of Care, Student Voice, Emotional Safety, English Language Teaching.

RESUMEN

Esta tesis examina cómo una pedagogía feminista de la ternura reconfigura la enseñanza del inglés en un aula de niñas en Chile al promover cuidado, seguridad emocional y voz estudiantil. La ternura se concibe como postura pedagógica intencional, coherente con compromisos feministas de relacionalidad, agencia y equidad. Se emplea un diseño mixto convergente que integra observación de aula y grupos focales con mediciones pre y post de ansiedad en lengua extranjera (FLCAS adaptada) y seguimiento de la participación con estudiantes de séptimo básico. Las salvaguardas éticas consideran consentimiento, confidencialidad y protocolos de bienestar. Los resultados muestran que operacionalizar la ternura mediante acuerdos de convivencia, entrevistas dialógicas, instancias orales de bajo riesgo y escritura reflexiva reduce la ansiedad, aumenta la disposición a participar y mantiene la atención en la precisión lingüística. El estudio ofrece un marco de praxis y herramientas para aulas inclusivas y afirma que el cuidado es condición para una participación y aprendizaje equitativos.

Palabras clave: Pedagogía Feminista, Ternura, Cultura del Cuidado, Voz Estudiantil, Seguridad Emocional, Enseñanza del Inglés.

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Index

Chapter 1: Introduction	12
1.1 Problem Statement	13
1.2 Rationale	14
1.3 General Objective	15
1.4 Specific Objectives	16
1.5 Hypothesis.....	16
1.6 Research Question	16
1.7 Methodology	17
Chapter 2: Theoretical Framework	19
2.1 Feminist Pedagogy.....	19
2.1.1 Roots in Paulo Freire and Critical Pedagogies	20
2.1.2 Nature and Social Constructs of Feminist Pedagogy.....	22
2.1.3 Core Principles: Horizontal Relationships, Agency, and Affectivity ...	24
2.1.4 bell hooks' Critical Feminist Perspective	25
2.2 Tenderness as a Central Pedagogical Concept.....	27
2.2.1 Philosophical Approaches.....	29
2.2.2 Tenderness as an Educational and Feminist Category.....	31
2.2.3. Distinctions Between Tenderness, Empathy, Compassion, and Sympathy	34
2.3 Culture of Care as a Pedagogical Practice	36
2.3.1 Care Theory	38
2.3.2 Care and Relational Ethics in Education	39
2.3.3 Care as the Practical Implementation of Tenderness	40
2.4 Affectivity, Language, and Second Language Learning	41
2.4.1 Affective Filter Hypothesis.....	42
2.4.2 Identity and Emotional Dimensions in English Learning.....	42
2.5. Tenderness in the Chilean context	43

2.5.1 Educational and Gender Policies in Chile	45
2.5.2 ELT-Specific Challenges and Opportunities	45
2.5.3 Operationalizing Tenderness in Secondary English Classrooms.....	46
Chapter 3: Methodological Framework	48
3.1 Research Approach	48
3.1.1 Research Design.....	50
3.1.2 Rationale for Sequential Design	50
3.1.3 Research Purpose	51
3.2 Temporary Structure	51
3.2.1 Pre- and Post-Tests	52
3.3.1 Purpose.....	53
3.3.2 Sample.....	54
3.3.3 Foreign Language Classroom Anxiety Scale (FLCAS).....	54
3.3.4 Data Analysis	55
3.3.5 Attrition.....	58
3.3.6 Quantitative Instrument Reliability.....	58
3.4 Qualitative Design	59
3.4.1 Purpose.....	60
3.4.2 Sample.....	60
3.4.3 Semi-structured Interview.....	61
3.4.4 Data Collection Procedure	63
3.4.5 Data Analysis	64
3.4.6 Trustworthiness of the Qualitative Analysis.....	66
3.5 Triangulation of Quantitative and Qualitative Findings	66
3.6 Validity Considerations	67
3.6.1 Internal Validity.....	67
3.6.2 External Validity.....	68
3.7 Ethical Considerations	69
3.7.1 Informed Consent and Assent.....	69

3.7.2 Confidentiality and Anonymity	69
3.7.3 Data Management	69
3.7.4 Emotional and Psychological Safety	70
Chapter 4: Data Analysis	71
4.1 Quantitative Data Analysis	72
4.1.1 Overall Trends in Foreign Language Anxiety: Comparison of Overall Mean Scores and Standard Deviations	72
4.1.2 Item-Level Mean Comparisons Across FLCAS Items	74
4.1.3 Item-Level Response Patterns Across Test Administrations.....	75
4.1.3.1 Pre-Test Analysis.....	76
4.1.3.2 Post-Test Analysis	109
4.2 Qualitative Data Analysis	142
4.2.1 General Feelings Toward the English Class	143
4.2.2 Perceptions of Tenderness and Care within the Classroom.....	148
4.2.3 Participation and Interaction in the Classroom.....	154
4.2.4 Reflective Insights on the English Learning Experience.....	157
4.3.2 Perceptions of Tenderness and Care within the Classroom.....	163
4.3.3 Participation and Interaction within the Classroom.....	164
4.3.4 Reflective Insights on the English Learning Experience.....	164
4.3.5 Summary of Triangulated Findings	165
Chapter 5: Discussion of Results	166
5.1 Changes in Foreign Language Anxiety.....	167
5.2 Emotional Safety and Classroom Climate	167
5.3 Teacher Practices and Affective Mediation	168
5.4 Participation, Error-Making, and Peer Relationships	169
5.5 Integration of Quantitative and Qualitative Findings	169
5.6 Implications for English Language Teaching	170
Chapter 6: Conclusions	171
6.1 Overview of the Study	171

6.2 Summary of Key Findings	172
6.3 Contribution to English Language Teaching and Feminist Pedagogy	172
6.4 Implications for Educational Practice	173
6.5 Limitations of the Study.....	174
6.6 Recommendations for Future Research	174
6.7 Final Reflections	175
References	175
Appendices.....	180
Appendix A: Spanish-adapted Version of the FLCAS Instrument (Pre and Post Tests).....	180
Appendix B: Semi-structured Interview Instrument.....	182
Appendix C: Content Validity from an Expert	184
Appendix D: Atlas.ti Report Coding	188
Appendix E: Codebook.....	196
Appendix F: Lesson Plans	200
Appendix G: Legal Guardians Consents.....	212
Appendix H: Student Assent.....	214
Appendix I: Autorización para reproducción SIBUMCE.....	215

List of Tables

Table 1	53
Table 2	57
Table 3	58
Table 4	59
Table 5	64

List of Figures

Figure 1	71
Figure 2	73
Figure 3	75

<u>Figure 4</u>	<u>76</u>
<u>Figure 5</u>	<u>77</u>
<u>Figure 6</u>	<u>78</u>
<u>Figure 7</u>	<u>79</u>
<u>Figure 8</u>	<u>80</u>
<u>Figure 9</u>	<u>81</u>
<u>Figure 10</u>	<u>82</u>
<u>Figure 11</u>	<u>83</u>
<u>Figure 12</u>	<u>84</u>
<u>Figure 13</u>	<u>85</u>
<u>Figure 14</u>	<u>86</u>
<u>Figure 15</u>	<u>87</u>
<u>Figure 16</u>	<u>88</u>
<u>Figure 17</u>	<u>89</u>
<u>Figure 18</u>	<u>90</u>
<u>Figure 19</u>	<u>91</u>
<u>Figure 20</u>	<u>92</u>
<u>Figure 21</u>	<u>93</u>
<u>Figure 22</u>	<u>94</u>
<u>Figure 23</u>	<u>95</u>
<u>Figure 24</u>	<u>96</u>
<u>Figure 25</u>	<u>97</u>
<u>Figure 26</u>	<u>98</u>
<u>Figure 27</u>	<u>99</u>
<u>Figure 28</u>	<u>100</u>
<u>Figure 29</u>	<u>101</u>
<u>Figure 30</u>	<u>102</u>
<u>Figure 31</u>	<u>103</u>
<u>Figure 32</u>	<u>104</u>

<u>Figure 33</u>	<u>105</u>
<u>Figure 34</u>	<u>106</u>
<u>Figure 35</u>	<u>107</u>
<u>Figure 36</u>	<u>108</u>
<u>Figure 37</u>	<u>109</u>
<u>Figure 38</u>	<u>110</u>
<u>Figure 39</u>	<u>111</u>
<u>Figure 40</u>	<u>112</u>
<u>Figure 41</u>	<u>113</u>
<u>Figure 42</u>	<u>114</u>
<u>Figure 43</u>	<u>115</u>
<u>Figure 44</u>	<u>116</u>
<u>Figure 45</u>	<u>117</u>
<u>Figure 46</u>	<u>118</u>
<u>Figure 47</u>	<u>119</u>
<u>Figure 48</u>	<u>120</u>
<u>Figure 49</u>	<u>121</u>
<u>Figure 50</u>	<u>122</u>
<u>Figure 51</u>	<u>123</u>
<u>Figure 52</u>	<u>124</u>
<u>Figure 53</u>	<u>125</u>
<u>Figure 54</u>	<u>126</u>
<u>Figure 55</u>	<u>127</u>
<u>Figure 56</u>	<u>128</u>
<u>Figure 57</u>	<u>129</u>
<u>Figure 58</u>	<u>130</u>
<u>Figure 59</u>	<u>131</u>
<u>Figure 60</u>	<u>132</u>
<u>Figure 61</u>	<u>133</u>

<u>Figure 62</u>	<u>134</u>
<u>Figure 63</u>	<u>135</u>
<u>Figure 64</u>	<u>136</u>
<u>Figure 65</u>	<u>137</u>
<u>Figure 66</u>	<u>138</u>
<u>Figure 67</u>	<u>139</u>
<u>Figure 68</u>	<u>140</u>
<u>Figure 69</u>	<u>142</u>
<u>Figure 71</u>	<u>145</u>
<u>Figure 72</u>	<u>147</u>
<u>Figure 73</u>	<u>149</u>
<u>Figure 74</u>	<u>150</u>
<u>Figure 75</u>	<u>152</u>
<u>Figure 76</u>	<u>153</u>
<u>Figure 77</u>	<u>154</u>
<u>Figure 78</u>	<u>155</u>
<u>Figure 79</u>	<u>157</u>
<u>Figure 80</u>	<u>158</u>
<u>Figure 81</u>	<u>159</u>

Chapter 1: Introduction

1.1 Problem Statement

In traditional language education, English language classrooms have historically emphasized linguistic competence, accuracy, and standardized outcomes, often prioritizing cognitive and performance-based dimensions of learning. While this focus has contributed to measurable language proficiency, research in applied linguistics suggests that such approaches may overlook the affective dimensions that shape students' learning experiences, including emotional safety, confidence, and sense of belonging. In this context, teacher–student relationships may remain predominantly hierarchical, leaving limited space for relational engagement, empathy, and care.

Previous studies in second language acquisition have documented the impact of affective factors such as anxiety, insecurity, and fear of negative evaluation on learners' participation and performance. However, these affective experiences are rarely examined in relation to broader pedagogical frameworks that conceptualize education as an ethical and relational practice. As a result, affective dynamics in the language classroom often remain implicit or incidental, rather than intentionally addressed through pedagogical design.

This gap becomes particularly salient in single-gender educational contexts, such as Catholic girls' schools, where classrooms play a significant role in shaping students' identities, confidence, and ways of relating to others. Although institutional discourses in these settings often emphasize values such as compassion, community, and care, it remains unclear how such values are enacted within English language teaching practices. Language classrooms may continue to rely on conventional instructional models that do not explicitly integrate affective or relational dimensions into the learning process, potentially limiting opportunities for emotional growth and student empowerment.

Moreover, the foreign language classroom is frequently associated with heightened vulnerability, as learners are required to speak, perform, and make mistakes in front of others. This vulnerability positions the language classroom as a particularly relevant site for exploring pedagogical approaches that intentionally foster emotional safety, trust, and supportive

relationships. Despite this potential, applied linguistics research has largely focused on affective variables such as motivation or anxiety without systematically linking them to feminist pedagogical concepts such as care, relationality, and tenderness.

Therefore, the central problem addressed in this study lies in the limited empirical exploration of pedagogical models in English language teaching that explicitly conceptualize tenderness as an ethical stance and pedagogical principle. While the culture of care has been acknowledged in educational theory, it has seldom been operationalized within the specific context of second language acquisition. This theoretical and practical gap calls for research that examines how tenderness-oriented pedagogical practices may shape classroom interactions, learners' affective experiences, and the overall learning environment.

By situating the study within feminist pedagogical theory, this research seeks to explore tenderness not merely as an emotional disposition, but as a pedagogical stance that informs teacher–student relationships, classroom climate, and learning processes. Through an empirical examination of a tenderness-centered pedagogical intervention, this thesis aims to contribute to a deeper understanding of how English language teaching can foster emotionally supportive, inclusive, and humanizing learning experiences, while attending to both learners' linguistic development and emotional well-being.

1.2 Rationale

The teaching of English as a foreign language has traditionally focused on the development of linguistic competence, often privileging grammatical accuracy, vocabulary acquisition, and communicative proficiency over the affective dimensions of learning. However, contemporary educational research increasingly recognizes that emotional factors play a decisive role in students' ability to learn, participate, and thrive in language classrooms (Sacristán, 2005). Emotions such as fear, anxiety, and shame can significantly hinder language acquisition, whereas feelings of safety, trust, and care can foster motivation, risk-taking, and deeper engagement. Within this context, the integration of tenderness as a pedagogical principle becomes not merely desirable but necessary. Tenderness, understood as an ethical, relational and transformative force, enables educators to reimagine classroom dynamics beyond traditional hierarchies and toward practices rooted in human connection.

From a feminist pedagogical perspective, tenderness is deeply political and revolutionary. Since it challenges dominant educational paradigms that prioritize authority, competition, and detachment by foregrounding vulnerability, reciprocity, and care as sources of strength. Feminist scholars argue that teaching is not a neutral act but a relational one, shaped by power, identity, and social structures (hooks, 1994). By centering tenderness in English language teaching, this thesis aims to subvert patriarchal norms embedded in pedagogical practices and instead cultivate a classroom space that affirms students' voices and emotions, therefore, it embraces their identities within the classroom. This is particularly relevant in the context of a girls' Catholic school, where language education intersects with the formation of gendered subjectivities and social values. Integrating tenderness can align pedagogical practices with the school's mission of nurturing compassion and community while also empowering students as active, confident and motivated language users.

Moreover, focusing on tenderness responds to a gap in applied linguistics research. Although affective factors such as motivation, self-esteem, and language anxiety have been widely studied, tenderness remains largely unexplored as a pedagogical construct. Its potential to transform classroom interactions, reduce anxiety, and promote participation has not been systematically examined. By incorporating a culture of care as the practical expression of tenderness, this study bridges this gap and proposes a new pedagogical framework for language teaching that recognizes the emotional, relational and ethical dimensions of learning as fundamental rather than peripheral.

The significance of this research lies in its potential contributions to both theory and practice. Theoretically, it enriches feminist pedagogy and language education literature by articulating tenderness as a transformative principle. Practically, it offers educators strategies for fostering emotionally supportive environments that enhance students' confidence and participation. Ultimately, this study seeks to demonstrate that tenderness is not merely a personal disposition but an ethical and powerful pedagogical tool capable of reshaping language education into a more humanizing, equitable, and transformative practice.

1.3 General Objective

To determine how a feminist pedagogical approach centered on tenderness can transform English language teaching practices by fostering a culture of care, emotional safety, and student participation in a Chilean classroom context.

1.4 Specific Objectives

1.4.1 To measure students' anxiety by means of a pre and post test and a questionnaire before and after the implementation of a feminist approach.

1.4.2 To identify how gestures, language, and interactions used by the teacher contribute to building trust, motivation, and participation among students.

1.4.3 To evaluate the potential of tenderness as a pedagogical principle for reducing language anxiety and enhancing students' engagement and confidence in English learning.

1.5 Hypothesis

H1: A feminist pedagogical approach transforms English language teaching practices by fostering a culture of care, emotional safety, and student participation in a Chilean classroom context.

H2: A feminist pedagogical approach does not transform English language teaching practices by fostering a culture of care, emotional safety, and student participation in a Chilean classroom context.

1.6 Research Question

How can a feminist pedagogical approach based on tenderness transform English language teaching by fostering a culture of care, emotional safety, and active participation in a Chilean classroom?

1.7 Methodology

This study adopts a mixed-method approach, combining quantitative and qualitative methodologies to gain a comprehensive understanding of how tenderness as a pedagogical principle transforms English language teaching. The use of mixed methods is justified by the complex nature of the research problem, which involves both measurable affective outcomes (e.g., language anxiety, participation levels, student motivation) and nuanced subjective experiences (e.g., students' emotional perceptions and relational dynamics). According to Creswell and Creswell (2018), mixed-method research is particularly valuable when neither quantitative nor qualitative data alone are sufficient to capture the complexity of a phenomenon. This design allows for triangulation, complementarity, and a richer interpretation of the findings.

The quantitative component employs a Spanish-adaptation of the Foreign Language Classroom Anxiety Scale (FLCAS), administered as a pre- and post-intervention questionnaire. This instrument originates from research on affective factors in second language acquisition. It was developed by Horwitz et al. (1986) and designed to assess learners' anxiety related to communication, testing, and fear of negative assessment in foreign language classrooms. Statistical analysis of these results will reveal patterns of change and provide evidence of the pedagogical approach's impact.

Complementing this, the qualitative component involves an open-ended questionnaire to explore students' lived experiences and perceptions in greater depth. Through guided questions, students will reflect on classroom interactions, emotional dynamics, and how tenderness shaped their participation and learning. Qualitative data allow the researcher to capture nuances that quantitative measures cannot fully address, such as the meanings students attribute to gestures, language, and relationships in the classroom. Sacristán (2005) emphasizes the importance of incorporating students' voices into educational research to better understand how pedagogical practices shape their experiences and identities. Furthermore, it provides detailed descriptions of the studied phenomenon by giving meaningful insights into the topic (Creswell, 2014).

Data from both approaches will be integrated during analysis to provide a holistic understanding of the research question. Quantitative findings will indicate whether significant changes occurred, while qualitative insights will explain how and why these changes emerged. This methodological triangulation strengthens the validity of the study and aligns with feminist research principles, which value multiple ways of knowing and prioritize participants' voices (Creswell & Plano-Clark, 2018; Sacristán, 2005). By combining objective measurement with subjective interpretation, this mixed-method design offers a robust framework for studying how tenderness as a pedagogical principle can transform English language teaching into a more caring, empowering, and emotionally supportive learning experience.

Chapter 2: Theoretical Framework

2.1 Feminist Pedagogy

The integration of feminist pedagogy into language education represents a profound reimagining of what it means to teach and learn. Moving beyond the mere transmission of linguistic structures, feminist pedagogy seeks to transform classrooms into spaces of critical consciousness, relational care, and collective empowerment. It challenges the hierarchical, patriarchal, and often depersonalized dynamics that have historically characterized formal and traditional education, foregrounding instead the significance of relationships, affectivity, and lived experience in the learning process (hooks, 1994). At its core, feminist pedagogy posits that teaching is a deeply political and ethical act: it shapes not only knowledge but also subjectivities, social relations, and possibilities for justice. This chapter traces the theoretical lineage and principles of feminist pedagogy, explores the role of tenderness within it, and establishes the conceptual foundations for its application in English language teaching

2.1.1 Roots in Paulo Freire and Critical Pedagogies

The roots of feminist pedagogy are deeply intertwined with Paulo Freire's critical pedagogy, which emerged as a radical alternative to the "banking model" of education, where students are treated as passive recipients of knowledge deposited by the teacher (Freire, 1970). The author argued that such an approach reproduces social hierarchies and sustains oppressive structures by denying students the opportunity to think critically about their realities and identities. In response, he proposed a dialogic, problem-posing, and horizontal model in which knowledge is co-constructed through dialogue, reflection and action. This model emphasizes the development of *conscientização* (critical consciousness), empowering learners to question, transform and act upon the world.

Feminist pedagogy builds on Freire's principles while extending them through a gendered and relational lens. Like Freire, feminist scholars reject hierarchical teacher-student relationships and advocate shared authority, dialogic learning and critical reflection. Yet feminist pedagogy critiques Freirean thought for paying insufficient attention to the intersections of gender, emotion and embodiment. hooks (1994) argues that critical pedagogy must address not only class-based oppression but also the patriarchal structures that shape educational spaces and identities. Incorporating feminist theory attunes pedagogy to the lived experiences of learners as gendered, emotional and relational beings, acknowledging that power operates not only structurally but also interpersonally and affectively.

Moreover, feminist pedagogy expands Freire's notion of dialogue by insisting it be rooted in care, vulnerability and mutual recognition. Whereas Freire emphasizes dialogue as a vehicle for critical reflection, feminist scholars foreground its affective dimensions: the capacity to build trust, affirm identities and create spaces of belonging. Noddings (1984) argues that dialogue is about reciprocity and relational care, therefore, authentic educational relationships require attentiveness to learners' emotions, needs and contexts. This focus on relationality provides the theoretical basis for understanding tenderness as an ethical pedagogical force.

Emerging from the broader feminist movement, feminist pedagogy challenges patriarchal, hierarchical and authoritarian structures in education (hooks, 1994) and proposes a radical shift in how knowledge is constructed, validated and transmitted. Feminist theorists such as Harding (1986) and Haraway (1988) argue for situated epistemologies, emphasizing that knowledge is produced from specific historical, cultural and embodied positions. This perspective critiques the presumed objectivity of traditional academic discourse and values subjectivity, emotion and lived experience. In contrast, traditional pedagogy, rooted in positivist and enlightenment frameworks, has privileged neutrality, rationality and abstraction, often rendering invisible the sociocultural positions of both teachers and learners (Freire, 1970). It tends to reproduce dominant power structures through rigid hierarchies, standardized curricula and teacher-centered practices associated with the banking model.

Feminist pedagogy counters that model by centering relationality, reflexivity and affect in learning. It reorients classroom dynamics from a vertical transmission of knowledge to a horizontal exchange of experiences, perspectives and emotions. hooks (1994) argues that

education should be an act of liberation: an engaged, participatory and holistic process that includes body, emotions and spirit alongside intellect. Lugones (2010) and Ahmed (2014) likewise show how discomfort and vulnerability can become sites of resistance and epistemic transformation when emotions are legitimized in the classroom. In Latin America, Kirkwood (1987) underscored the political nature of education and the need to name everyday oppression; her dictum captures the link between political and personal emancipation: there is no democracy without feminism.

In sum, feminist pedagogy enacts a deliberate rupture with traditional modes of education. Its core principles include dialogic learning, classroom horizontality and the integration of emotional and political dimensions into teaching. It not only redefines what counts as valid knowledge but also reimagines how relationships are cultivated in the classroom. By foregrounding embodied experience, political consciousness and emotional intelligence, feminist pedagogy helps construct inclusive, democratic and transformative educational spaces that challenge, rather than reproduce, systems of domination.

2.1.2 Nature and Social Constructs of Feminist Pedagogy

Feminist pedagogy is not a monolithic theory but a diverse field of thought and practice united by a commitment to equity, justice and transformation. At its core, it challenges the patriarchal norms that structure education: norms that privilege objectivity over subjectivity, rationality over emotion, authority over dialogue and competition over cooperation (Weiler, 1991). By destabilizing these binaries, feminist pedagogy creates space for more inclusive, participatory and caring approaches to teaching and learning.

Furthermore, hooks (1994) describes feminist pedagogy as “an engaged pedagogy”: one that recognizes the classroom as a site of possibility where teachers and students grow, question and co-create knowledge. In this framework, teaching is not the one-way transmission of content but the cultivation of relationships that supports critical inquiry, mutual recognition and empowerment. The author emphasizes that such pedagogy requires teachers to bring their whole selves, mind, body and spirit, into the classroom, and to invite

students to do the same. This holistic approach stands in sharp contrast to conventional pedagogies that treat emotions as distractions rather than as integral to learning.

Feminist pedagogy also foregrounds the political nature of education. It views the classroom not as a neutral space but as a microcosm of society where power, privilege and oppression are reproduced; and where they can be contested and transformed (Lather, 1991). By encouraging students to examine how language, culture and identity intersect with systems of power, feminist pedagogy equips them to challenge inequities within and beyond the classroom. This is especially relevant in English-language teaching, where language learning is entangled with questions of identity, coloniality and access (Pennycook, 1998). A feminist approach invites students to see language not only as a tool of communication but also as a site of resistance and transformation.

Central to feminist pedagogy is the disruption of traditional power relations in the classroom. hooks (1994) and Weiler (1988) advocate dialogic methods that foster reciprocal learning, positioning students as co-creators of knowledge rather than passive recipients. This approach affirms the political nature of the personal, recognizing that each student brings experiences shaped by gender, race, class and sexuality that must be acknowledged and integrated into learning. By contrast, traditional models assume a “neutral” learning environment in which the teacher functions as ultimate authority and students are expected to absorb knowledge uncritically. Exemplified by Freire’s (1970) “banking model” that enforces rigid hierarchies and sidelines learners’ lived experiences, privileging standardization, supposed objectivity and control over dialogue, context and agency.

Feminist pedagogy reorients these dynamics by centering reciprocity and vulnerability; in the feminist classroom, knowledge is not fixed or universal but emergent, co-constructed and situated: students are active participants whose backgrounds, emotions and social identities meaningfully shape and transform learning. It also emphasizes the affective dimension of education, asserting that emotions are central to knowledge formation and ethical engagement. Ahmed (2014) and Lugones (2010) show how discomfort, care and resistance can function as epistemic tools that challenge dominant narratives and foster solidarity. Rather than stigmatizing emotional expression as a barrier to rigor, hooks (1994) contends that tenderness and care are essential to liberatory education. Likewise, Weiler

(1988) advocates strategies that honor learners' personal narratives as legitimate sources of knowledge and starting points for critical inquiry.

Taken together, the core principles of feminist pedagogy operate as deliberate responses to the limitations of traditional paradigms. They aim to create equitable, inclusive and transformative learning environments that recognize the complexity and diversity of student experience.

2.1.3 Core Principles: Horizontal Relationships, Agency, and Affectivity

Feminist pedagogy is grounded in fundamental core principles (hooks, 2022) that distinguish it from traditional approaches: **horizontal relationships, agency, and affectivity**. These principles are central to creating classrooms where tenderness can flourish as an ethical pedagogical force.

a. **Horizontal Relationships.** Traditional education is often structured hierarchically, with the teacher positioned as the ultimate authority and students as passive recipients. Feminist pedagogy challenges this dynamic by fostering horizontal relationships based on dialogue, respect, and mutual learning (hooks, 2022). This perspective does not mean erasing the teacher's expertise but rather reimagining authority as shared and relational. According to the author, teachers become facilitators who co-construct knowledge with students, and students are recognized as active contributors whose experiences and insights are valuable and valid sources of learning.

b. **Agency.** Empowering students to become active agents in their learning is another cornerstone of feminist pedagogy. It involves more than participation; it entails the capacity to question, make choices, and shape the learning process itself (hooks, 2022). Encouraging agency is particularly important in language education, where students often feel vulnerable or disempowered. By creating an environment that validates their voices and experiences, feminist pedagogy helps students see themselves as capable communicators and co-creators of learning.

c. **Affectivity.** Perhaps the most crucial concept for this thesis, feminist pedagogy recognizes affectivity as central to the educational process by enhancing the role of emotions, relationships, and care. Traditional pedagogies have long marginalized affect, treating it as secondary to cognition. Feminist scholars argue that this separation is both false and harmful. Emotions shape how students engage with content, relate to others, and perceive themselves as learners (Boler, 1999). Recognizing affectivity means attending to the emotional climate of the classroom, valuing vulnerability, and cultivating practices of care and tenderness. As hooks (2003) states, “When we teach with love, we transform the classroom into a place where students feel free to be themselves” (p. 131).

These principles, horizontal relationships, agency, and affectivity, form the foundation for a pedagogy that is not only intellectually rigorous but also emotionally and ethically transformative. They create the conditions in which tenderness can emerge not as a fleeting sentiment but as an ethical and sustained pedagogical approach. By grounding English language teaching in these principles, educators can move beyond instrumental approaches and cultivate classrooms where students feel valued, empowered, and emotionally secure.

2.1.4 bell hooks’ Critical Feminist Perspective

hooks (1994, 2003) outlines several foundational principles of feminist pedagogy that distinguish it sharply from traditional educational paradigms. These principles offer both a critique of conventional schooling and a blueprint for transformative, justice-oriented practice.

a. Engaged Pedagogy vs. Passive Learning

hooks (1994) advocates for engaged pedagogy, where learning is an interactive and reciprocal process involving both students and teachers as co-learners. This approach challenges the aforementioned "banking model" of education described by Freire (1970), where students are treated as passive recipients of knowledge. Traditional pedagogy often centers rote memorization and unidirectional instruction,

reinforcing hierarchies and discouraging critical inquiry. In contrast, engaged pedagogy emphasizes student voice, participation, and critical reflection, fostering deeper and more meaningful learning.

b. Holistic Education vs. Intellectual Fragmentation

The author critiques traditional education for privileging cognitive development while neglecting emotional, physical, and spiritual dimensions. Feminist pedagogy views the student as a whole person, whose learning is shaped by affect, identity, and experience. Therefore, it integrates the mind, body, and spirit. This holistic orientation contrasts with the traditional model's emphasis on objectivity and detachment, making space for vulnerability and care within the learning environment.

c. Transgression and the Dismantling of Hierarchies

For hooks (1994), the classroom must be a space of transgression, i.e., a place where established norms and hierarchies are questioned and dismantled. Traditional pedagogy often maintains rigid boundaries between teacher and student, knowledge and emotion, authority and obedience. hooks' (2022) feminist pedagogy rejects these binaries and instead fosters horizontal relationships built on mutual respect, dialogue, and co-authorship of meaning.

d. Education as the Practice of Freedom vs. Reproduction of Dominance

Influenced by Freire (1970), hooks (1994) promotes education as the practice of freedom: a process through which learners gain awareness of oppression and engage in transformative action. This perspective stands in contrast to the traditional function of education as a tool for social reproduction, where prevailing power structures are deeply maintained through curriculum, discipline, and assessment (Bourdieu &

Passeron, 1977). Feminist pedagogy equips students not only with academic skills but with the critical capacity to challenge injustice.

e. Intersectionality and Ethical Responsibility

Finally, feminist pedagogy is also grounded in the recognition of intersecting systems of oppression. Drawing from Crenshaw (1991), the author insists on an ethical commitment to inclusivity and justice that addresses the lived realities of students marginalized by race, gender, class, sexuality, and other axes. In contrast, traditional pedagogy often relies on a universalized and *neutral* subject that erases difference and reinforces dominant norms. Feminist pedagogy redefines the educator's role as an ethical actor accountable to the classroom community.

Together, these principles challenge educators to reimagine teaching not as a neutral, technical endeavor but as a political, relational, and transformative act. They resonate deeply with feminist English Language Teaching (Jiménez, 2024), where the classroom becomes a space of co-creation, affective care, and critical engagement with language, identity, and power.

2.2 Tenderness as a Central Pedagogical Concept

Noddings (1984, 2005) pioneered the ethics of care in education, positing that genuine teaching arises not merely from transferring knowledge but from establishing meaningful and empathetic relationships between teachers and students. She argues that the foundation of effective pedagogy rests on caring relationships in which students' needs, voices and holistic well-being are prioritized. This perspective critiques traditional models that place disproportionate emphasis on performance, discipline and efficiency at the expense of emotional development and relational engagement.

Murillo (2020) extends this vision by asserting that education should be grounded in a holistic understanding of each student's individuality. Such an understanding involves recognizing the elements that constitute a person's subjectivity; cultural background, emotional experience, social position and aspirations. This author emphasizes approaching

the student as an autonomous being situated within a collective and diverse context. This view resonates with the ethics of care, foregrounding the relational and situated nature of education. It also challenges instrumental models that reduce students to test scores or standardized outputs, urging instead a pedagogy that respects and nurtures human complexity.

Within English Language Teaching (ELT), these ideas are particularly relevant. Teaching a second language is not only about linguistic transmission but about identity, agency and intercultural dialogue. Multicultural classrooms—often the norm in Latin American urban contexts—bring together students from diverse linguistic, cultural and socioeconomic backgrounds. Gómez-Ramos (2021) argues that this diversity should be embraced not as a challenge but as an opportunity to humanize and deepen the educational process. He posits that gestures of hospitality—welcoming students’ languages, experiences and identities—are essential in the classroom. Teaching from a stance of care and tenderness constitutes an ethical obligation of the educator. This commitment is even more urgent in societies marked by systemic machismo, racism and adultism, as in many Latin American contexts. Children and youth often face heightened vulnerability. To be young—particularly if poor, racialized or gender-nonconforming—is to confront constant threats to one’s physical, emotional and social integrity. Recognizing this reality, Gómez-Ramos (2021) and others urge educators to frame the pedagogical encounter as an ethical response to the vulnerability of the other. Teaching, then, is not only an intellectual or technical act but a deeply political and ethical one—an act of social transformation grounded in the recognition of shared humanity. This perspective echoes Freire’s (1997) notion of education as an act of love and courage. The teacher’s ethical responsibility lies in refusing to ignore students’ pain or marginalization. Yet, as Murillo (2020) and Gómez-Ramos (2021) note, the profession itself is under duress: overburdened, devalued and structurally constrained. In such conditions, it is easy to lose sight of the other, to revert to mechanical instruction or to focus solely on curriculum delivery. But this forgetting—particularly when vulnerability is evident—is a colonial gesture that replicates historical erasures enacted by empire, patriarchy and capitalism.

This ethical–political framing aligns with the goals of feminist pedagogy. Feminist theorists have long insisted on the centrality of relationality, embodiment and emotional engagement in education. The ethics of care intersects with feminist commitments to inclusion, mutual recognition and social justice. It calls on educators to cultivate classrooms

where emotional safety, trust and solidarity are foundational. These are not ancillary aims; they are prerequisites for meaningful learning and genuine transformation.

In ELT specifically, this ethical commitment carries added weight. As Corbett (2020) notes, language educators inevitably transmit values, ideologies and assumptions, explicitly and implicitly, through the content they teach, the examples they use and the ways they interact with students. Questioning how we present language, whose voices we amplify and which narratives we reproduce becomes essential. Teachers must engage in ongoing reflexivity about how their own beliefs shape the classroom and influence learners' identities.

Tenderness, often dismissed as a private matter, is redefined by contemporary theorists such as de Sousa Santos (2018) and Segato (2016) as a profoundly political and transformative act. In educational contexts, teaching with tenderness requires deep engagement with students' emotional landscapes, offering not only intellectual stimulation but also emotional validation and safety. It involves constructing environments where vulnerability is not punished or repressed but welcomed and nurtured.

Drawing on Freire's (1997) assertion that education must be an act of love and courage, tenderness emerges as a pedagogical stance that resists institutional coldness and bureaucratic detachment. Boff (2008) argues that tenderness can break cycles of exclusion and violence by rehumanizing educational spaces, while Preciado (2021) describes tenderness as a radical form of affective resistance to normative systems of control. In the classroom, tenderness enables teachers to see students not as objects of instruction but as subjects of desire, hope and agency. By centering affect and relationality, teachers foster a learning environment grounded in empathy and mutual respect. This shift is not ornamental; it is essential to cultivating inclusive, transformative pedagogies; it asks teachers to hold space for discomfort, remain open to emotional complexity and value the affective labor inherent in learning. Such practices offer alternatives to meritocratic and punitive models of education and lay the groundwork for classrooms rooted in justice, belonging and care.

Incorporating tenderness into pedagogical identity is not a retreat from rigor but an expansion of what educational excellence entails. It invites a redefinition of success to include emotional growth, ethical sensitivity and social connectedness. Understood through feminist pedagogies, tenderness becomes an indispensable pillar in constructing a truly emancipatory English-language education.

2.2.1 Philosophical Approaches

The concept of tenderness, though often overlooked in educational discourse, has deep philosophical roots that illuminate its potential as a transformative pedagogical principle. At its core, tenderness is a relational ethic: a way of being with and for others that foregrounds vulnerability, mutual recognition, and care. Philosophers such as Levinas (1969), Boff (2008), and Braidotti (2013) have explored the ethical, spiritual, and political dimensions of tenderness, revealing it as a force capable of reshaping how we understand human connection and, by extension, how we teach and learn.

Levinas's philosophy of ethics as first philosophy provides one of the most profound theoretical underpinnings for understanding tenderness. The author argues that ethics originates not in abstract principles but in the face-to-face encounter with the Other, an encounter that calls us into responsibility before we even choose it (Levinas, 1969). This radical responsibility, a response to the vulnerability and alterity of the Other, is at the heart of tenderness. Tenderness, in this sense, is not a sentimental feeling but a relational disposition grounded in attentiveness and ethical obligation. In a classroom context, this implies that teaching cannot be reduced to the transmission of knowledge; rather, it involves a profound ethical engagement with students as others whose dignity, difference, and humanity must be acknowledged and nurtured.

Boff (2008) further expands the philosophical significance of tenderness by situating it within a broader ecological and spiritual framework; the author describes tenderness as “the most disarming form of love” (p. 27), emphasizing its capacity to heal relationships and restore balance in both interpersonal and social spheres. Tenderness, for the author, is an active force that resists domination and violence by fostering gentleness, humility, and reciprocity. It is, therefore, inherently political — a counter-practice to the logic of competition and control that often pervades institutional settings, including schools. In this view, tenderness becomes a radical pedagogical stance: it reorients educational relationships away from hierarchy and toward mutuality, creating spaces where both teachers and students can flourish.

Braidotti's (2013) posthuman feminist philosophy adds yet another dimension to this understanding of tenderness; she argues that relationality, affectivity, and vulnerability are not signs of weakness but essential components of subjectivity and ethical becoming. Tenderness, in her framework, disrupts the binary between reason and emotion that has historically shaped traditional education, inviting a pedagogy that embraces affect as a source of knowledge and transformation. This shift is particularly significant in the context of adolescent learners in secondary education, where emotional development is deeply intertwined with cognitive growth. By centering tenderness, educators can recognize and value students' affective experiences as integral to their learning processes.

The convergence of these philosophical approaches reveals tenderness as a multidimensional concept: ethical (Levinas, 1969), spiritual and political (Boff, 2008), and affective and transformative (Braidotti, 2013). Together, they suggest that tenderness is not merely an interpersonal attitude but a foundational principle that can reshape the aims and practices of education. It calls educators to see students not as passive recipients of knowledge but as subjects-in-relation: individuals whose uniqueness and vulnerability demand care, respect, and responsiveness. Thus, tenderness is also positioned as a foundational principle for reimagining education. By foregrounding vulnerability, relationality, and care, tenderness challenges dominant paradigms of schooling that prioritize control, efficiency, and performance. It invites us instead to envision the classroom as a space of ethical encounter and shared becoming: a space where words indeed shape, and gestures transform.

2.2.2 Tenderness as an Educational and Feminist Category

Positioning tenderness as a central pedagogical category requires a deliberate move beyond its colloquial association with sentimentality and softness. In the context of education, tenderness emerges as a critical and transformative practice that challenges dominant and traditional paradigms of authority, knowledge, and relationality. Feminist pedagogy offers a robust theoretical framework to understand tenderness as both a political stance and a pedagogical tool that disrupts hierarchies, reconfigures classroom power dynamics, and creates conditions for trust, participation, and shared humanity. hooks (1994) is among the scholars who most explicitly connect affective practices like tenderness to feminist teaching.

She argues that education should be “the practice of freedom” (p. 13), a process that affirms students as whole beings — intellectual, emotional, and social — rather than reducing them to passive recipients of knowledge. Within this framework, tenderness functions as a pedagogical ethic that humanizes classroom interactions by fostering pedagogical encounters in an environment of dialogue, care, and mutual transformation. In this sense, it is a deeply feminist practice, as it contests patriarchal notions of authority based on domination and distance, replacing them with horizontal relationships built on respect and shared vulnerability.

Ahmed (2014) expands this perspective by examining how emotions are shaped by and shape social relations. Emotions like tenderness are not private feelings but “cultural practices” that circulate within institutional spaces and contribute to shaping their atmospheres. In a school context, this means tenderness can transform the classroom from a site of surveillance and punishment into one of care and belonging. For adolescent students learning English as a foreign language, this shift is crucial: language learning is deeply tied to identity and often involves moments of exposure and insecurity. A tender pedagogical approach can mitigate these vulnerabilities by fostering trust and encouraging students to take linguistic risks without fear of ridicule or failure.

Tenderness also serves as a form of resistance against the neoliberal tendencies that dominate contemporary educational systems. As scholars like Giroux (2011) and Biesta (2015) have noted, neoliberalism has reframed education around measurable outcomes, competition, and standardization, often neglecting the relational and affective dimensions of teaching and learning. Tenderness, however, reintroduces these dimensions as central rather than peripheral. By prioritizing relationships, care, and mutual support, a tender approach challenges the reduction of students to data points and reasserts their humanity. As Boff (2008) argues, tenderness is “revolutionary because it destabilizes the logic of domination and control” (p. 29); in classrooms, it destabilizes practices that devalue emotion and instead legitimizes care as a foundation for intellectual growth.

Moreover, tenderness aligns with feminist epistemologies that challenge traditional notions of objectivity and authority. Feminist scholars such as Harding (1986) and Haraway (1988) argue for *situated knowledges*, recognizing that knowledge is always produced in context and in relation to others. Tenderness complements this view by positioning

relationality and vulnerability as sources of insight rather than obstacles to objectivity. In practice, this means that teaching grounded in tenderness is responsive and dialogic, acknowledging students' lived experiences and cultural backgrounds as valuable contributions to the learning process. This is particularly significant in English language teaching, where learners' identities and emotions shape their engagement with the language and where pedagogical practices that honor these dimensions can foster deeper and more meaningful learning.

In the context of secondary education, particularly in 7th grade, tenderness becomes even more crucial. Adolescents are at a developmental stage marked by heightened emotional sensitivity, identity formation, and social negotiation (Eccles & Roeser, 2011). Traditional authoritarian teaching styles can exacerbate anxiety and disengagement, particularly in foreign language classrooms where fear of making mistakes is prevalent (Horwitz et al., 1986). A pedagogy grounded in tenderness, however, offers an alternative: it acknowledges students' vulnerabilities and meets them with patience, encouragement, and trust. This approach not only reduces foreign language anxiety but also builds a supportive classroom community that motivates participation and fosters resilience.

Furthermore, tenderness as a feminist pedagogical category emphasizes the role of embodiment and gesture in teaching and learning. As Braidotti (2013) notes, affect is not only cognitive but corporeal; it is expressed and communicated through bodily practices. In the classroom, small gestures, such as a reassuring smile, a patient pause, a gentle tone, become acts of tenderness that communicate safety and care. These gestures, though subtle, have profound pedagogical implications: they create an atmosphere where students feel seen and valued, which in turn enhances motivation and engagement. Such embodied forms of tenderness are particularly significant in language learning, where communication extends beyond words and where nonverbal cues play a crucial role in meaning-making.

In sum, tenderness as an educational and feminist category offers a powerful lens for reimagining teaching and learning. It is not merely a feeling but a deliberate pedagogical stance that resists domination, re-centers relationality, and affirms the dignity and complexity of every learner. By embracing tenderness, educators can transform classrooms into spaces of trust, agency, and shared growth, where language learning becomes not just a cognitive exercise but an ethical and relational journey. This transformation is especially vital in

secondary English language classrooms, where the stakes of vulnerability and the need for belonging are high. Tenderness, as feminist pedagogy teaches us, is not an accessory to education: it is its very heart.

2.2.3. Distinctions Between Tenderness, Empathy, Compassion, and Sympathy

In order to operationalize tenderness as a pedagogical principle, it is essential to distinguish it from related affective constructs such as empathy, compassion, and sympathy. While these concepts are often used interchangeably in everyday discourse, each carries distinct philosophical and educational implications, particularly when applied to classroom practice. Clarifying these distinctions allows educators to deliberately cultivate tenderness as a relational and ethical pedagogical stance, rather than relying on more general or superficial notions of care.

a. **Empathy** is commonly understood as the capacity to recognize and vicariously experience another person's emotions (Hoffman, 2000). In education, empathy enables teachers to perceive students' affective states and respond appropriately. However, empathy alone does not necessarily entail action or responsibility; it is primarily an attitudinal and perceptual skill. A teacher may empathize with a student's anxiety during language learning without necessarily taking steps to create a safer or more supportive environment. While empathy is foundational for affective engagement, it is limited in its ethical and pedagogical scope.

b. **Compassion** extends beyond empathy by incorporating a motivational dimension: it involves not only understanding another's suffering but also feeling a desire to alleviate it (Nussbaum, 2001). Compassion, therefore, introduces an ethical imperative, aligning with the feminist and relational frameworks that underpin tenderness. However, compassion may still maintain a hierarchical dynamic: the agent of compassion occupies a position of relative power, responding to the vulnerability of others without necessarily engaging in reciprocal relationality (Boff, 2008). In a classroom setting, compassionate interventions might

provide support or assistance, but they do not automatically cultivate mutual engagement or shared ethical responsibility.

c. **Sympathy**, in contrast, is often characterized by a more superficial emotional alignment with another's feelings, typically involving pity or sorrow (Smith, 2002). While sympathy can communicate concern, it risks objectifying the recipient of the sentiment, reinforcing dependence rather than fostering agency. In educational contexts, sympathy may inadvertently reinforce hierarchical teacher–student relationships, as it positions the teacher as the giver of care and the student as the passive recipient. Instead of being a reciprocal and horizontal relationship.

Tenderness, however, occupies a distinctive position among these affective categories. As discussed in prior sections, tenderness is not merely an emotional response but a sustained pedagogical stance that integrates ethical responsibility, relational engagement, and affective attunement (Levinas, 1969; hooks, 1994). Unlike empathy, tenderness entails deliberate action: it requires the teacher to cultivate an environment that respects vulnerability, encourages participation, and affirms the dignity of each student. Unlike compassion, tenderness emphasizes reciprocity and co-construction: both teacher and student engage ethically and affectively in the learning process, creating a shared space of care. Unlike sympathy, tenderness avoids objectification or pity, instead foregrounding relationality, presence, and responsiveness. It is a form of care that is both intentional and embedded in pedagogical practice.

In the context of secondary English language classrooms, these distinctions acquire practical significance. Adolescents navigating the complexities of identity, social hierarchies, and linguistic vulnerability benefit from pedagogical approaches that go beyond empathy, compassion or sympathy alone. Tenderness, as a relational and ethical practice, allows teachers to respond to students' affective needs without reinforcing dependency or hierarchical control. For example, when a student struggles with a spoken English exercise, a tender response would not only recognize the anxiety (empathy), encourage improvement (compassion) or giving positive feedback (sympathy), but also create conditions for participation, peer support, and mutual respect that empower the student to engage fully and confidently. In this way, tenderness operationalizes affective engagement as both ethical and

pedagogical, fostering a classroom climate conducive to learning, trust, and agency (Boler, 1999).

Furthermore, tenderness as a category emphasizes gesture, tone, and relational attunement, the small but powerful ways in which teachers communicate care and recognition. Noddings (1984) highlights that caring pedagogy is enacted through consistent attention, responsiveness, and presence. Thus, tenderness involves a complex interplay of cognition, emotion, and behavior, distinguishing it from the more limited constructs of empathy, compassion, or sympathy. By foregrounding tenderness, educators can cultivate a classroom culture where students feel valued, emotionally safe, and motivated to participate, which is particularly vital in language learning contexts where risk-taking and error-making are inherent to the process (Horwitz et al., 1986).

In sum, while empathy, compassion, and sympathy each contribute to relational engagement, tenderness is uniquely suited as a central pedagogical principle. Its combination of ethical responsibility, reciprocity, and affective attunement provides a robust foundation for feminist pedagogy in English language teaching. By operationalizing tenderness in the classroom, teachers can move beyond surface-level emotional responses toward practices that genuinely transform the affective and relational dynamics of learning.

2.3 Culture of Care as a Pedagogical Practice

The notion of a culture of care in education extends the conceptual foundations of tenderness by situating relational and affective principles within practical pedagogical strategies. While tenderness provides the ethical and philosophical orientation, a culture of care operationalizes these principles in classroom interactions, curricula, and institutional practices. This integration of ethics, affectivity, and pedagogy is particularly significant in secondary English language classrooms, where adolescent students encounter both cognitive and emotional challenges in learning a foreign language. A culture of care transforms these challenges into opportunities for engagement, trust-building, and the development of agency, thus creating a fertile ground for feminist pedagogical practices.

The culture of care in schools must transcend the notion of individual kindness or isolated acts of compassion. As Rendueles and Garcés (2018) assert, care becomes transformative when it is institutionalized through practices that promote mutual support, collective responsibility, and the well-being of entire school communities. In this view, care is not merely a personal virtue but a foundational pillar for democratic and inclusive educational environments.

Trilla (2001) contributes to this perspective with his concept of “convivial education”, which centers cooperation, active listening, and empathy as essential pedagogical principles. A convivial school is one that redefines the roles of teachers and students by emphasizing horizontal relationships and collaborative problem-solving. It shifts the classroom dynamic from competition to community, from obedience to dialogue, and from isolation to belonging. Incorporating tenderness as a pedagogical category, as proposed by Gajardo (2020), further challenges traditional paradigms that have long devalued emotion, affection, and corporeality in learning spaces. Educating with tenderness involves generating the conditions for deep listening, emotional support, and the acknowledgment of vulnerability as a legitimate and inevitable aspect of the human learning process. It also implies designing spaces where care is not remedial or exceptional, but part of the everyday fabric of schooling.

A culture of care, therefore, entails a relational ethic grounded in the recognition of interdependence. As Tronto (1993) and Gilligan (1982) articulate, caring is a political and moral activity that affirms our interconnectedness. Within educational settings, this relational framework demands that schools become safe environments where students are not only intellectually stimulated but also emotionally accompanied and socially integrated. Care here is an active, ongoing process that involves educators, students, families, and communities alike. From a feminist pedagogical standpoint, this approach reframes care from a gendered or privatized labor to a public, political responsibility. González-Rodríguez (2021) emphasizes that feminized assumptions about care as maternal or domestic must be deconstructed to reveal its role as a collective ethic capable of transforming education systems. By integrating care into pedagogical planning, classroom management, and school governance, educators can reimagine the entire structure of schooling around shared humanity, solidarity, and justice.

This collective vision of care also has implications for coexistence and conflict resolution. Rather than framing discipline as punishment or control, schools can cultivate environments in which conflict becomes an opportunity for emotional growth, critical reflection, and restorative dialogue. Such an approach aligns with affective justice frameworks and builds the capacity of students to navigate interpersonal challenges with empathy and accountability. Ultimately, fostering a culture of care in education is not a supplementary task but a fundamental reorientation of pedagogical values and institutional practices. It humanizes the learning experience and reclaims the school as a space where all individuals—regardless of identity or background—can feel seen, supported, and empowered. In this way, care becomes not only an ethical imperative but a pathway toward more equitable and democratic educational futures.

2.3.1 Care Theory

Care theory, as articulated by Noddings (1984, 2005), provides a foundational framework for understanding how relational ethics can be systematically implemented in education. The author distinguishes between ethics of care and traditional rule-based or justice-oriented ethics, emphasizing the relational and contextual nature of moral decision-making. In care theory, ethical action arises from attentiveness, responsiveness, and reciprocity; what Noddings (1984) calls *engrossment and motivational displacement*. *Engrossment* refers to the deep attention to the needs and experiences of others, while *motivational displacement* involves prioritizing the cared-for over one's own interests in a given context. Both concepts highlight the relational orientation of care: it is not merely an internal feeling but an enacted practice that arises in interaction.

In the classroom, care theory suggests that educators must cultivate sensitivity to students' affective, cognitive, and social needs. This approach is particularly pertinent in foreign language teaching, where students often experience vulnerability due to fear of making mistakes, peer evaluation, and unfamiliarity with linguistic norms (Horwitz et al., 1986). A care-oriented pedagogy attends to these emotional dimensions, creating environments where

students feel supported to take risks and engage actively. According to Noddings (2005), care is best realized through consistent, authentic interactions, rather than sporadic gestures or tokenistic acts. In practical terms, this means designing classroom routines, feedback practices, and collaborative activities that prioritize relational engagement and emotional safety.

Moreover, care theory intersects with feminist pedagogical principles by challenging hierarchical models of authority. Whereas traditional pedagogy often emphasizes compliance and performance metrics, care theory encourages educators to center the relational and affective dimensions of learning. This approach aligns with hooks' (1994) vision of education as a practice of freedom, where mutual respect, dialogue, and attention to students' lived experiences are central to both ethical and intellectual development. In this way, care theory provides both the rationale and the mechanisms for translating the philosophical concept of tenderness into concrete pedagogical practices.

2.3.2 Care and Relational Ethics in Education

Relational ethics expands the idea of care by situating it within broader social, cultural, and institutional contexts. Drawing on Levinas (1969) and Boff (2008) relational ethics emphasizes that moral responsibility emerges in the encounter with the Other, creating an obligation that is both situational and contextually mediated. In educational settings, this implies that teachers must be attuned not only to individual students' needs but also to the dynamics of classroom communities, peer interactions, and institutional cultures. Care, therefore, is not confined to isolated gestures but is embedded in the ethical and relational fabric of schooling.

Within secondary English language classrooms, relational ethics manifests in multiple ways. Teachers can foster participatory learning structures, such as collaborative dialogues, peer feedback, and student-led activities, that distribute responsibility and agency among all participants. These practices acknowledge students as ethical actors, capable of contributing to the well-being of the classroom community. Boler (1999) emphasizes that attending to affect in education, including recognizing fear, frustration, and joy, is not peripheral but

central to learning. By creating spaces where emotional expression is validated and addressed, educators operationalize relational ethics and reinforce a culture of care.

Relational ethics also highlights the importance of consistency, transparency, and trust in teacher-student interactions. Adolescents are particularly sensitive to inconsistencies in authority, which can undermine engagement and foster anxiety (Eccles & Roeser, 2011). Teachers who embody relational ethics communicate expectations clearly, respond empathetically to challenges, and maintain equitable treatment across students. In doing so, they model ethical engagement, demonstrating that care is both an interpersonal and pedagogical responsibility.

2.3.3 Care as the Practical Implementation of Tenderness

While philosophical and theoretical foundations articulate the significance of tenderness and care, pedagogical implementation requires concrete strategies. A culture of care operationalizes tenderness through practices that foreground relationality, trust, and affective engagement. In English language teaching, this may include structured collaborative activities, scaffolded opportunities for oral participation, and nonjudgmental feedback that emphasizes effort and improvement over mere correctness (Krashen, 1982). Small gestures, such as attentive listening, encouraging body language, or validating students' contributions, communicate tenderness and reinforce the ethical and relational principles underpinning care theory.

Classroom management practices also reflect a culture of care when they prioritize inclusion, safety, and respect. For example, assigning rotating group roles, incorporating cooperative learning strategies, and establishing norms for respectful interaction help create a predictable and supportive environment. These practices reduce language anxiety, promote participation, and align with Levinas' (1969) assertion that ethical responsibility emerges

through attention to the Other. When tenderness is embodied in both micro-level interactions and macro-level classroom structures, it transforms the learning environment into a space where students are empowered to engage cognitively, socially, and emotionally.

In secondary education, the practical implementation of tenderness and care has unique significance. Adolescents at this stage navigate complex identity formation processes and heightened self-consciousness (Eccles & Roeser, 2011). Language learning inherently exposes students to vulnerability, as mistakes are public and performance is visible. By embedding tenderness through a culture of care, educators provide scaffolds for emotional resilience, risk-taking, and collaborative engagement. This approach does not merely mitigate negative affective factors but actively fosters motivation, participation, and confidence; outcomes that are critical for successful second language acquisition.

2.4 Affectivity, Language, and Second Language Learning

Affectivity plays a central role in second language acquisition, influencing motivation, participation, and overall learning outcomes. In the context of adolescent learners, emotional dimensions are intertwined with identity development, peer relations, and cognitive engagement (Eccles & Roeser, 2011). Recognizing and addressing these affective factors is essential for implementing pedagogical approaches grounded in tenderness, as this approach seeks to create environments where learners feel safe, supported, and motivated to engage fully with the target language.

Foreign Language Anxiety (FLA) is a well-documented affective factor that can significantly impede language learning. Horwitz et al., (1986) define FLA as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning” (p. 128). Students experiencing high levels of FLA may avoid speaking, hesitate to participate, and underperform in tasks despite adequate linguistic competence. Adolescents are particularly vulnerable to FLA due to heightened self-consciousness and peer evaluation during early secondary education (MacIntyre & Gardner, 1991).

Pedagogical strategies rooted in tenderness and care can mitigate FLA by creating emotionally safe spaces that validate students' efforts and reduce fear of judgment. For instance, cooperative learning, scaffolded speaking tasks, and non-evaluative feedback cultivate a classroom climate where mistakes are reframed as opportunities for growth rather than as sources of shame (Krashen, 1982). By intentionally attending to affective dimensions, teachers operationalize relational and ethical principles, demonstrating that language learning is not solely cognitive but also deeply emotional.

2.4.1 Affective Filter Hypothesis

Krashen's (1982) Affective Filter Hypothesis further explicates the connection between emotion and language acquisition. The hypothesis posits that learners' affective states — including anxiety, motivation, and self-confidence — act as filters that either facilitate or inhibit the acquisition process. A “high” affective filter, caused by stress or fear, blocks linguistic input from being processed effectively, whereas a “low” filter, fostered by a supportive and caring environment, enhances learning opportunities.

Applying this concept to classrooms where tenderness is prioritized, teachers can intentionally lower the affective filter. Creating routines that promote predictability, offering encouragement and positive reinforcement, and fostering inclusive interactions are examples of practices that reduce anxiety and increase engagement. In this way, affective considerations are not ancillary but central to instructional design, aligning directly with the ethical and relational imperatives of feminist pedagogy (hooks, 1994) and care theory (Noddings, 2005).

2.4.2 Identity and Emotional Dimensions in English Learning

Language learning is inseparable from identity construction. Adolescents navigate multiple social and linguistic identities, negotiating who they are in relation to peers, teachers, and the broader cultural context (Norton, 2013). In secondary education, learners may feel pressure to conform to peer expectations, which can exacerbate anxiety or reluctance to communicate in English. A pedagogy informed by tenderness addresses these challenges by recognizing the affective and identity-related dimensions of language learning.

Feminist approaches to ELT emphasize that language classrooms are spaces where social hierarchies and gendered expectations intersect with linguistic performance. Tenderness, operationalized through gestures, feedback, and relational practices, affirms students' voices and identities, validating their emotional experiences while simultaneously encouraging participation (hooks, 1994). This approach is particularly effective in Chilean secondary schools, where English is taught as a foreign language and students' exposure to authentic communicative contexts is often limited. By integrating emotional and relational strategies, teachers can enhance both linguistic competence and affective well-being, promoting a holistic model of language education.

In practical terms, these strategies may include:

- Collaborative dialogues that encourage peer support and co-construction of knowledge.
- Reflective activities that allow students to express feelings related to language learning.
- Nonjudgmental correction strategies that focus on communication effectiveness rather than error elimination.
- Teacher gestures of attentiveness, patience, and encouragement, signaling ethical responsibility and care.

Together, these practices operationalize the principles of tenderness and a culture of care, reducing FLA, lowering affective filters, and affirming students' identities within the classroom. In this way, affectivity is recognized as both a mediating factor in language acquisition and a critical site for feminist pedagogical intervention.

2.5. Tenderness in the Chilean context

In Latin America, feminist pedagogy intertwines with decolonial and popular education movements. Feminist thinkers have expanded on how patriarchal violence intersects with colonial legacies. Walsh (2013) argues for pedagogies that resist epistemic colonialism by rooting learning in local, communal, and ancestral knowledge. Unlike mainstream feminist pedagogies in Europe and North America, which, despite important contributions, have often centered white, middle-class, and Eurocentric perspectives, Latin American feminist pedagogy arises from histories of colonization, racialized violence, and economic exploitation. This context has prompted Latin American feminist scholars to critique the limitations of white or liberal feminism, which frequently overlooks structural inequalities and marginalizes the voices of Indigenous, Black, and working-class women. Decolonial feminists such as Cabnal (2016) reject universalist assumptions about womanhood and instead propose plural, embodied, and situated forms of knowledge and resistance. While hooks (1994) and Weiler (1991) challenge patriarchal structures and classroom hierarchies within the Western academy, Latin American feminist pedagogues extend this critique by emphasizing the importance of territoriality, collective memory, and the right to speak from subaltern positionalities. Their approaches stress horizontal learning communities rooted in shared lived experience, community activism, and resistance to epistemic extractivism. Feminist pedagogy in this region is not merely a methodology—it is a political stance that questions the very foundations of what is taught, by whom, and for what purposes.

Kirkwood's (1987) work in Chile, particularly through the *Círculo de Estudios de la Mujer* and *La Morada*, laid the groundwork for feminist educational spaces that merge political theory with daily practice. These spaces emphasize horizontal relations, mutual care, and collective reflection. Her contributions echo broader Latin American efforts to develop a pedagogy that is not only feminist but also decolonial, rooted in local struggles and experiences rather than imported academic frameworks. Recent research in the region reinforces this approach. For instance, González-Rodríguez (2021) explores feminist pedagogical practices in Chilean secondary schools, highlighting how teachers integrate affective care, gender equality, and political consciousness into their language classes. Similarly, Bravo and Lillo (2020) examine how feminist principles inform English teaching in community-based programs, emphasizing collaborative learning and the affirmation of

diverse identities. Across these studies, feminist pedagogy emerges as a dynamic and contextually grounded strategy for educational transformation.

This convergence of feminism and decoloniality provides fertile ground for rethinking language education as well. In particular, the teaching of English through a feminist lens in Latin America, and especially in Chile, offers opportunities to critically examine linguistic imperialism while fostering pedagogies of care, agency, and inclusion. The next section addresses how these principles manifest within the field of (ELT).

2.5.1 Educational and Gender Policies in Chile

Chile's educational landscape has undergone significant transformations in recent decades, influenced by both neoliberal reforms and progressive social movements. Since the 1990s, English language instruction has been mandatory in Chilean public education, encompassing eight years of instruction from year 5 to 12. Despite this policy, periodic standardized national examinations have revealed that many students fail to reach the expected learning outcomes, which should correspond to a B1 level by the end of secondary education (MINEDUC, 2018). This discrepancy highlights the need for pedagogical approaches that address not only cognitive skills but also the affective dimensions of learning.

In recent years, Chile has made strides in integrating gender perspectives into educational policies. The 2015–2018 Plan: Education for Gender Equality aimed to implement education policies with a gender perspective, including the creation of a Gender Equity Unit within the Ministry of Education and the promotion of gender mainstreaming among teachers (OECD, 2021). However, challenges remain in fully embedding these policies into classroom practices, particularly in subjects like English language teaching, where gendered expectations and biases can influence student engagement and achievement.

2.5.2 ELT-Specific Challenges and Opportunities

English language teaching (ELT) in Chile faces several challenges that can impede the effective implementation of pedagogical approaches grounded in tenderness and care. One significant issue is the lack of qualified English teachers, particularly at the primary school level, which affects the quality of instruction and student outcomes (Abrahams & Ríos, 2017). Additionally, the reliance on standardized textbooks provided by the Ministry of Education has been critiqued for not aligning with the diverse needs of students and for lacking authenticity in language use (Carcamo, 2024). These factors contribute to a learning environment where students may feel disconnected from the content and less motivated to engage.

Despite these challenges, there are opportunities to integrate tenderness into ELT practices. The English Opens Doors Program, launched in 2003 by the Chilean Ministry of Education, aims to improve English language proficiency through various initiatives, including teacher development, student engagement activities, and the involvement of volunteer English speakers (MINEDUC, 2021). By aligning these initiatives with principles of care and relational ethics, educators can create more inclusive and supportive learning environments that address the emotional and social dimensions of language learning.

2.5.3 Operationalizing Tenderness in Secondary English Classrooms

Implementing tenderness in secondary English classrooms requires intentional strategies that prioritize emotional safety, relational engagement, and ethical responsibility. Drawing on care theory and relational ethics, educators can adopt practices that foster a culture of care and tenderness. One effective strategy is the use of collaborative learning structures that promote peer support and shared responsibility. Group activities, peer feedback sessions, and collaborative projects encourage students to engage with each other, share ideas, and provide mutual support. These interactions not only enhance language skills but also build trust and a sense of community within the classroom.

Additionally, teachers can create emotionally safe spaces by establishing clear expectations for respectful behavior, actively listening to students' concerns, and providing constructive feedback that emphasizes effort and improvement rather than solely focusing on correctness. This approach helps to lower students' affective filters, reducing anxiety and increasing motivation to participate in language learning activities (Krashen, 1982). Incorporating gender-sensitive practices is also crucial in operationalizing tenderness. Teachers can be mindful of gendered language and stereotypes, ensuring that classroom materials and interactions are inclusive and equitable. By challenging traditional gender norms and promoting diverse perspectives, educators can create a more inclusive environment that supports the emotional and social development of all students.

Furthermore, integrating culturally relevant content that reflects students' identities and experiences can enhance engagement and foster a sense of belonging. This approach aligns with feminist pedagogical principles that emphasize the importance of recognizing and valuing students' lived experiences in the learning process (hooks, 1994). By embedding these practices into daily instruction, educators can operationalize tenderness in a way that is both ethical and pedagogically effective. This approach not only improves language proficiency but also contributes to the holistic development of students, preparing them to navigate the complexities of a globalized world with empathy, confidence, and agency.

Chapter 3: Methodological Framework

3.1 Research Approach

This study examines how a feminist pedagogical approach centered on tenderness transforms English language teaching practices in a Chilean school. Since tenderness functions as both an affective construct and an ethical pedagogical practice, it requires a methodological approach capable of capturing (1) measurable changes in emotional states and (2) students' subjective interpretations of such changes. For this reason, the study adopts a sequential mixed-methods research approach to address the research objectives of this study and deepen the understanding of a specific subject that will be examined through multiple internal layers (Creswell, 2014). Therefore, to measure students' anxiety in the English classroom, a pre and post test were conducted before and after the implementation of the feminist pedagogical approach centered on tenderness. Furthermore, to identify how gestures, language, and interactions used by the teacher contribute to building trust, motivation, and participation among students, an online qualitative questionnaire composed of open-ended questions was implemented at the end of the approach implementation. The decision of using this sequential mixed-method enables qualitative findings to complement and explain the quantitative results, facilitating a more comprehensive interpretation of the data and serving its explanatory purpose (Creswell & Plano-Clark, 2018). According to the authors, in a sequential mixed-methods design, the study is conducted in two phases to ensure that the results of the first phase significantly influence the results of the second, as the emphasis is on intentional sequencing and integration rather than simultaneous data collection.

- **Phase 1 – Quantitative (QUAN):** A pre- and post-test design was implemented using the Foreign Language Classroom Anxiety Scale (FLCAS), administered in a Spanish-

adapted version previously validated in the literature. This phase establishes whether measurable change occurs in students' anxiety following the intervention.

- **Phase 2 – Qualitative (QUAL):** The qualitative strand clarifies why and how the changes observed in Phase 1 occurred, allowing for deeper understanding of students' pedagogical experiences.

The dissertation follows a QUAN → QUAL → Integration structure. The quantitative phase provides direction for the qualitative phase, and the final stage consists of mixed-methods integration, where both strands inform the interpretation and conclusions. This approach is suitable because tenderness, understood as an ethical stance involving gestures, presence, tone, and emotional availability, cannot be reduced to numerical data alone. Instead, numerical changes in anxiety and relational safety provide evidence of effect, while open-ended answers reveal meaning, mechanisms, and lived experiences. Both phases provide a robust and holistic understanding of tenderness in ELT contexts.

3.1.1 Research Design

This study uses an Explanatory Sequential Mixed-Method Design. According to Creswell (2014), this design involves two phases: primary quantitative phase followed by a qualitative phase designed to explain the initial results. This design is especially strong when the researcher seeks to understand the processes underlying quantitative patterns.

3.1.2 Rationale for Sequential Design

A sequential design was chosen instead of a convergent design for three main reasons:

- **Primacy of evaluating change.** The first goal is to determine whether the intervention reduces foreign language anxiety and increases perceptions of care. This requires quantitative evidence before exploring lived experiences.
- **Qualitative exploration depends on quantitative trends.** The semi-structure interview can be adapted based on FLCAS findings. For example: If post-test scores reveal reduced fear of negative evaluation, the qualitative questionnaire can explore pedagogical gestures that contributed to that reduction. If some subscales do not improve, the open-ended instrument can investigate contextual explanations.
- **Logical sequencing in affective research.** Emotions change over time, and capturing pre–post measures before exploring experiences helps prevent retrospective bias.

The sequential design therefore allows the researcher to (1) measure impact, (2) explore meaning, and (3) integrate both strands into a cohesive theoretical and pedagogical contribution.

3.1.3 Research Purpose

The methodological purpose aligns with the general objective of this study: to determine how a feminist pedagogical approach centered on tenderness can transform English language teaching practices by fostering a culture of care, emotional safety, and student participation in a Chilean classroom context. Therefore, the methodological framework seeks to:

- Quantitatively determine whether the intervention decreases Foreign Language Anxiety (FLA) and enhances perceptions of relational care.
- Qualitatively explore how students describe their emotional experiences, perceptions of tenderness, and interpretations of teacher gestures.

- Integrate both forms of evidence to produce a coherent account of how tenderness shapes affective dynamics and participation in ELT to triangulate the findings.

This dual purpose ensures a comprehensive understanding of how feminist pedagogies can support adolescent learners in a Chilean educational context.

3.2 Temporary Structure

Table 1 illustrates the organization of the study across four sequential constituents and their corresponding weeks of implementation.

Table 1

Temporary Structure of the Research Design

	Constituents	Weeks
1	Pre-Test FLCAS Questionnaire	0
2	Feminist Pedagogical Approach Implementation	1-12
3	Post-Test FLCAS Questionnaire	13
4	Semi-structured Interview	14

This structure allows the researcher of this study to obtain baseline data, implement the pedagogical model, evaluate its impact, and then explore the lived experiences to explain the numerical findings.

3.2.1 Pre- and Post-Tests

The pretest stage consists of administering the Spanish-adapted version of the FLCAS instrument at the beginning of a regular English lesson. The instrument provides baseline measures of:

- Foreign language anxiety
- Fear of negative evaluation
- Communication apprehension
- Test anxiety

The pos-test replicates the same adapted FLCAS items under identical conditions to reduce external contamination. The purpose of the posttest is to:

- Measure affective change after the tenderness-based feminist pedagogical approach intervention
- Evaluate specific subscales (e.g., fear of negative evaluation)
- Provide quantitative evidence regarding the intervention's effectiveness

Identical administration conditions (same classroom, similar time of day, equivalent instructions) enhance internal validity by controlling for potential confounding variables.

Both instruments can be found in Appendix A.

3.2.2 Semi-structured Interview

Once quantitative results are obtained, a semi-structured interview is conducted to explore students' experiences more deeply. The sequential design ensures that qualitative findings respond to quantitative results by exploring student interpretations of observed changes, identifying specific gestures, routines, or teacher behaviors perceived as tender or caring, and illuminating emotional dynamics that numerical measures alone cannot capture. This instrument can be found in Appendix B.

3.2.3 Integrated Analysis

Integration occurs during the interpretation stage using the following strategies:

- **Convergence:** Do qualitative themes support quantitative trends?
- **Complementarity:** Does qualitative data expand understanding beyond numeric patterns?
- **Expansion:** Do qualitative narratives reveal dimensions not captured by FLCAS?
- **Divergence:** Are there contradictions that require theoretical reflection?
-

This integrated interpretation supports a nuanced understanding of how tenderness shapes affective learning processes in ELT settings.

3.3 Quantitative Design

3.3.1 Purpose

The quantitative phase seeks to determine whether the tenderness-centered intervention produces measurable change in foreign language anxiety and relational safety. Its advantages include:

- **Objectivity:** Numerical evidence supporting or refuting the impact of the feminist pedagogical approach
- **Precision:** Ability to detect subtle variations in anxiety levels
- **Comparability:** Pre–post descriptive comparison at the group level
- **Generalizability within the group:** Results reflect whole-class tendencies

While tenderness is an affective-relational construct, empirical measurement provides evidence of its potential as a pedagogical tool.

3.3.2 Sample

The quantitative sample includes all students enrolled in one intact seventh-grade class at a Catholic single-gender school. The school had two parallel seventh-grade classes; however, the study was conducted with a single group. Scheduling conditions in the selected

class allowed for more frequent instructional sessions, which were essential for the sustained implementation of a pedagogy centered on relational continuity, care, and emotional safety.

At the time of the study, students were in early adolescence, with an approximate age range of 12 to 13 years. The class had an average English grade of 4.6, with 7.0 representing the highest possible grade and 4.0 the minimum passing grade, according to the Chilean grading system established by the Ministry of Education (MINEDUC, 2026).

An intact-group sampling strategy was employed to preserve natural classroom dynamics and ensure ecological validity. This approach minimized disruption to the school's regular instructional structure and supported the sustained implementation of the pedagogical intervention. While the sample size does not allow for statistical generalization, it is appropriate for within-group pre–post analysis in classroom-based educational research. Participation was voluntary and supported by informed consent from guardians and assent from students.

3.3.3 Foreign Language Classroom Anxiety Scale (FLCAS)

This quantitative instrument includes 33 original items (Horwitz et al., 1986). Its domains include communication apprehension, fear of negative evaluation, test anxiety, and perceived relational safety. The instrument uses a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree). It is sequentially administered before and after the implementation of the feminist pedagogical approach. The administration replicated the pretest protocol precisely to minimize bias and environmental variability. Therefore, both components were administered with the same instructions, timing, privacy conditions and classroom. This consistency reinforces the validity of the pre–post comparison.

3.3.4 Data Analysis

Quantitative data analysis followed a sequential process consisting of four stages: data preparation, data treatment, descriptive statistical analysis, and data visualization. Phases and the corresponding steps of the data analysis process are shown in Table 2.

Table 2

Quantitative Data Analysis Sequential Process

Phases	Steps
I. Data Preparation	1. Transferring responses from the FLCAS pre-test and post-test to Google Sheets.
	2. Reviewing the dataset for missing values.
	3. Identifying incomplete cases across measurement points.
	4. Applying complete-case analysis by excluding incomplete pre–post cases to ensure comparability across measurement points (Creswell, 2014).
II. Data Treatment	5. Reverse-coding nine positively worded items, as established by Horwitz et al., (1986).
III. Descriptive Statistical Analysis	6. Calculating frequency distributions for each FLCAS item in the pre-test and post-test.
	7. Computing individual mean scores for each participant.
	8. Calculating overall mean scores and standard deviations for both test administrations.

IV. Data Visualization	9. Generating a graphical comparison of overall mean scores and standard deviations for the pre- and post-test administrations.
	10. Creating an item-level bar chart comparing mean scores for each FLCAS item across both test administrations.
	11. Producing individual item-level graphs for each FLCAS item, displaying pre- and post-test results separately (33 pre-test graphs and 33 post-test graphs).

Table 3 outlines the FLCAS items that were reverse-coded. Items expressing positive emotions or confidence toward English learning were reverse-coded so that higher scores consistently reflected higher levels of foreign language anxiety, following Horwitz et al. (1986). Items that directly expressed anxiety, worry, or fear were not reverse-coded.

Table 3*Reverse Coding of Positively Worded FLCAS Items*

tem No.	Original Items	Reverse-coded Items
	I don't worry about making mistakes in English classes.	I worry about making mistakes in English class.
	I wouldn't mind taking more English classes at all.	I would mind taking more English classes.
	I usually feel calm during English tests.	I don't usually feel calm during English tests.
1	I don't understand why some people get so nervous about English.	I do understand why some people get so nervous about English.
4	I wouldn't feel nervous speaking English with native speakers.	I would feel nervous speaking English with native speakers.
8	I feel confident when speaking in English class.	I don't feel confident when speaking in English class.

2	I don't feel any pressure to prepare well for English classes.	I feel pressure to prepare well for English classes.
8	When I'm on my way to English class, I feel very confident and relaxed.	When I'm on my way to English class, I don't feel confident and relaxed.
2	I would probably feel comfortable with native English speakers.	I wouldn't probably feel comfortable with native English speakers.

Table 4 presents the reverse-coding scheme applied to positively worded FLCAS items to ensure consistent interpretation of anxiety scores.

Table 4

Likert-Scale Reverse-Coding Scheme for FLCAS Items

Original Response	Original Value	Reverse-coded
Strongly Disagree	1	5
Disagree	2	4
Neither Agree nor Disagree	3	3
Agree	4	2
Strongly Agree	5	1

3.3.5 Attrition

Attrition refers to the loss of participants between the pre-test and post-test administrations. Although attrition was expected to be minimal due to the in-class administration of the instrument, all instances of participant loss were systematically recorded by the researcher during the administration process with class attendance records.

In this study, the pre-test was completed by 27 students, whereas the post-test was completed by 26 students, as one participant was absent during the post-test administration. For analytic purposes, only students who completed both administrations were included in the quantitative analysis, resulting in a final sample of $N = 26$. Given the minimal extent of participant loss and its lack of relation to the intervention, this level of attrition does not represent a potential source of bias (Creswell & Creswell, 2018).

3.3.6 Quantitative Instrument Reliability

Instrument reliability refers to the extent to which a measurement instrument produces consistent and stable results across its items and applications. In this study, reliability was addressed through the use of an established and widely used instrument, the Foreign Language Classroom Anxiety Scale (FLCAS), originally developed by Horwitz et al., (1986). The FLCAS has been extensively employed in second language acquisition research and has demonstrated consistent performance across diverse educational contexts and populations.

To enhance reliability within the present study, the instrument was administered under standardized conditions in both the pre-test and post-test phases. These conditions included the same classroom setting, similar timing, and comparable administration procedures, thereby minimizing potential variability attributable to external factors. Additionally, the original wording and structure of the 33 FLCAS items were preserved to maintain consistency with the validated version of the instrument.

Prior to data analysis, positively worded items were reverse-coded following the guidelines established by Horwitz et al. (1986), ensuring directional consistency across all items so that higher scores uniformly reflected higher levels of foreign language anxiety. This

procedure contributes to the internal coherence of the instrument and supports the comparability of scores across items and measurement points.

Taken together, the use of a well-established instrument, standardized administration procedures, and consistent scoring practices supports the reliability of the quantitative data generated in this study.

3.4 Qualitative Design

The qualitative phase of this study was developed as the second strand of an explanatory sequential mixed-methods design. Its primary purpose was to deepen and contextualize the quantitative findings obtained through the Foreign Language Classroom Anxiety Scale (FLCAS) by exploring students' experiences and perceptions in their own words. While the quantitative data provided an overview of changes in foreign language anxiety, the qualitative component aimed to capture the meanings and interpretations that students attributed to those experiences.

The qualitative design was guided by an interpretative perspective, consistent with Creswell's (2014) view that qualitative research seeks to understand participants' perspectives within their natural contexts. In this study, qualitative data were used to provide insight into how students experienced the classroom environment, how they perceived the pedagogical intervention, and how these experiences related to their levels of anxiety and participation in English classes.

3.4.1 Purpose

The qualitative phase was designed to complement and enrich the quantitative results by providing a deeper understanding of students' subjective experiences. Specifically, the qualitative strand aimed to:

- Explore students' perceptions of tenderness, care, and emotional safety in the classroom.
- Examine how students experienced participation and interaction during English lessons.
- Understand students' interpretations of changes in their feelings toward English following the intervention.
- Provide contextual explanations for the patterns observed in the FLCAS results.

Rather than seeking statistical generalization, the qualitative design focused on generating contextualized insights that could illuminate the quantitative trends identified in the first phase of the study.

3.4.2 Sample

The qualitative sample consisted of a voluntary subgroup of students from the original quantitative cohort. All students who completed the quantitative phase were invited to participate in the interviews. Participation was entirely voluntary and required both informed assent from students and written informed consent from their guardians (Creswell, 2014).

A total of nine students agreed to take part in the qualitative phase. No additional selection criteria were applied, as the intention was to allow any interested student to share their experiences. This approach ensured ethical sensitivity and avoided the imposition of researcher-driven selection, which is consistent with the exploratory and interpretative nature of the study.

Although the qualitative sample is not intended to be statistically representative, it provided meaningful and diverse perspectives that contributed to a richer understanding of the classroom dynamics explored in the research.

3.4.3 Semi-structured Interview

Qualitative data were collected through semi-structured interviews designed to complement the quantitative findings and to explore students' experiences in greater depth. The purpose of the interviews was to gather participants' perceptions and meanings related to foreign language anxiety, classroom participation, and the pedagogical approach implemented during the intervention.

The interview protocol was informed by the conceptual framework presented in Chapter 2, which emphasizes tenderness, care ethics, and affective learning, as well as by the results of the quantitative phase. A semi-structured format was selected to balance consistency and flexibility. Guiding open-ended questions were prepared in advance, while follow-up prompts were used to clarify responses and encourage elaboration, allowing students to express their experiences in their own words.

The interview instrument underwent a process of expert judgment validation (See Appendix C). The interview protocol was reviewed by Professor Macarena Guajardo, an experienced educator and specialist in English language teaching and qualitative research methods. Feedback from this review led to adjustments in wording, sequencing, and clarity of questions, contributing to the content validity of the instrument.

The interview procedure was organized into clearly defined components that structured the interaction in a systematic manner. Ethical procedures, including informed consent from guardians and informed assent from students, were completed prior to data collection and did not form part of the analytic data. Table 5 outlines the structure and components of the interview procedure.

Table 5

Structure of the Semi-Structured Interview Procedure

Process Stage	Component	Description
Ethical Procedures	1	Informed Consent for Guardians
	2	Informed Assent for Students
Interview Interaction	3	General Feelings Toward English Classes
	4	Perceptions of Tenderness and Care in the Classroom
	5	Participation and Interaction in the Classroom
	6	Final Reflections
	7	Closing Remarks and Acknowledgments

Note. Sections 1 and 2 correspond to ethical procedures required for research with minors. Sections 3 to 7 constitute the interview interaction and include open-ended prompts

and closing remarks designed to explore participants' perceptions, experiences, and meanings related to the phenomenon under study.

This structure ensured that all participants addressed the same core topics while preserving the flexibility inherent to semi-structured interviewing.

3.4.4 Data Collection Procedure

Qualitative data collection was carried out after the completion of the quantitative phase in order to further explore the experiences underlying the survey results. Interviews were scheduled in coordination with school authorities to ensure minimal disruption to regular instructional activities. Data collection took place on school premises during regular class hours in a quiet and familiar classroom space. Each participant was interviewed individually by the researcher. The use of a consistent setting and procedure for all interviews aimed to provide comparable conditions across participants and to support students' comfort and emotional safety. Before each interview began, participants were reminded of the voluntary nature of their participation and of their right to decline to answer any question or to withdraw at any time. No identifying information was collected beyond a numerical code assigned to each participant to ensure confidentiality. All interviews were audio-recorded with explicit permission and subsequently transcribed verbatim. Transcriptions (See Appendix D) were reviewed for accuracy and prepared in anonymized format prior to analysis. These steps ensured that the qualitative data were collected and organized in a systematic and ethically responsible manner. Qualitative data collection was carried out following the completion of the quantitative phase in order to capture participants' perspectives and meanings through open-ended questions that emphasized depth of understanding rather than generalization (Creswell, 2014). The interviews were scheduled in coordination with school authorities to ensure minimal disruption to regular instructional activities. Participants were invited to take

part voluntarily, and only those who provided informed assent, with prior consent from their guardians, were included in the qualitative phase.

3.4.5 Data Analysis

The qualitative data were analyzed using thematic analysis, following the six-phase framework proposed by Braun and Clarke (2006). This method was selected because of its flexibility and suitability for identifying patterns of meaning across participants' narratives. Table 6 represents the analytic phases and its corresponding steps of the qualitative data analysis.

Table 6

Qualitative Data Analysis Process

Phases	Steps
I. Familiarization	1. Reading and re-reading transcripts
	2. Annotating emotional cues and notable statements
	3. Generating word clouds to provide an initial overview of recurrent lexical patterns
II. Initial Coding	4. Generating descriptive and interpretive codes
	5. Coding both semantic content and latent meanings
	6. Deductive codes (e.g., affective gestures, teacher emotional support)
	7. Inductive codes (emergent from student language, e.g. having fun)
III. Searching for	8. Grouping codes into potential themes
	9. Noting patterns across responses

Themes	
IV. Reviewing Themes	10. Checking coherence and internal consistency
	11. Refining boundaries and relationships among themes
V. Defining and Naming Themes	12. Writing analytic statements for each theme
	13. Ensuring themes answer the research questions
VI. Producing the Report	14. Integrating themes with quantitative findings

The coding and organization of data were carried out using Atlas.ti qualitative analysis software. In addition to thematic coding, visual tools such as word clouds were generated to support the identification of prominent terms and patterns; however, these tools served only as complementary aids and did not replace the thematic analysis process.

The qualitative analysis remained descriptive and exploratory in nature, aiming to capture participants' perspectives and to provide contextual understanding of the quantitative results rather than to produce generalizable claims.

3.4.6 Trustworthiness of the Qualitative Analysis

Because the qualitative component uses thematic analysis, establishing trustworthiness is essential. Following Braun and Clarke (2006), thematic analysis requires transparency, systematic coding procedures, and clear documentation of analytic decisions. In this research, credibility was supported primarily through the development and use of a structured codebook. The codebook (See Appendix E) included clear definitions for each code, criteria for their application, and illustrative examples drawn from the data, which

contributed to consistency throughout the coding process. The use of a detailed codebook allowed the analysis to be conducted in a transparent and organized manner, ensuring that interpretations were grounded in participants' responses and providing a coherent and rigorous framework for analyzing the qualitative data.

3.5 Triangulation of Quantitative and Qualitative Findings

Triangulation represents the sole strategy used in this study to relate quantitative and qualitative findings. In contrast to broader mixed-methods integration approaches that connect or build one methodological strand upon another, triangulation in this research is intentionally limited to the interpretation stage. Its primary purpose is to compare, contrast, and corroborate evidence obtained through different methods in order to strengthen the credibility and robustness of the findings.

According to Creswell (2014), triangulation involves examining whether results derived from different data sources converge, diverge, or complement one another when addressing the same research question. In this study, triangulation is applied by placing the quantitative results from the pre- and post-administration of the Foreign Language Classroom Anxiety Scale (FLCAS) in dialogue with qualitative themes emerging from face-to-face semi-structured interviews.

The triangulation process focuses on three interpretive relationships:

- **Convergence**, where qualitative findings support or reinforce quantitative trends (e.g., reductions in reported anxiety aligning with students' narratives of increased emotional safety).
- **Divergence**, where qualitative accounts complicate, nuance, or challenge numerical patterns.
- **Complementarity**, where qualitative data expand understanding by revealing dimensions of experience not captured by statistical measures.

Both quantitative and qualitative strands were analyzed independently using methods appropriate to each approach. No phase was designed to determine the sampling, construction, or procedures of the other. Instead, triangulation occurred exclusively during the discussion and interpretation of results, where findings from both strands were examined side by side in relation to the research question.

By limiting integration to triangulation at the interpretive level, the study maintains methodological clarity while benefiting from the complementary strengths of quantitative and qualitative evidence. This approach aligns with the explanatory aim of the research and ensures coherence between the study's design, analysis, and epistemological framework.

3.6 Validity Considerations

3.6.1 Internal Validity

Internal validity concerns the extent to which observed differences between the pre-test and post-test can be attributed to the tenderness-based pedagogical intervention rather than to extraneous variables. As Creswell and Plano-Clark (2018) explain, studies using a one-group pretest–posttest structure must account for potential threats such as history, maturation, and testing effects. Although within-subject designs inherently reduce variability across participants and eliminate selection differences, these threats remain relevant.

To mitigate such risks, this study maintains consistent testing conditions, including identical instructions, timing, and classroom environment, across both testing sessions, which aligns with Creswell's (2014) recommendation for controlling procedural variables in quasi-experimental designs. Additionally, when feasible, intervention fidelity will be documented through lesson plans that were reviewed by two professionals: the supervising teacher at the school where the research was conducted and the supervising professor at the university of the researcher. This type of fidelity documentation helps ensure that the intervention was delivered consistently and strengthens causal inferences (Creswell & Plano-Clark, 2018). Lesson plans can be found in Annex number.

3.6.2 External Validity

External validity refers to the extent to which findings may be transferable to other educational contexts. Creswell (2014) emphasizes that qualitative and mixed-methods studies do not aim for statistical generalizability, but rather for analytic generalization based on transparency and contextual clarity. In this study, transferability is supported through a clear description of the school setting, the characteristics of the seventh-grade classroom, and the Chilean educational context in which the intervention was implemented.

Although the sample is not statistically representative since it involves an intact classroom from a single-gender Catholic school, the explicit description of participants, procedures, and instructional conditions allows readers to assess the potential relevance of the findings for similar ELT contexts. This approach aligns with Creswell (2014) view that transferability in qualitative and mixed-methods research relies on methodological transparency rather than broad generalization.

3.7 Ethical Considerations

The study follows ethical guidelines for research with minors, consistent with Creswell's (2014) emphasis on respect, beneficence, and justice.

3.7.1 Informed Consent and Assent

Participation requires:

- Written informed consent from parents or legal guardians for both quantitative (see Annex number) and qualitative (see Annex number) components.
- Written assent from students, acknowledging voluntary participation (see Annex number)
- Students and guardians will be clearly informed that participation—or non-participation—will not affect academic evaluation or classroom standing.

3.7.2 Confidentiality and Anonymity

Consistent with Creswell and Plano-Clark (2018) recommendations for ethical data handling, the study ensures confidentiality through the use of anonymized ID codes in quantitative and qualitative data.

3.7.3 Data Management

Data will be securely stored following institutional guidelines, with retention limits and controlled access. Only the researcher and academic supervisor will have access to raw data.

3.7.4 Emotional and Psychological Safety

Given the affective nature of the study, students may discuss anxiety, emotional safety, or interpersonal relationships. In line with ethical practices described by Creswell (2014), the researcher will:

- Monitor for signs of discomfort,
- Remind participants of their right to skip questions or withdraw, and
- Provide supportive, non-judgmental spaces for participation.

Chapter 4: Data Analysis

This chapter presents the procedures used to analyze the quantitative and qualitative data collected in the study. Quantitative data were analyzed using a pre–post descriptive approach in order to examine changes in students’ levels of foreign language anxiety following the implementation of the pedagogical intervention. The analysis focused on complete cases only, ensuring consistency across measurement points. Descriptive statistics, including means and standard deviations, were calculated and supported through graphical visualizations to facilitate interpretation of overall trends and item-level patterns. Qualitative data were analyzed separately through thematic analysis to explore students’ lived experiences and perceptions. Finally, findings from both strands were brought into dialogue through triangulation at the interpretation stage to enhance the credibility and depth of the results.

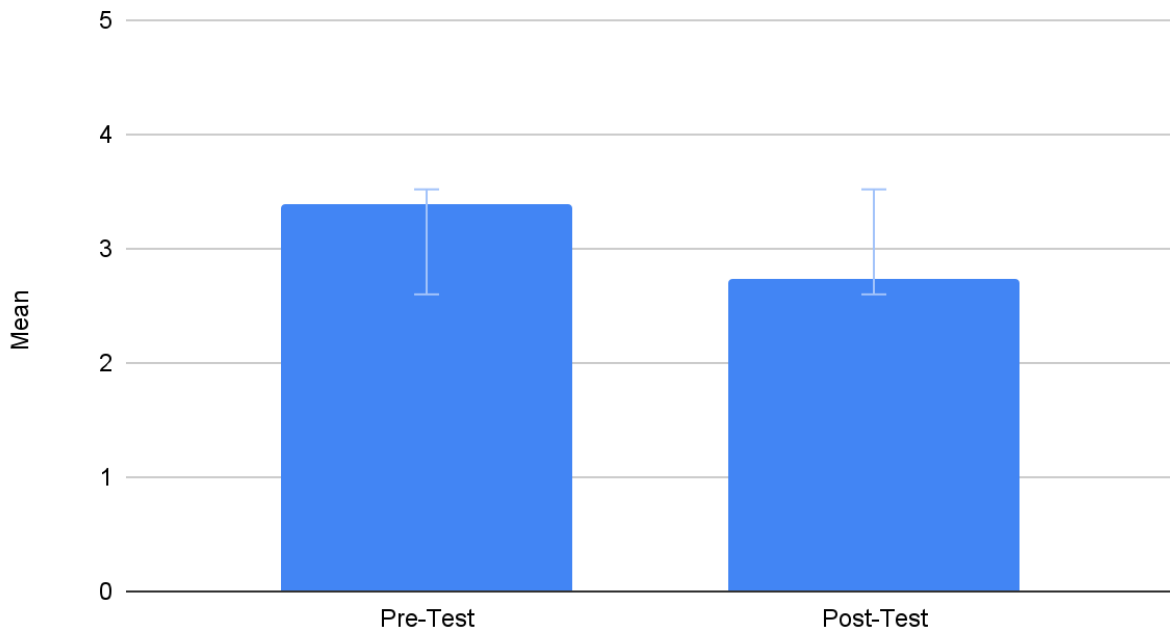
4.1 Quantitative Data Analysis

4.1.1 Overall Trends in Foreign Language Anxiety: Comparison of Overall Mean Scores and Standard Deviations

Prior to analysis, positively worded items in the FLCAS were reverse coded so that higher mean scores consistently represented higher levels of foreign language anxiety. Overall mean scores and standard deviations were then calculated for the pre- and post-test administrations. Higher mean scores indicate higher levels of anxiety, whereas lower scores reflect reduced anxiety. Figure 1 presents a comparison of these overall scores, providing a global overview of changes in foreign language anxiety following the pedagogical intervention. The analysis focuses on group-level trends rather than individual change, in keeping with the exploratory nature of the study.

Figure 1

Comparison of Pre- and Post-Test: Mean Scores and Standard Deviations



As shown in Figure 1, the mean FLCAS score, at the pre-test stage, was 3.38 (SD = 0.77), indicating a moderate level of dispersion around the group average. In the post-test, the mean score decreased to 2.73, while the standard deviation increased to 0.95, reflecting greater variability in students' responses at the second measurement point. As illustrated in Figure 1, this pattern suggests a reduction in overall foreign language anxiety at the group level, accompanied by a wider dispersion of individual scores following the intervention.

The error bars visually represent this variability, indicating that although average anxiety levels were lower in the post-test, students' responses were more heterogeneous. Overall, this graphical representation summarizes group-level differences between the pre-test and post-test administrations and provides a quantitative overview of changes in foreign language anxiety across the classroom. These findings offer a statistical context for the qualitative analysis that follows, which seeks to further explore students' reported experiences and perceptions underlying these group-level patterns.

The analysis of overall trends highlights changes in foreign language anxiety at the group level; however, these aggregate patterns do not capture the specific classroom experiences reflected in individual FLCAS items. To better understand which aspects of the classroom experience contributed most strongly to these patterns. The next section therefore focuses on item-level mean comparisons across the questionnaire.

4.1.2 Item-Level Mean Comparisons Across FLCAS Items

Figure 2 presents a comparison of mean scores for each of the 33 FLCAS items across the pre-test and post-test administrations. This item-level visualization allows for a more detailed examination of how different dimensions of foreign language anxiety evolved following the pedagogical intervention, complementing the overall trends described in the previous section.

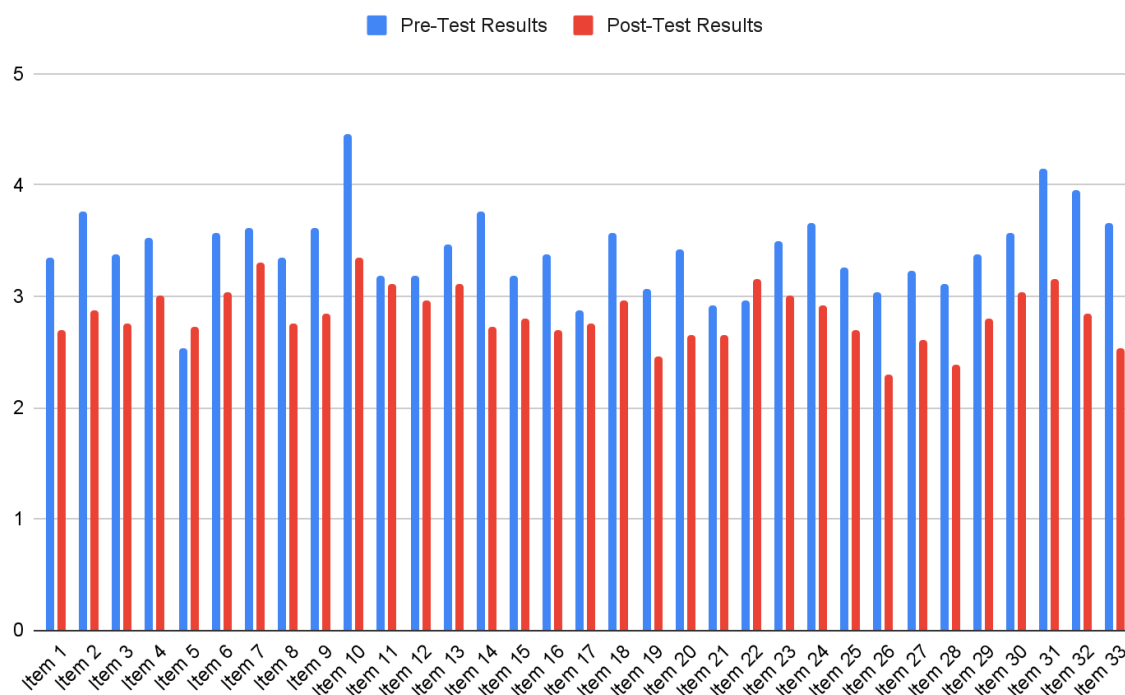
Across most items, mean scores in the post-test are lower than those observed in the pre-test, indicating a general downward shift in anxiety-related responses at the item level. This pattern suggests that the overall reduction in foreign language anxiety identified in the aggregate analysis was not driven by a single item, but rather reflected changes distributed across multiple aspects of the scale. Items related to classroom participation, confidence when speaking, and emotional comfort in English lessons show particularly noticeable decreases in mean scores, contributing to the overall group-level trend.

However, the magnitude of change varies across items. While some items display relatively marked differences between pre-test and post-test means, others show more modest shifts, and a small number of items remain relatively stable across administrations. This variability highlights the multidimensional nature of foreign language anxiety and suggests that different facets of the construct may respond differently to pedagogical interventions centered on care, relational continuity, and emotional safety.

Importantly, the item-level comparison reinforces the descriptive nature of the analysis. Rather than isolating individual items for causal interpretation, the focus remains on identifying patterns of consistency and variation across the scale as a whole. In this sense, Figure 2 functions as an intermediate analytic step between the overall group-level trends and the more detailed examination of individual item response patterns presented in the following section.

Figure 2

Item-Level Mean Score Differences Between Pre-test and Post-test Administrations



While the comparison of item-level mean scores provides a descriptive summary of central tendencies across the FLCAS, these averages do not capture how individual responses were distributed within each item. To further explore these patterns, the following subsection examines item-level response distributions through individual pre-test and post-test graphs. This approach allows for a more detailed descriptive visualization of response patterns across measurement points, complementing the mean-based comparisons presented above.

4.1.3 Item-Level Response Patterns Across Test Administrations

This subsection presents a descriptive analysis of item-level response patterns across the pre-test and post-test administrations of the FLCAS. Unlike the previous section, which focused on mean score comparisons, this analysis examines frequency distributions to illustrate how students' responses were distributed across the Likert scale at both measurement

points. A total of 66 graphs were generated for the 33 items in each administration. The visualizations indicate that many items show a shift toward lower anxiety-related responses in the post-test, often with greater variability, while other items remain relatively stable. These graphs are intended to provide a descriptive representation of response patterns rather than to evaluate statistical significance.

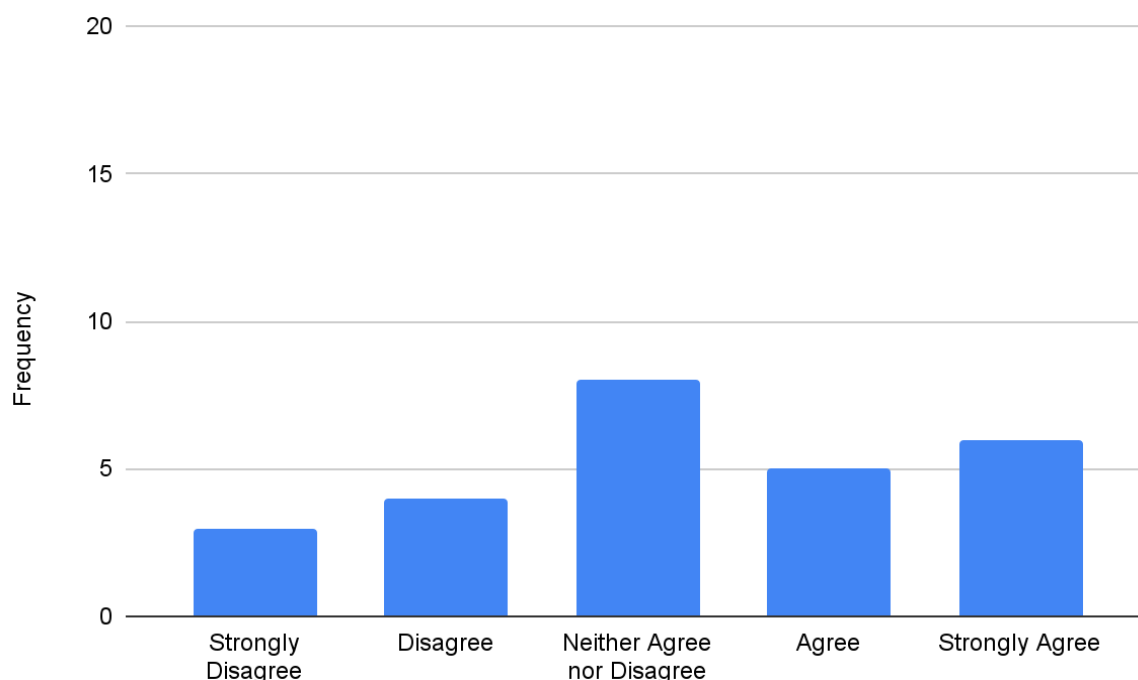
4.1.3.1 Pre-Test Analysis

Figure 3 presents the frequency distribution of responses for Item 1 in the FLCAS Pre-Test. Three students (11.5%) selected “**Strongly Disagree**”, representing the lowest frequency option. Four students (15.4%) selected “**Disagree**”. Eight students (30.8%) selected “**Neither Agree nor Disagree**”, representing the highest preference. Five students (19.2%) selected “**Agree**”, and six students (23.1%) selected “**Strongly Agree**”.

Overall, responses were distributed across all categories of the Likert scale, with a slight concentration around neutral and agreement options.

Figure 3

Frequency Distribution for FLCAS Item 1 (Pre-Test)



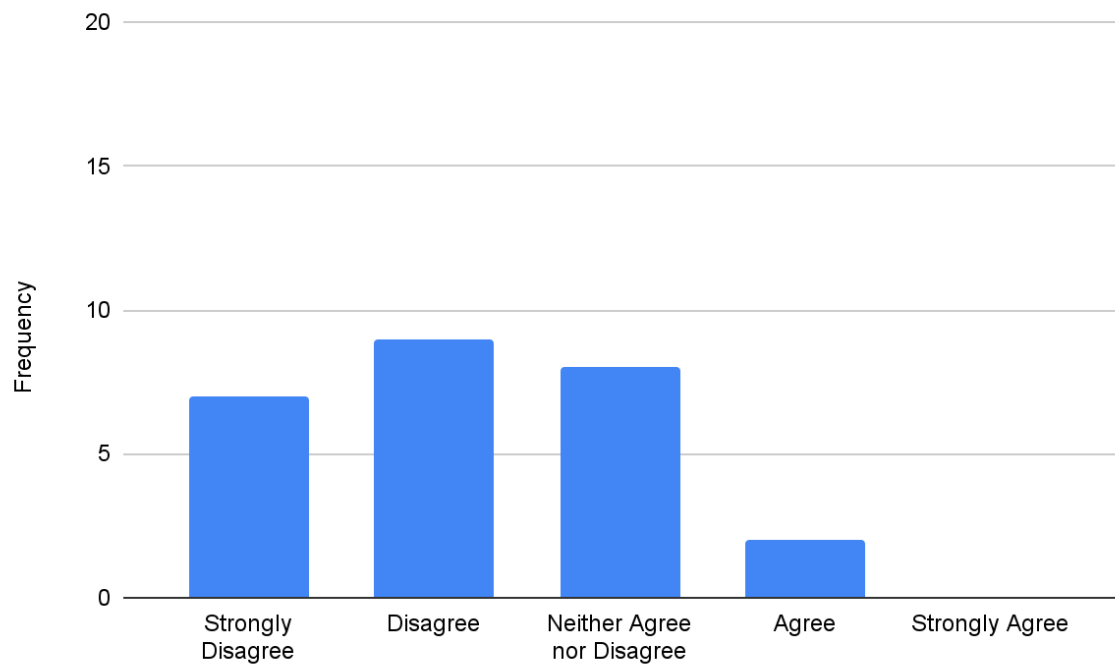
Note. Item 1 (Pre-Test): “Nunca me siento completamente segura de mí misma cuando hablo en la clase de inglés” [I never feel completely confident when I speak in English class]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 4 presents the frequency distribution of responses for Item 2 in the FLCAS Pre-Test. Seven students (26.9%) selected “**Strongly Disagree**”. The highest preference was “**Disagree**”, endorsed by nine students (34.6%). Eight students (30.8%) selected “**Neither Agree nor Disagree**”. The category “**Agree**” was selected by two students (7.7%), while no students selected “**Strongly Agree**”, making it the lowest frequency option.

In general, these frequencies indicate that responses were primarily concentrated in the lower and neutral categories of the Likert scale.

Figure 4

Frequency Distribution for FLCAS Item 2 (Pre-Test)



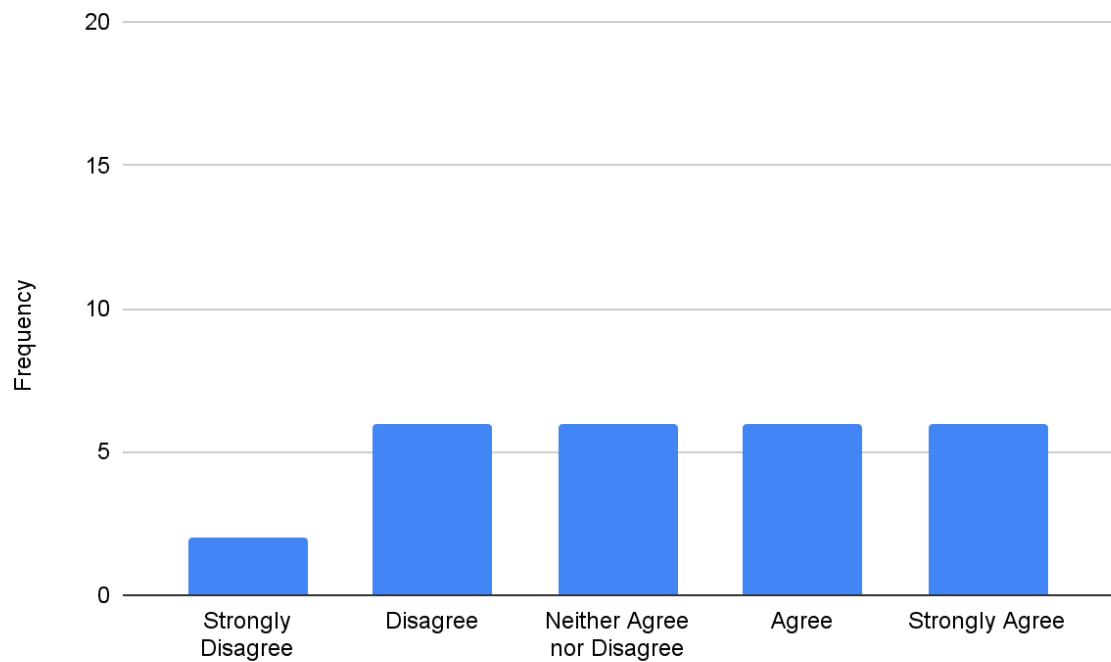
Note. Item 2 (Pre-Test): “No me preocupo por cometer errores en la clase de inglés” [I don't worry about making mistakes in English class]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 5 presents the frequency distribution of responses for Item 3 in the FLCAS Pre-Test. On one hand, two students (7.7%) selected “**Strongly Disagree**”, representing the lowest frequency. On the other hand, “**Disagree**”, “**Neither Agree nor Disagree**”, “**Agree**” and “**Strongly Agree**” showed identical replies, each being reported by six students (23.1%).

Taken together, frequency responses were evenly distributed across most Likert-scale categories, indicating a wide range of perceptions regarding this statement.

Figure 5

Frequency Distribution for FLCAS Item 3 (Pre-Test)



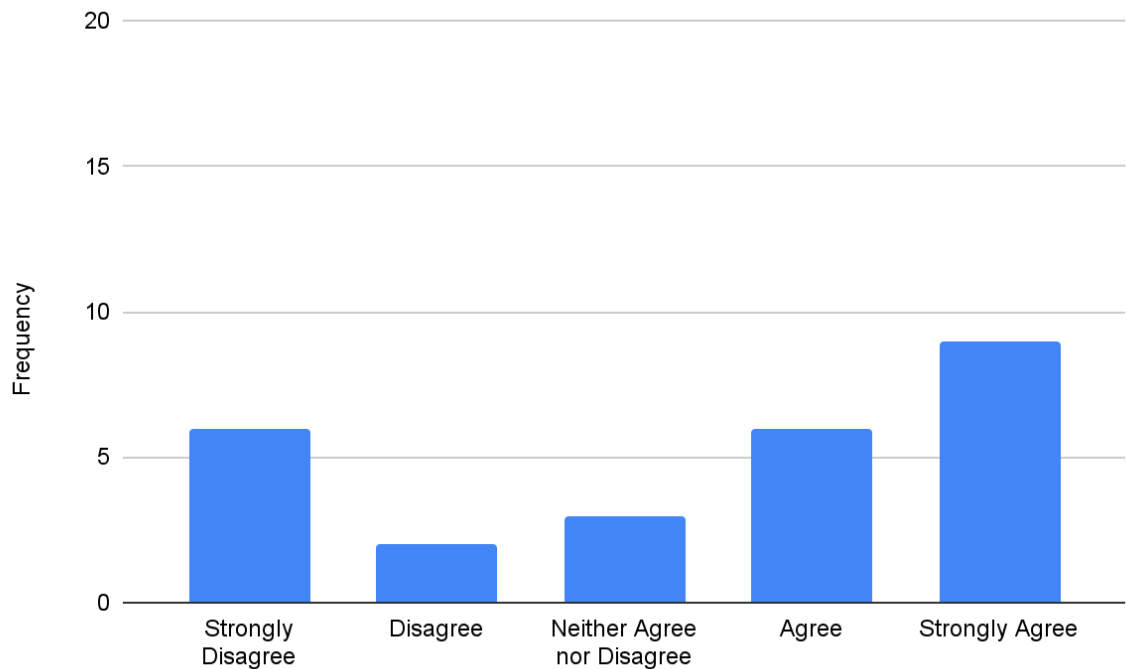
Note. Item 3 (Pre-Test): “Tiemblo cuando sé que la profesora me va a llamar a participar en la clase” [I tremble when I know the teacher is going to call on me to participate in class.] The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 6 presents the frequency distribution of responses for Item 4 in the FLCAS Pre-Test. Six students (23.1%) selected “**Strongly Disagree**”. Two students (7.7%) selected “**Disagree**”, representing the lowest preference. Three students (11.5%) selected “**Neither Agree nor Disagree**”. Six students (23.1%) selected “**Agree**”. Nine students (34.6%) selected the response option “**Strongly Agree**”, representing the highest concentration.

In general, the responses indicate a tendency toward higher levels of endorsement rather than rejection of the item.

Figure 6

Frequency Distribution for FLCAS Item 4 (Pre-Test)



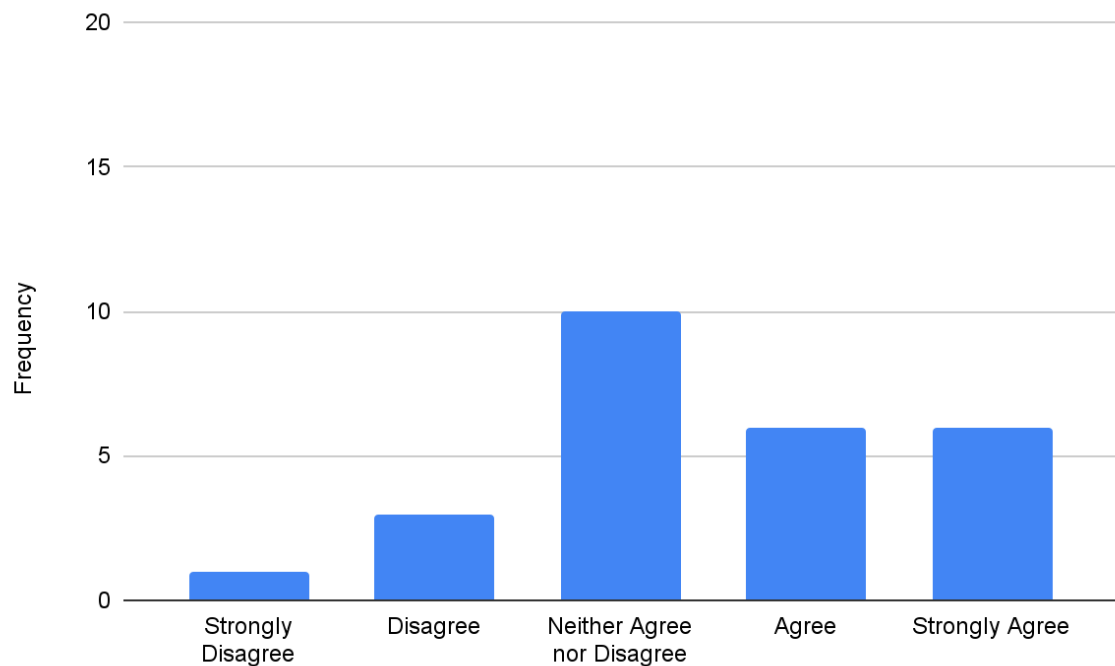
Note. Item 4 (Pre-Test): “Me asusta no entender lo que la profesora está diciendo en inglés” [It scares me that I don't understand what the teacher is saying in English]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 7 presents the frequency distribution of responses for Item 5 in the FLCAS Pre-Test. One student (3.8%) selected “**Strongly Disagree**”. Three students (11.5%) selected “**Disagree**”. Ten students (38.5%) selected “**Neither Agree nor Disagree**”, representing the highest preference. Both “**Agree**” and “**Strongly Agree**” showed identical response frequencies, each endorsed by six students (23.1%).

Overall, responses were primarily concentrated around the neutral and agreement options, with relatively few students expressing strong disagreement.

Figure 7

Frequency Distribution for FLCAS Item 5 (Pre-Test)



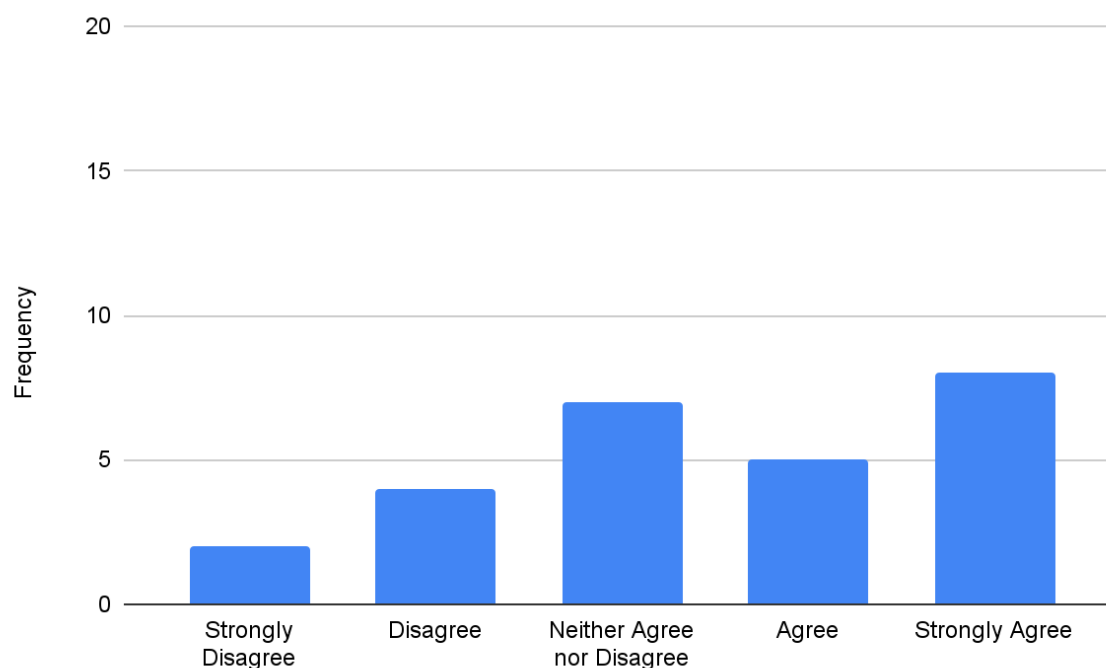
Note. Item 5 (Pre-Test): “No me molestaría para nada tomar más clases de inglés” [I wouldn't mind taking more English classes at all]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 8 presents the frequency distribution of responses for Item 6 in the FLCAS Pre-Test. Two students (7.7%) selected “**Strongly Disagree**”, being the lowest frequency. Four students (15.4%) selected “**Disagree**”. Seven students (26.9%) selected “**Neither Agree nor Disagree**”. Five students (19.2%) selected “**Agree**”. The most frequent response was “**Strongly Agree**”, endorsed by eight students (30.8%).

Overall, responses tended to cluster around the neutral and agreement categories.

Figure 8

Frequency Distribution for FLCAS Item 6 (Pre-Test)



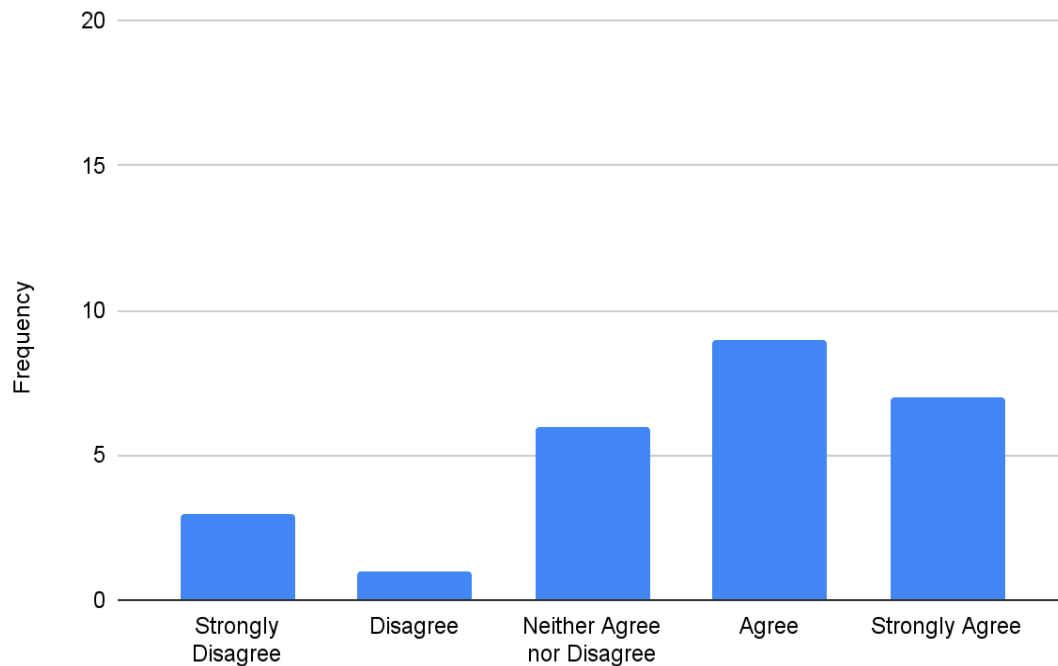
Note. Item 6 (Pre-Test): “Durante la clase, me doy cuenta que pienso en cosas que no tienen nada que ver con inglés” [During class, I realize that I think about things that have nothing to do with English]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 9 presents the frequency distribution of responses for Item 7 in the FLCAS Pre-Test. Three students (11.5%) selected “**Strongly Disagree**”, being the least frequency. One student (3.8%) selected “**Disagree**”. Six students (23.1%) selected “**Neither Agree nor Disagree**”. The highest preference was “**Agree**”, endorsed by nine students (34.6%). Finally, seven students (26.9%) selected “**Strongly Agree**”.

Taken together, these responses were predominantly concentrated in the agreement categories, indicating a general tendency toward agreement with the statement.

Figure 9

Frequency Distribution for FLCAS Item 7 (Pre-Test)



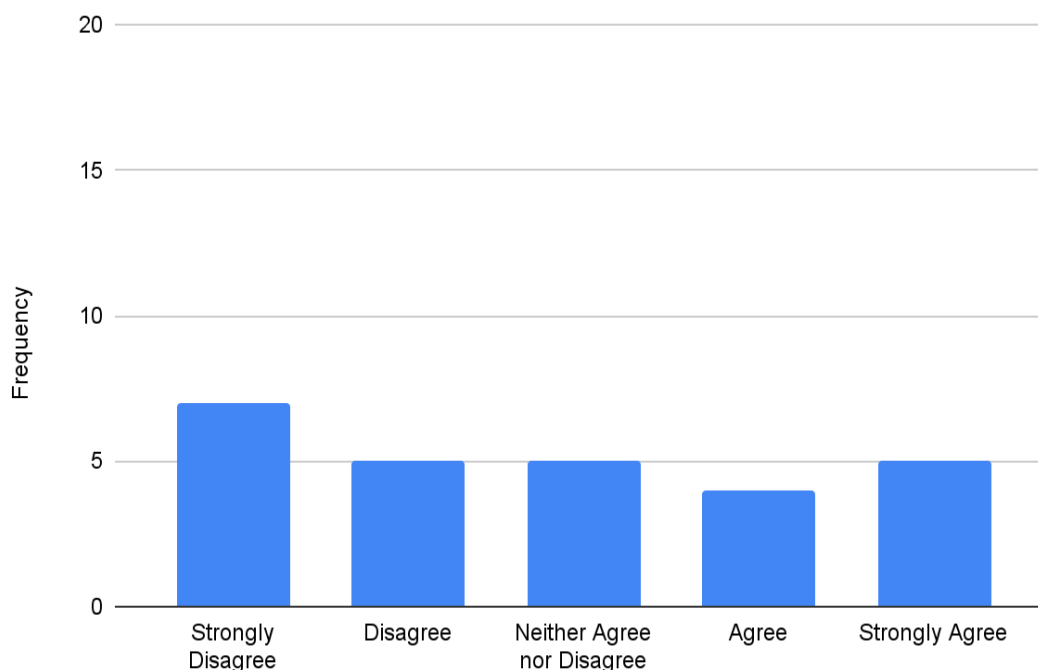
Note. Item 7 (Pre-Test): “Pienso que mis compañeras son mejores en inglés que yo” [I think my classmates are better at English than I am]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 10 presents the frequency distribution of responses for Item 8 in the FLCAS Pre-Test. Seven students (26.9%) selected “**Strongly Disagree**”, being the highest preference. Both “**Disagree**” and “**Neither Agree nor Disagree**” were each selected by five students (19.2%). “**Agree**” was selected by four students (15.4%). Furthermore, five students (19.2%) also selected “**Strongly Agree**”.

Overall, responses were relatively evenly distributed across categories, with a slight concentration in the disagreement options.

Figure 10

Frequency Distribution for FLCAS Item 8 (Pre-Test)



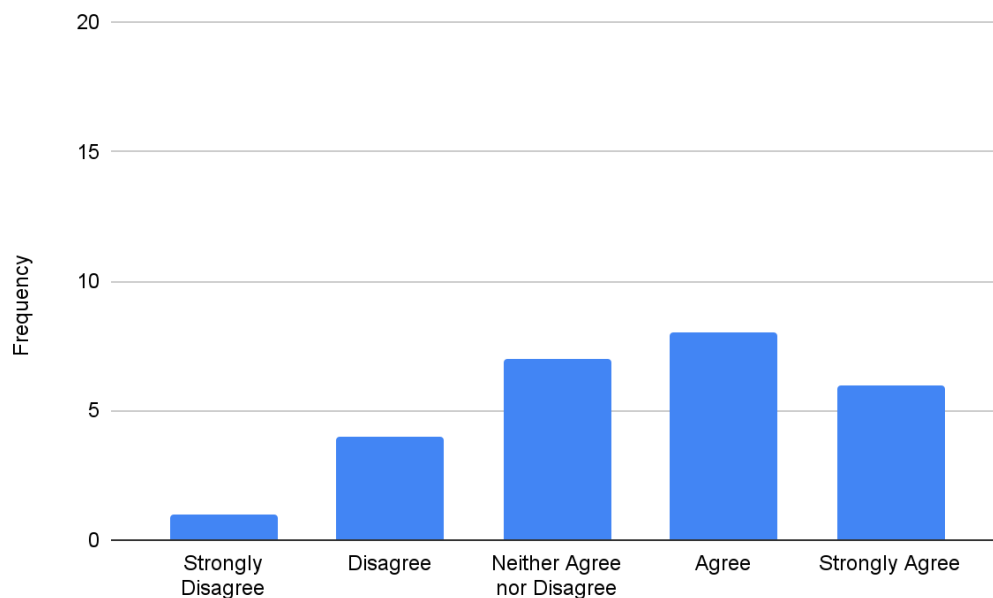
Note. Item 8 (Pre-Test): “Generalmente me siento tranquila durante las pruebas en inglés” [I usually feel calm during English tests]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 11 presents the frequency distribution of responses for Item 9 in the FLCAS Pre-Test. One student (3.8%) selected “**Strongly Disagree**”, being the least preferred. Four students (15.4%) selected “**Disagree**”. Seven students (26.9%) selected “**Neither Agree nor Disagree**”. Eight students (30.8%) selected “**Agree**”, representing the highest frequency. “**Strongly Agree**” was selected by six students (23.1%).

In general, responses were primarily concentrated in the agreement and neutral categories, indicating a general tendency toward agreement with the statement.

Figure 11

Frequency Distribution for FLCAS Item 9 (Pre-Test)



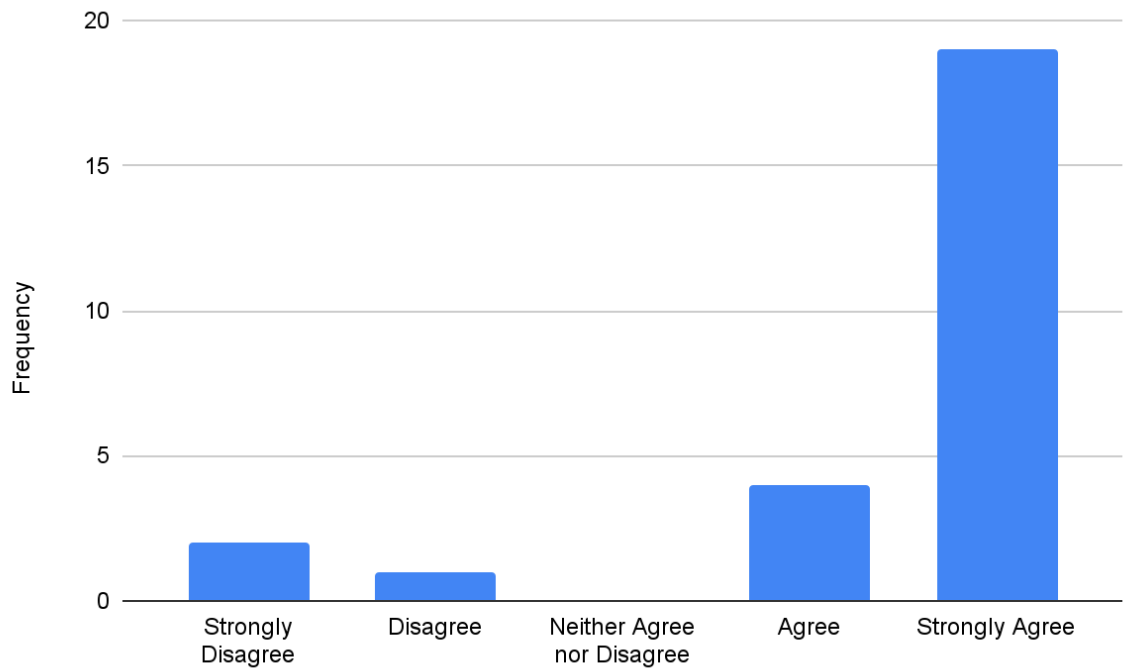
Note. Item 9 (Pre-Test): “Empiezo a entrar en pánico cuando tengo que hablar sin preparación en la clase de idioma” [I start to panic when I have to speak without preparation in language class]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 12 presents the frequency distribution of responses for Item 10 in the FLCAS Pre-Test. Two students (7.7%) selected “**Strongly Disagree**”. One student (3.8%) selected “**Disagree**”. No student selected the option “**Neither Agree nor Disagree**”, being the lowest frequency. Four students (15.4%) selected “**Agree**”. Finally, “**Strongly Agree**” was by far the most selected option, supported by 19 students (73.1%).

Overall, responses were largely concentrated in the Strongly Agree category, indicating a clear tendency to strongly agree with the statement.

Figure 12

Frequency Distribution for FLCAS Item 10 (Pre-Test)



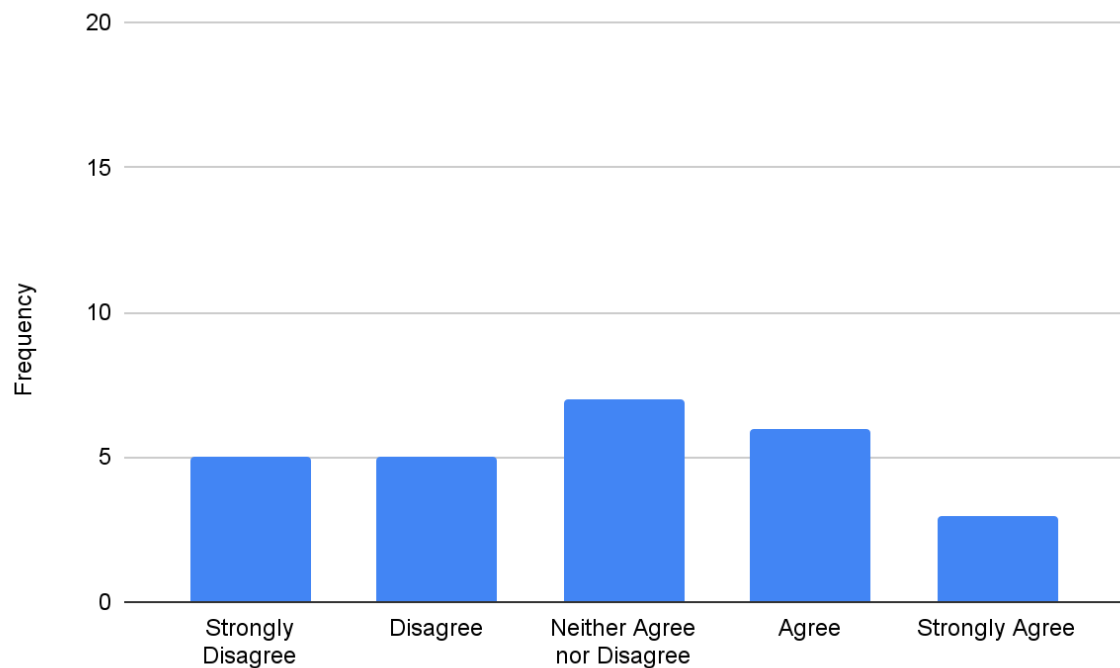
Note. Item 10 (Pre-Test): “Me preocupan las consecuencias de tener un promedio rojo en inglés” [I am concerned about the consequences of having a failing grade in English]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 13 presents the frequency distribution of responses for Item 11 in the FLCAS Pre-Test. “**Strongly Disagree**” and “**Disagree**” show identical replies, each endorsed by five students (19.2%). The most frequently selected category was “**Neither Agree nor Disagree**”, endorsed by seven students (26.9%). The option “**Agree**” was selected by six students (23.1%). The lowest frequency corresponded to “**Strongly Agree**”, which was selected by three students (11.5%).

In general, responses were relatively evenly distributed across categories, with a slight concentration around the neutral option.

Figure 13

Frequency Distribution for FLCAS Item 11 (Pre-Test)



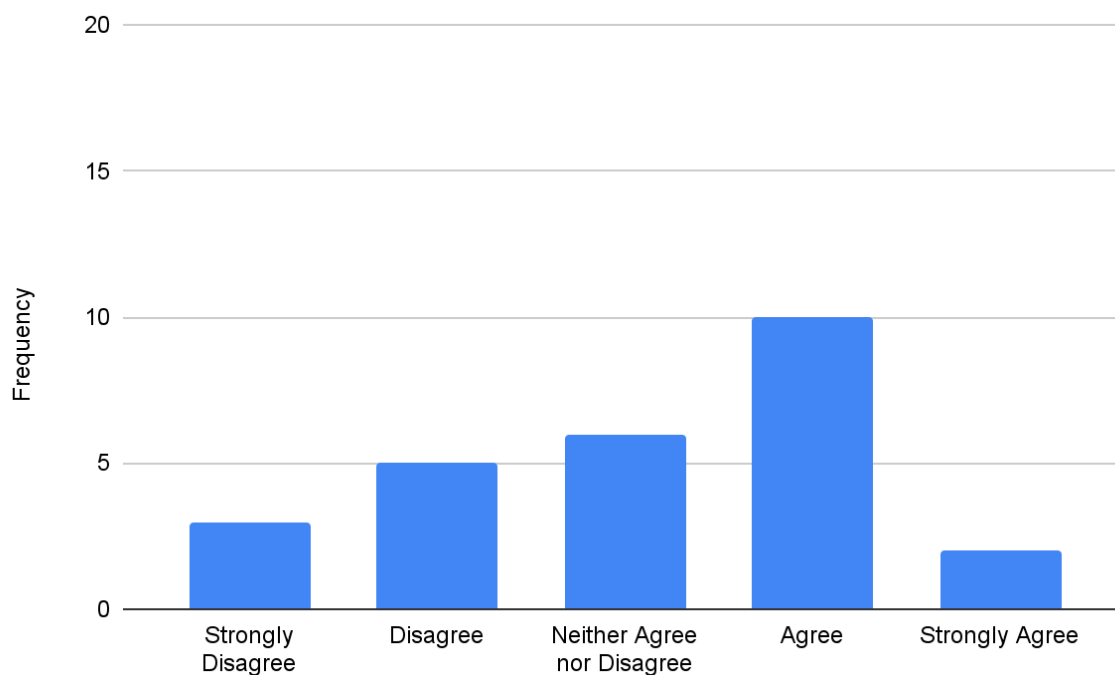
Note. Item 11 (Pre-Test): “No entiendo por qué algunas personas se ponen tan nerviosas con el inglés” [I don't understand why some people get so nervous about English]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 14 presents the frequency distribution of responses for Item 12 in the f FLCAS Pre-Test. Three students (11.5%) selected “**Strongly Disagree**”, being one of the two lowest frequencies. Five students (19.2%) selected “**Disagree**”. Six students (23.1%) selected “**Neither Agree nor Disagree**”. Ten students (38.5%) selected “**Agree**”, representing the highest preference. Finally, “**Strongly Agree**” was selected by three students (7.7%), being the second lowest reply.

In general, responses were primarily concentrated in the agreement and neutral categories, with the highest proportion of students indicating agreement with the statement.

Figure 14

Frequency Distribution for FLCAS Item 12 (Pre-Test)



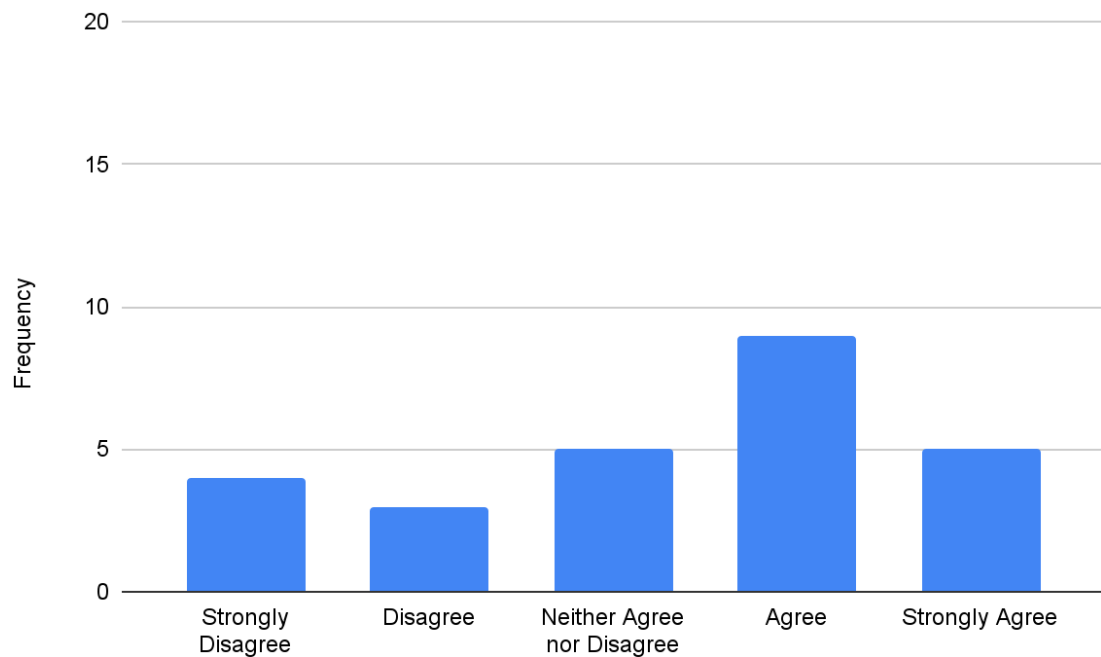
Note. Item 12 (Pre-Test): “En la clase de inglés, puedo ponerme tan nerviosa que olvido cosas que sé” [In the English class, I can get so nervous that I forget things I know]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 15 presents the frequency distribution of responses for Item 13 in the FLCAS Pre-Test. Four students (15.4%) selected “**Strongly Disagree**”. Three students (11,5%) selected “**Disagree**”, being the lowest frequency. Five students (19.2%) marked the option “**Neither Agree nor Disagree**”. Nine students (34.6%) selected “**Agree**”, representing the highest preference. Finally, six students (19,2%) selected the category option “**Strongly Agree**”.

Taken together, these responses were mainly concentrated in the agreement categories, indicating a general tendency toward agreement with the statement.

Figure 15

Frequency Distribution for FLCAS Item 13 (Pre-Test)



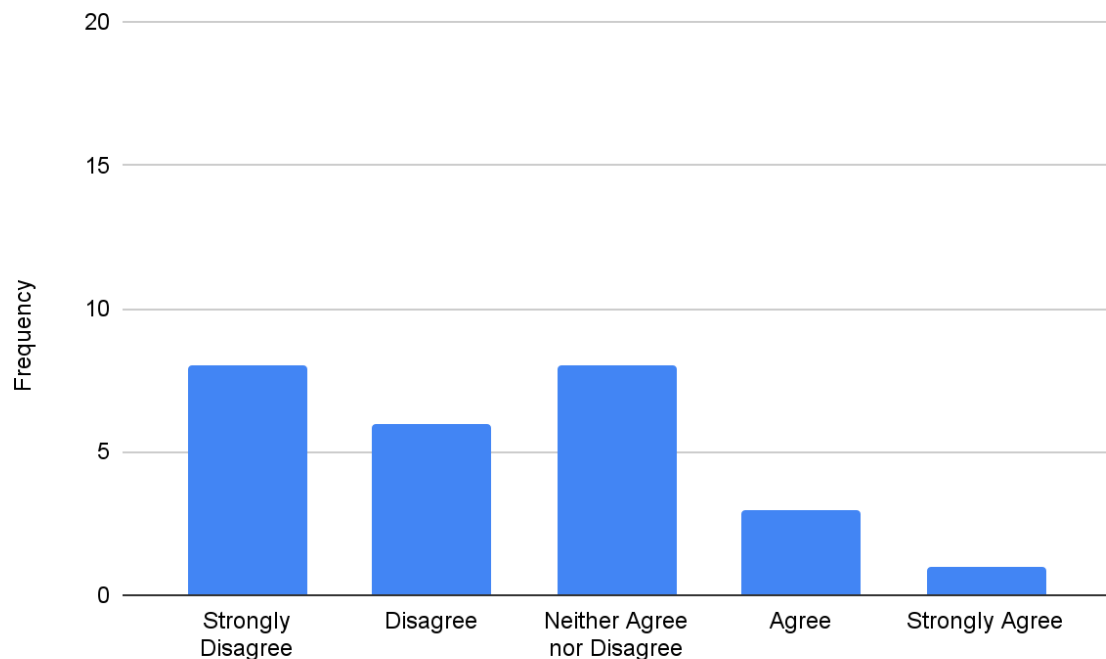
Note. Item 13 (Pre-Test): “Me da vergüenza ofrecer respuestas voluntariamente en la clase de inglés” [I feel embarrassed to volunteer answers in English class]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 16 presents the frequency distribution of responses for Item 14 in the FLCAS Pre-Test. Nine students (30.8%) selected “**Strongly Disagree**”, representing the highest preference. Six students (23.1%) selected “**Disagree**”. Eight students (30.8%) selected the option “**Neither Agree nor Disagree**”. Three students (11.5%) selected “**Agree**”. Only one student (3.8%) selected the category option “**Strongly Agree**”, being the lowest frequency.

In general, responses were primarily concentrated in the disagreement and neutral categories, with relatively few students indicating agreement with the statement.

Figure 16

Frequency Distribution for FLCAS Item 14 (Pre-Test)



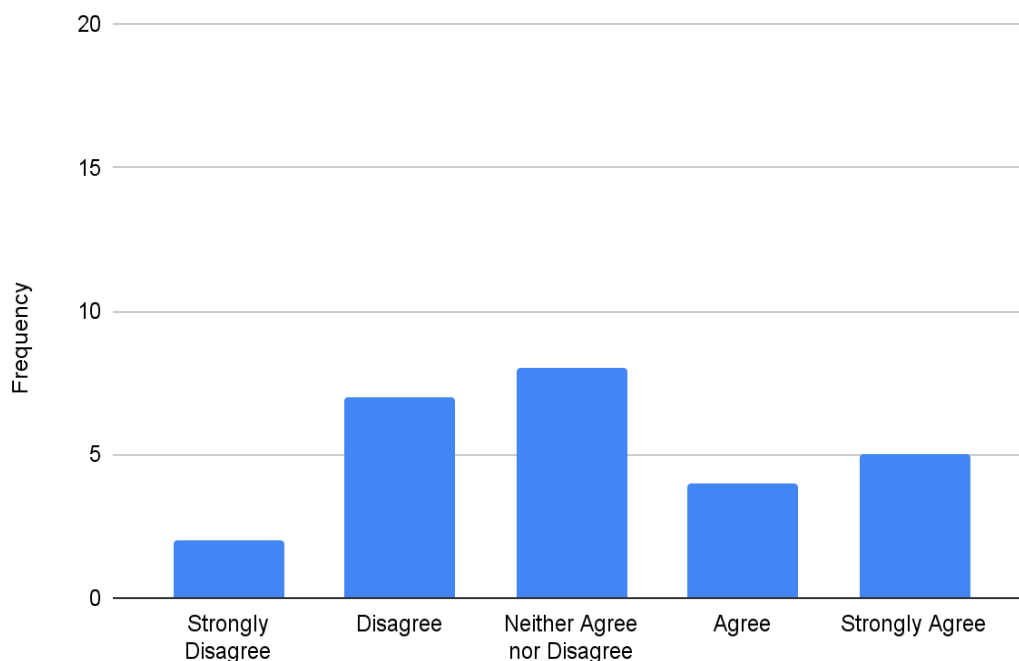
Note. Item 14 (Pre-Test): “No me sentiría nerviosa al hablar en inglés con hablantes nativos” [I wouldn't feel nervous speaking English with native speakers]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 17 presents the frequency distribution of responses for Item 15 in the FLCAS Pre-Test. The lowest preference was the option “**Strongly Disagree**”, supported by two students (7,7%). Seven students (26.9%) selected “**Disagree**”. The highest preference was the category “**Neither Agree nor Disagree**”, endorsed by eight students (30.8%). Four students (15.4%) selected “**Agree**”, and six students (19,2%) selected the response “**Strongly Agree**”.

Overall, responses were distributed across categories, with a slight concentration around the neutral and disagreement options.

Figure 17

Frequency Distribution for FLCAS Item 15 (Pre-Test)



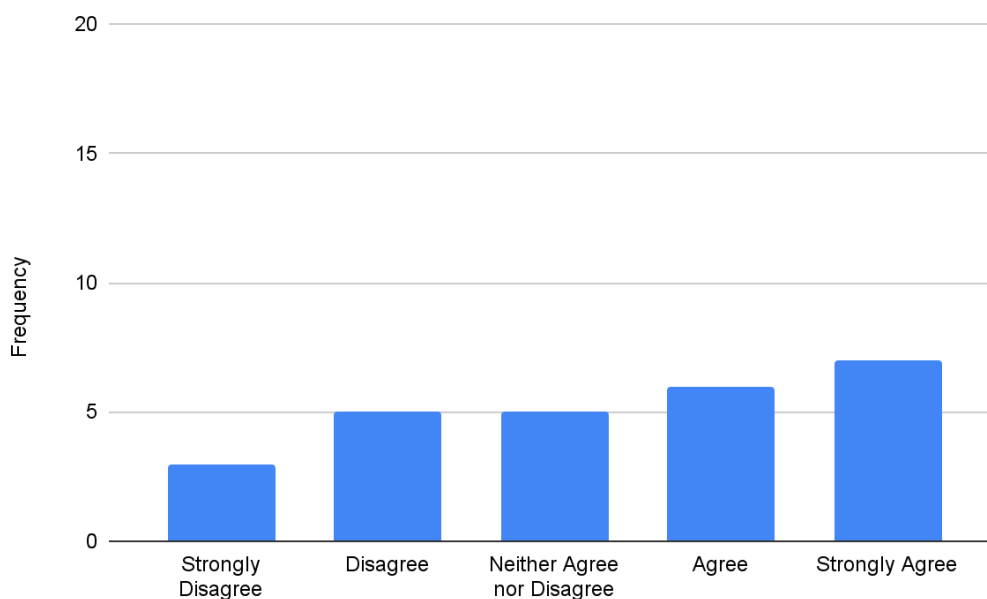
Note. Item 15 (Pre-Test): “Me molesta cuando no entiendo lo que la profesora está corrigiendo” [It bothers me when I don't understand what the teacher is correcting]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 18 presents the frequency distribution of responses for Item 16 in the FLCAS Pre-Test. Three students (11.5%) selected “**Strongly Disagree**”, representing the lowest preference. The categories “**Disagree**” and “**Neither Agree nor Disagree**” have identical responses, each endorsed by five students (19.2%). Furthermore, six students (23.1%) selected the option “**Agree**”. The most frequently selected category was “**Strongly Agree**”, supported by seven students (26.9%).

Taken together, these responses were relatively evenly distributed across categories, with a slight concentration in the agreement options.

Figure 18

Frequency Distribution for FLCAS Item 16 (Pre-Test)



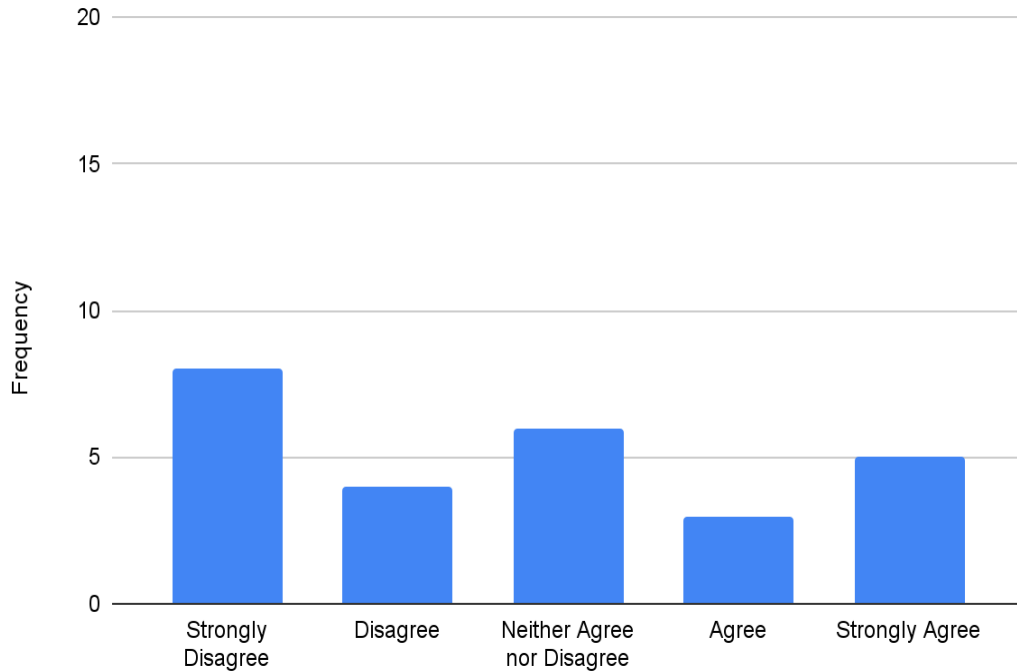
Note. Item 16 (Pre-Test): “Incluso si estoy bien preparada para la clase de inglés, me siento ansiosa” [Even if I am well prepared for English class, I feel anxious]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 19 presents the frequency distribution of responses for Item 17 in the FLCAS Pre-Test. Eight students (30.8%) selected “**Strongly Disagree**”, representing the highest preference. Four students (15.4%) selected the option answer “**Disagree**”. Six students (23.1%) selected the option “**Neither Agree nor Disagree**”. The lowest preference was the category “**Agree**”, endorsed by three students (11.5%). Finally, “**Strongly Agree**” was selected by five students (19,2%).

Overall, responses were distributed across all categories, with a slight concentration in the Strongly Disagree option.

Figure 19

Frequency Distribution for FLCAS Item 17 (Pre-Test)



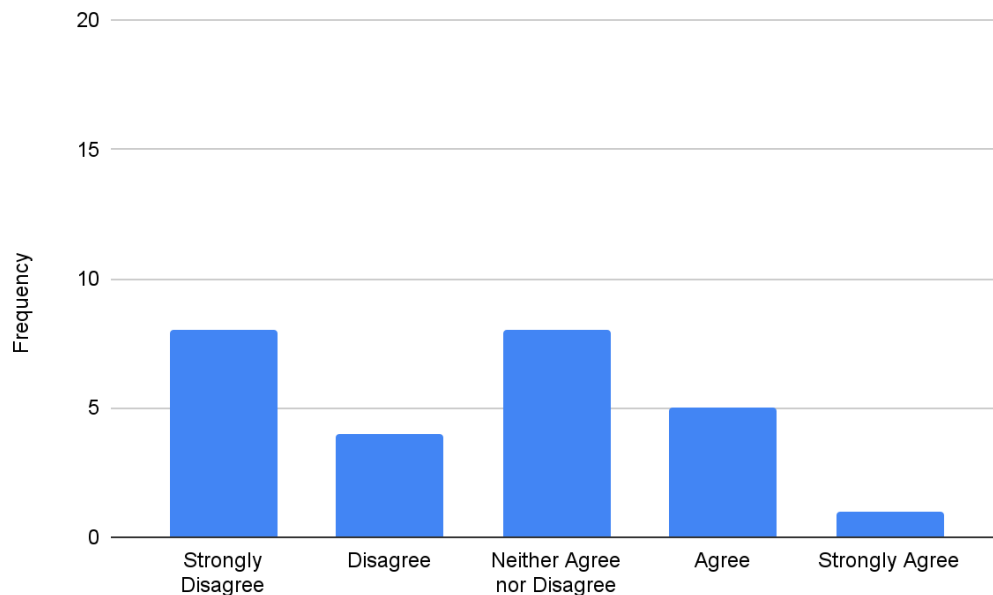
Note. Item 17 (Pre-Test): “A menudo tengo ganas de no ir a la clase de inglés” [I often feel like not going to English class]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 20 presents the frequency distribution of responses for Item 18 in the FLCAS Pre-Test. The category “**Strongly Disagree**” was one of the two most frequently selected options, endorsed by eight students (30.8%). Four students (15.4%) selected “**Disagree**”. The response “**Neither Agree nor Disagree**” was also selected by eight students (30.8%), representing the second highest frequency. Five students (19.2%) selected “**Agree**”. The lowest frequency corresponded to the option “**Strongly Agree**”, endorsed by one student (3.8%).

Overall, responses were primarily concentrated in the neutral and disagreement categories, with relatively few students indicating strong agreement with the statement.

Figure 20

Frequency Distribution for FLCAS Item 18 (Pre-Test)



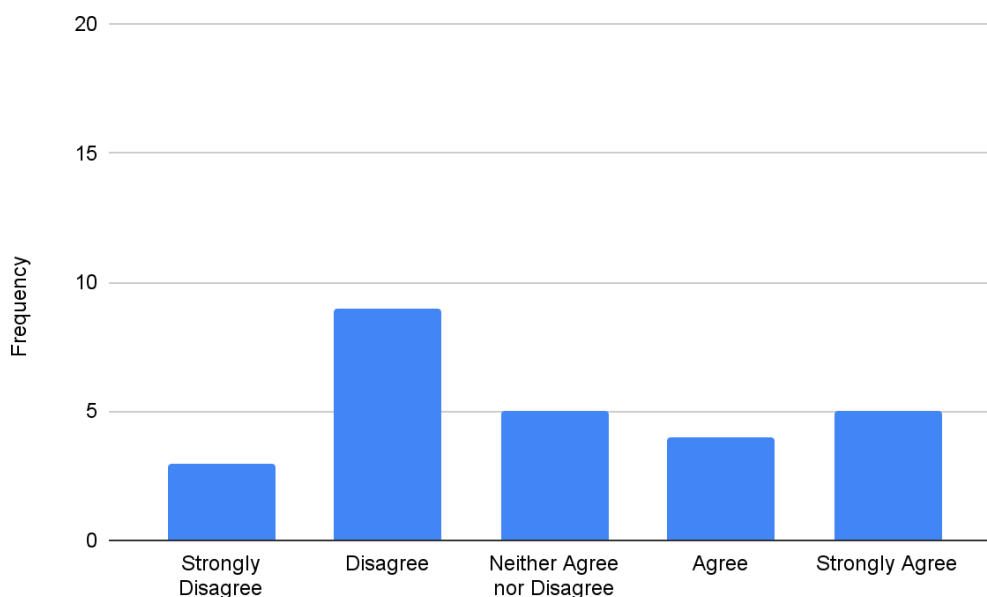
Note. Item 18 (Pre-Test): “Me siento segura a la hora de hablar en la clase de inglés [I feel confident when speaking in English class]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 21 presents the frequency distribution of responses for Item 19 in the FLCAS Pre-Test. On one hand, three students (11.5%) selected the response “**Strongly Disagree**”, representing the lowest preference. On the other hand, the highest preference was the option “**Disagree**”, endorsed by nine students (34.6%). “**Neither Agree nor Disagree**” was selected by five students (19.2%). “**Agree**” was selected by four students (15.4%). Finally, the category “**Strongly Agree**” represented the preference of five students (19.2%).

In general, responses were distributed across all categories, with a concentration in the Disagree category.

Figure 21

Frequency Distribution for FLCAS Item 19 (Pre-Test)



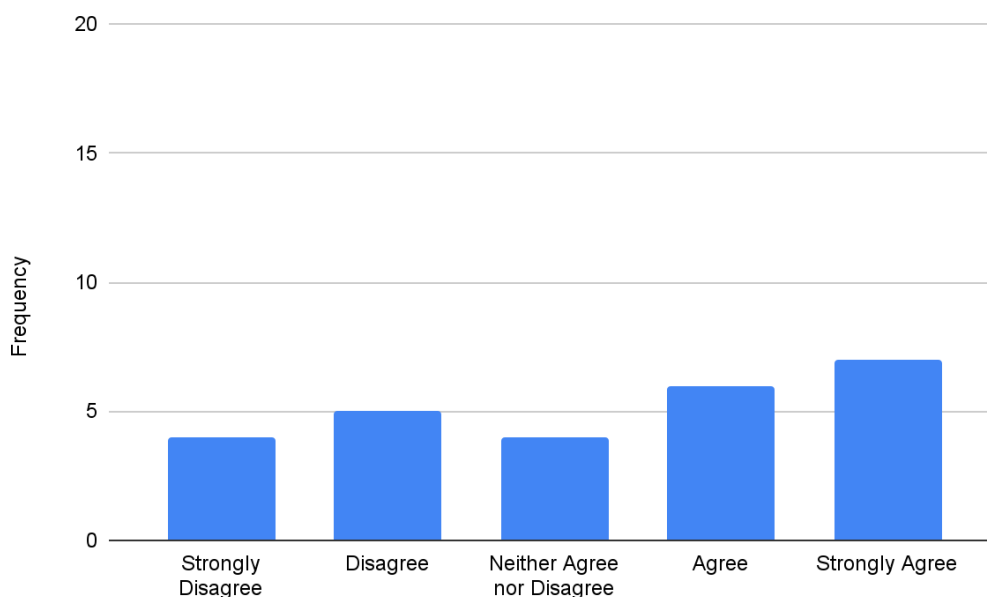
Note. Item 19 (Pre-Test): “Me da miedo que mi profesora corrija cada error que yo cometa” [I’m afraid my teacher will correct every mistake I make]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 22 presents the frequency distribution of responses for Item 20 in the FLCAS Pre-Test. Four students (15.4%) selected “**Strongly Disagree**”, representing one of the two lowest preferences. Five students (19.2%) selected “**Disagree**”. Four students (15.4%) selected “**Neither Agree nor Disagree**”, being the second lowest frequency. Six students (23.1%) selected “**Agree**”. The highest preference was “**Strongly Agree**”, supported by seven students (26.9%).

Overall, responses were relatively distributed across categories, with a slight concentration in the agreement options.

Figure 22

Frequency Distribution for FLCAS Item 20 (Pre-Test)



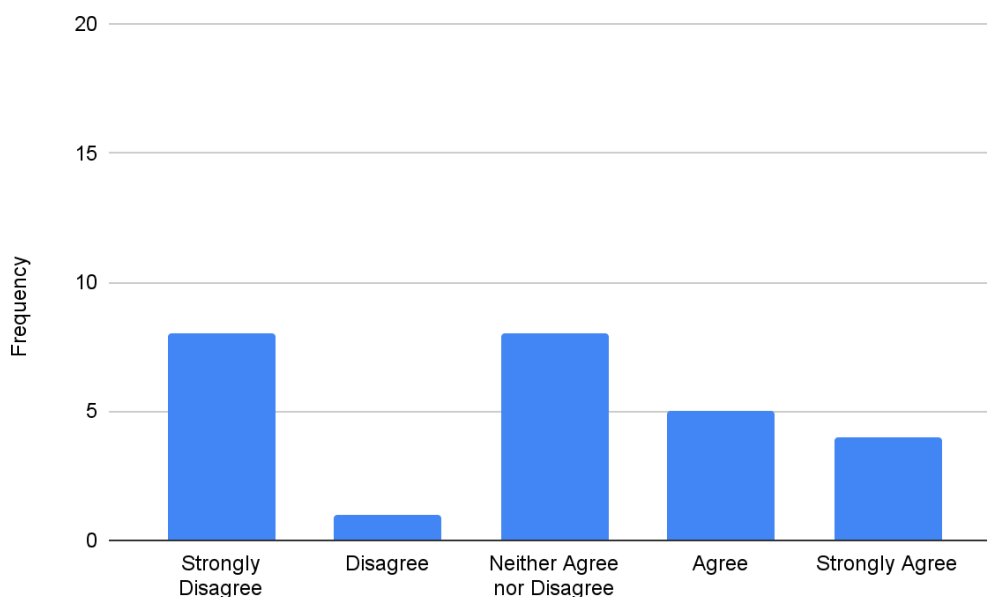
Note. Item 20 (Pre-Test): “Puedo sentir que mi corazón late con fuerza cuando me piden participar en la clase” [I can feel my heart beating fast when I am asked to participate in English class]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 23 presents the frequency distribution of responses for Item 21 in the FLCAS Pre-Test. Eight students (30.8%) selected “**Strongly Disagree**”, representing one of the two highest replies. The lowest frequency corresponded to “**Disagree**”, which was chosen by one student (3.8%). “**Neither Agree nor Disagree**” was selected by 8 students (30.8%), being the second highest preference. Five students (19.2%) selected the option “**Agree**”. Finally, four students (15.4%) selected the category “**Strongly Agree**”.

Overall, responses were mainly concentrated in the Strongly Disagree and neutral categories, with fewer students expressing agreement with the statement.

Figure 23

Frequency Distribution for FLCAS Item 21 (Pre-Test)



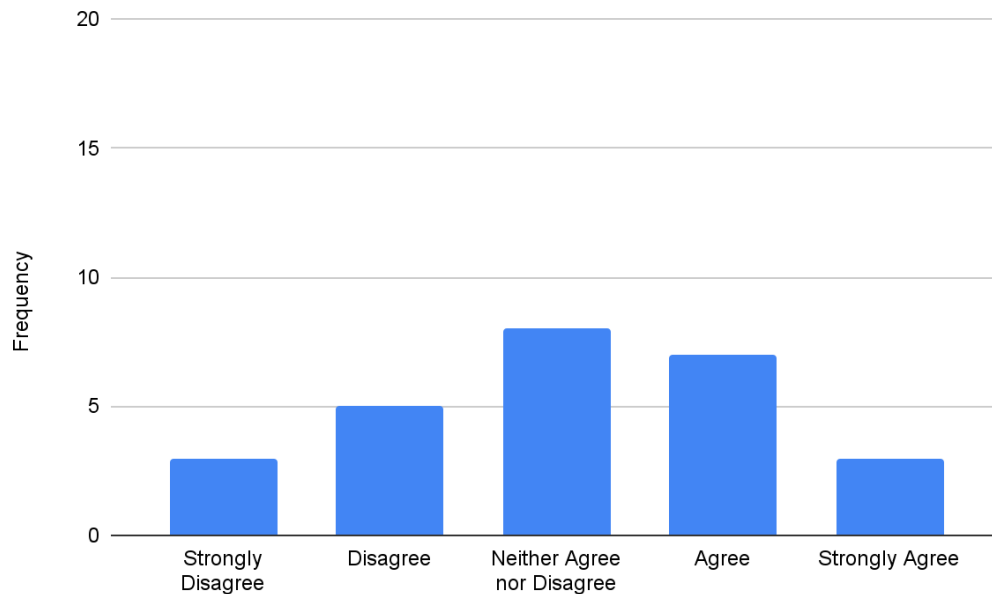
Note. Item 21 (Pre-Test): “Cuanto más estudio para una prueba de inglés, más confundida me siento” [The more I study for an English test, the more confused I feel]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 24 presents the frequency distribution of responses for Item 22 in the FLCAS Pre-Test. Three students (11.5%) selected “**Strongly Disagree**”, representing one of the two lowest preferences. Five students (19.2%) selected “**Disagree**”. The highest response was “**Neither Agree nor Disagree**”, endorsed by eight students (30.8%). Seven students (26.9%) selected “**Agree**”. The lowest frequency was “**Strongly Agree**”, supported by three students (11.5%).

Overall, responses were distributed across all categories, with a slight concentration in the neutral and agreement options.

Figure 24

Frequency Distribution for FLCAS Item 22 (Pre-Test)



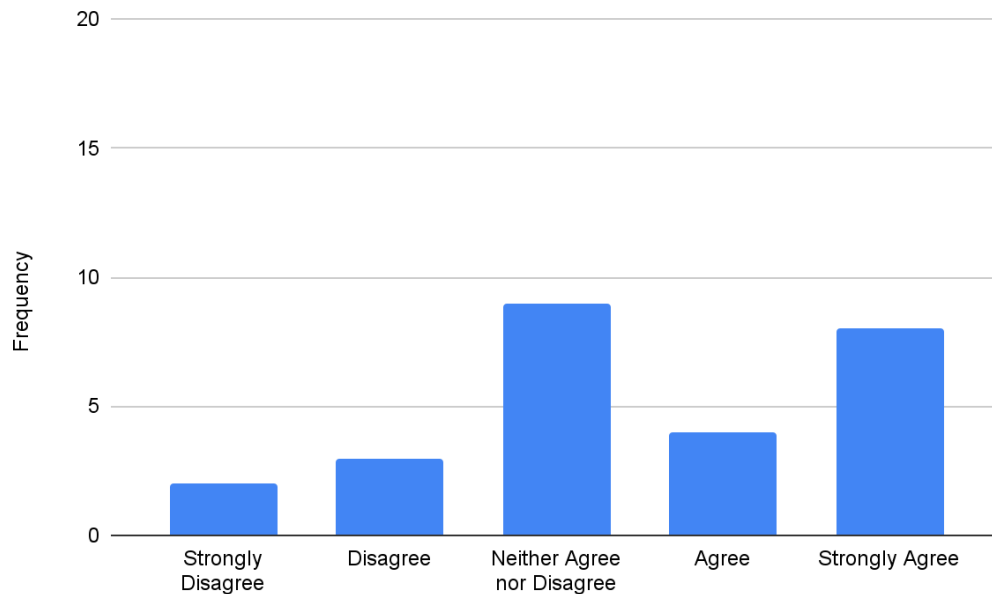
Note. Item 22 (Pre-Test): “No tengo ninguna presión para prepararme bien para las clases de inglés”. [I don't feel any pressure to prepare well for English classes]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 25 presents the frequency distribution of responses for Item 23 in the FLCAS Pre-Test. Two students (7.7%) selected “**Strongly Disagree**”, representing the lowest preference. Three students (11.5%) selected “**Disagree**”. Nine students (34.6%) selected “**Neither Agree nor Disagree**”, being one out of two highest replies. Four students (15.4%) selected “**Agree**”. Eight students (30.8%) selected “**Strongly Agree**”, representing the second highest preference.

Taken together, these responses were mainly concentrated in the neutral and agreement categories.

Figure 25

Frequency Distribution for FLCAS Item 23 (Pre-Test)



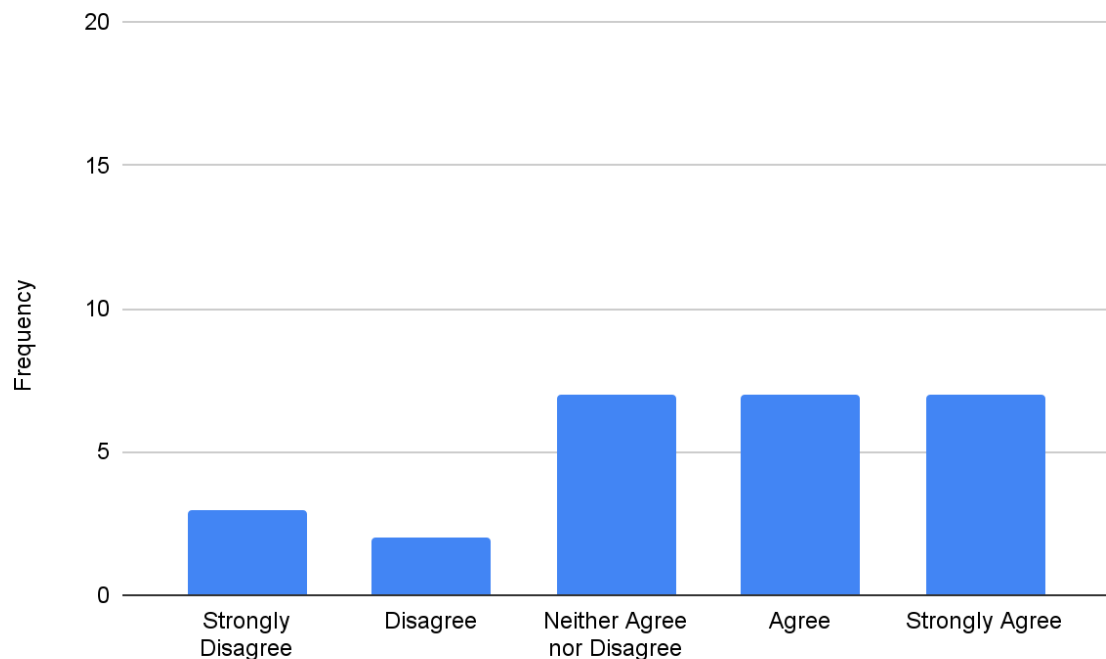
Note. Item 23 (Pre-Test): “Siempre siento que mis compañeras hablan inglés mejor que yo” [I always feel that my peers speak English better than I do]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 26 presents the frequency distribution of responses for Item 24 in the FLCAS Pre-Test. Three students (11.5%) selected “**Strongly Disagree**”. Two students (7.7%) selected “**Disagree**”, representing the lowest preference. The categories “**Neither Agree nor Disagree**”, “**Agree**”, and “**Strongly Agree**” share the same preference, endorsed by seven students (26.9%).

Overall, responses were mainly concentrated in the neutral and agreement options, with fewer students expressing disagreement with the statement.

Figure 26

Frequency Distribution for FLCAS Item 24 (Pre-Test)



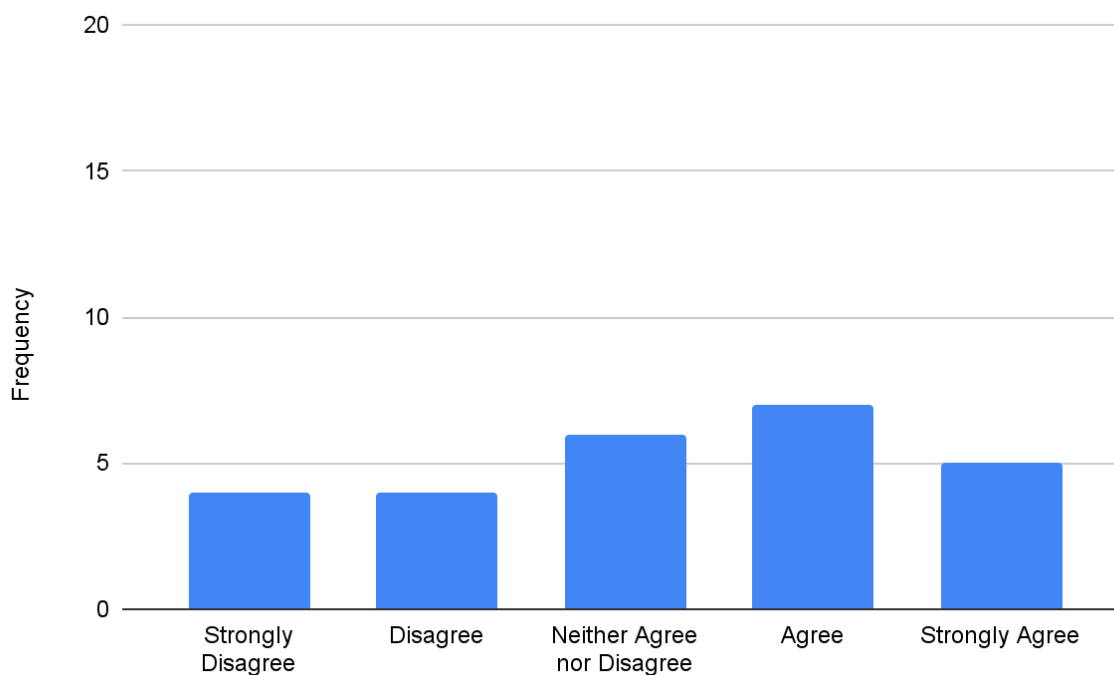
Note. Item 24 (Pre-Test): “Me cohibo demasiado al hablar inglés frente al resto” [I feel too shy when speaking English in front of others]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 27 presents the frequency distribution of responses for Item 25 in the FLCAS Pre-Test. Both “**Strongly Disagree**” and “**Disagree**” were selected by four students (15.4%), representing the lowest preferences. “**Neither Agree nor Disagree**” was selected by six students (23.1%). The most frequent response was “**Agree**”, endorsed by seven students (26.9%). “**Strongly Agree**” was chosen by five students (19.2%).

Overall, responses were distributed across all categories, with a slight concentration in the agreement options.

Figure 27

Frequency Distribution for FLCAS Item 25 (Pre-Test)



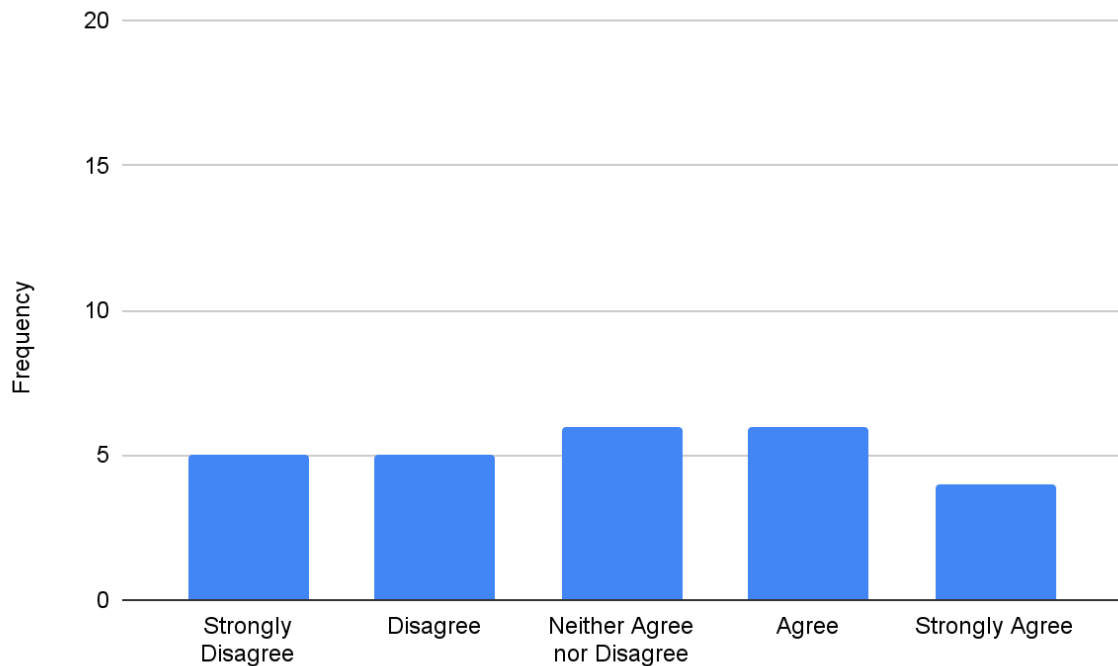
Note. Item 25 (Pre-Test): “La clase de inglés avanza tan rápido que me preocupa quedarme atrasada” [The English class is moving so fast that I'm worried about falling behind]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 28 presents the frequency distribution of responses for Item 26 in the FLCAS Pre-Test. The categories “**Strongly Disagree**” and “**Disagree**” have identical responses, endorsed by five students (19.2%). “**Neither Agree nor Disagree**” and “**Agree**” also have identical responses, supported by six students (23.1%), being the highest preferences. Finally, “**Strongly Agree**” was selected by four students (15.4%), representing the lowest frequency.

Overall, responses were relatively evenly distributed across all categories, with a slight concentration in the neutral and agreement options.

Figure 28

Frequency Distribution for FLCAS Item 26 (Pre-Test)



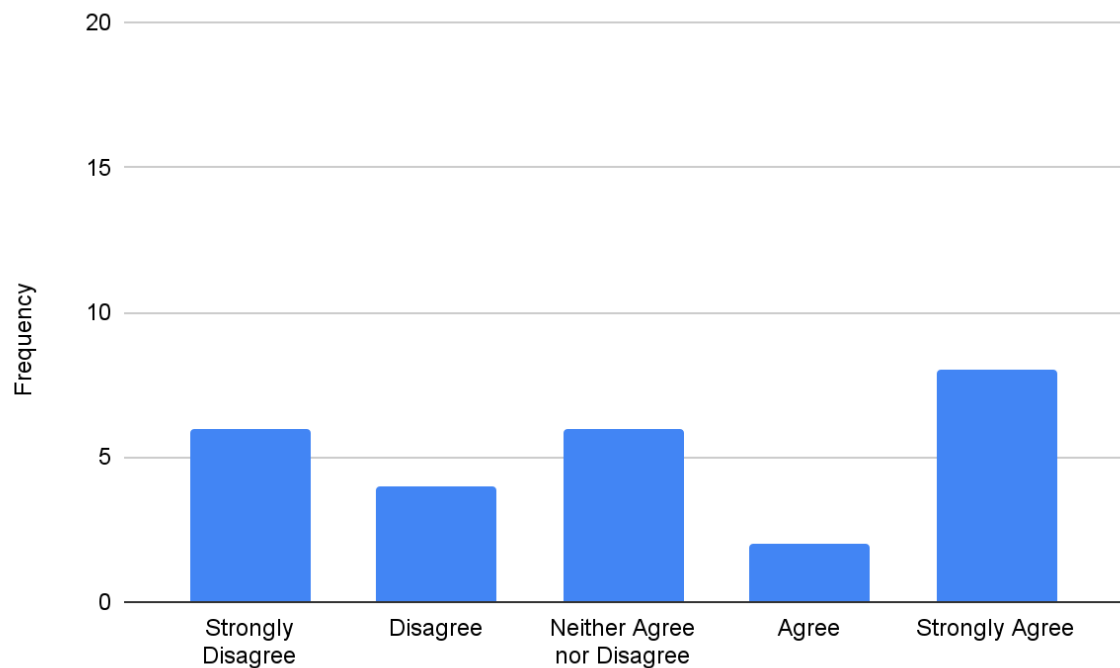
Note. Item 26 (Pre-Test): “Me siento más tensa y nerviosa en la clase de inglés que en otras clases” [I feel more tense and nervous in English class than in other classes]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 29 presents the frequency distribution of responses for Item 27 in the FLCAS Pre-Test. Six students (23.1%) selected “**Strongly Disagree**”. Four students (15.4%) selected “**Disagree**”. Six students (23.1%) selected “**Neither Agree nor Disagree**”. Two students (7.7%) selected “**Agree**”, being the lowest reply. The highest preference was “**Strongly Agree**”, endorsed by eight students (30.8%).

Overall, responses were distributed across all categories, with a slight concentration in the Strongly Agree option.

Figure 29

Frequency Distribution for FLCAS Item 27 (Pre-Test)



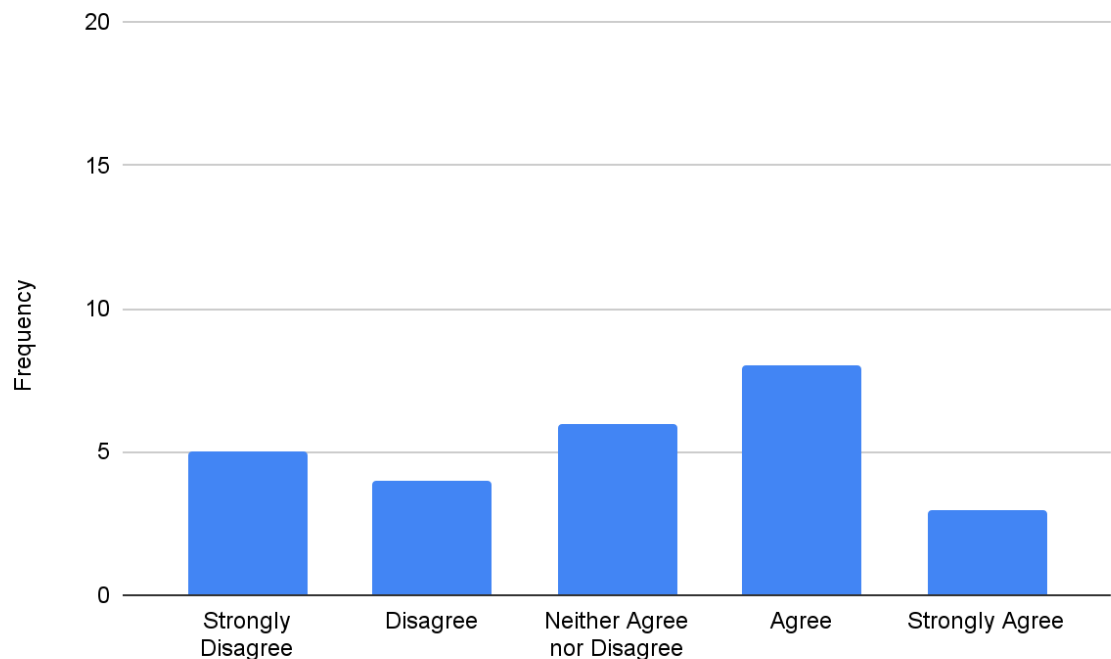
Note. Item 27 (Pre-Test): “Me pongo nerviosa y confundida cuando hablo en la clase de inglés” [I get nervous and confused when I speak in English class]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 30 presents the frequency distribution of responses for Item 28 in the FLCAS Pre-Test. Five students (19.2%) selected “**Strongly Disagree**”. Four students (15.4%) selected “**Disagree**”. Six students (23.1%) selected “**Neither Agree nor Disagree**”. On one hand, the highest frequency was the category “**Agree**”, supported by eight students (30.8%). On the other hand, the lowest preference was the option “**Strongly Agree**”, which was selected by three students (11.5%).

Overall, responses were distributed across all categories, with a slight concentration in the agreement option.

Figure 30

Frequency Distribution for FLCAS Item 28 (Pre-Test)



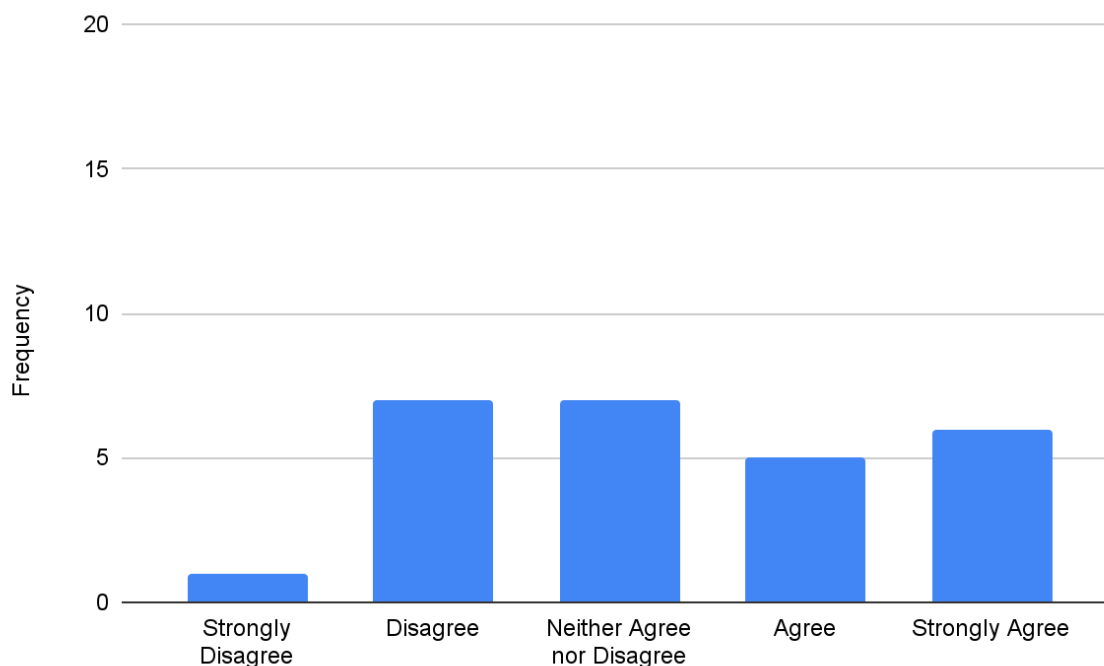
Note. Item 28 (Pre-Test): “Cuando voy camino a la clase de inglés, me siento muy segura y relajada” [When I’m on my way to English class, I feel very confident and relaxed]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 31 presents the frequency distribution of responses for Item 29 in the FLCAS Pre-Test. On one hand, the least frequently selected option was “**Strongly Disagree**”, supported by one student (3.8%). On the other hand, the highest preferences were the categories “**Disagree**” and “**Neither Agree nor Disagree**”, each endorsed by seven students (26.9%). Furthermore, five students (19.2%) selected “**Agree**”, and seven students (23.1%) selected “**Strongly Agree**”.

Overall, responses were mainly concentrated in the neutral and agreement categories, with very few students expressing strong disagreement with the statement.

Figure 31

Frequency Distribution for FLCAS Item 29 (Pre-Test)



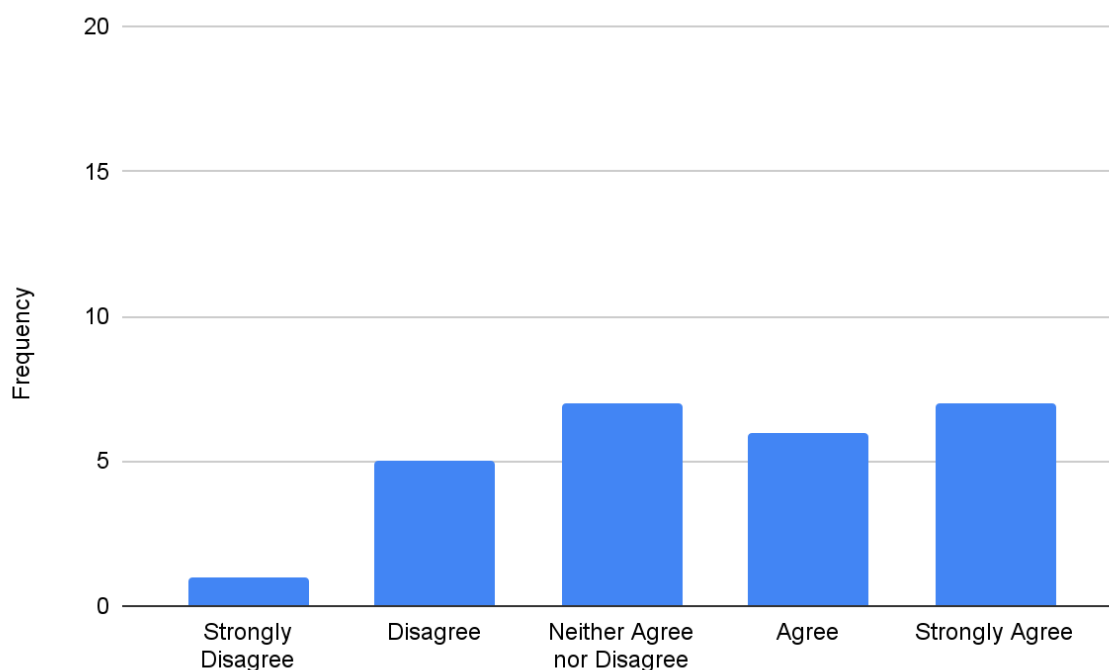
Note. Item 29 (Pre-Test): “Me pongo nerviosa cuando no entiendo cada palabra que dice la profesora” [I get nervous when I don't understand every word the teacher says]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 32 presents the frequency distribution of responses for Item 30 in the FLCAS Pre-Test. One student (3.8%) selected the option “**Strongly Disagree**”, representing the lowest preference. Five students (19.2%) selected “**Disagree**”. One out of the most frequently selected options was “**Neither Agree nor Disagree**”, supported by seven students (26.9%). Six students (23.1%) selected the category “**Agree**”. The second highest reply was the response “**Strongly Agree**”, endorsed by seven students (26.9%).

Taken together, responses were primarily concentrated in the neutral and agreement categories.

Figure 32

Frequency Distribution for FLCAS Item 30 (Pre-Test)



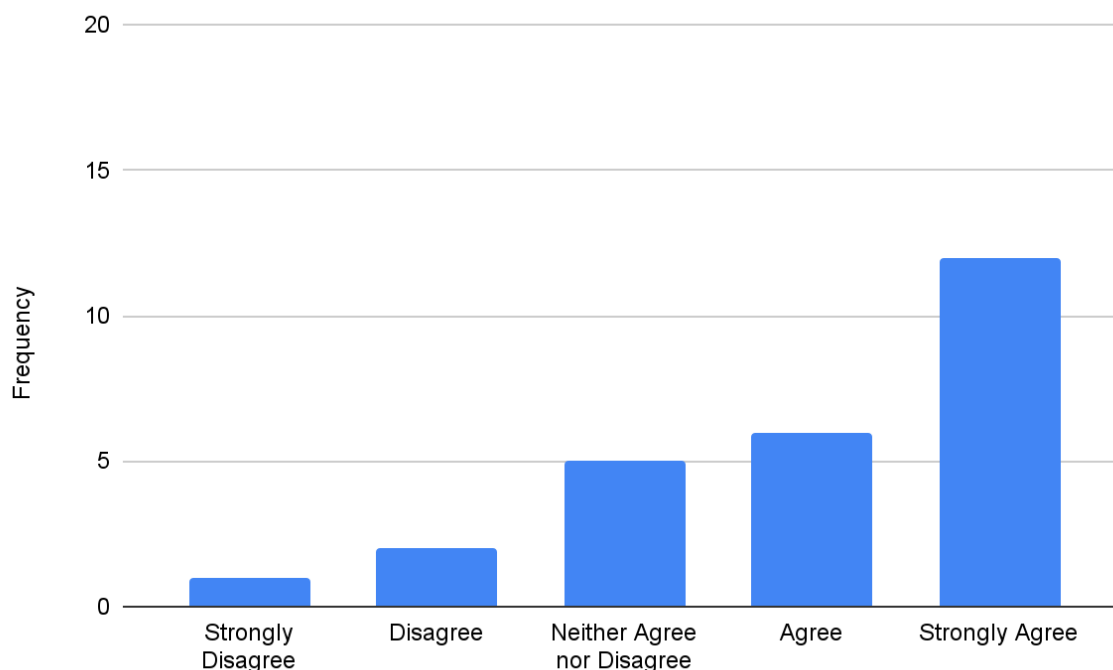
Note. Item 30 (Pre-Test): “Me siento abrumada por la cantidad de reglas que hay que aprender para hablar inglés” [I feel overwhelmed by the number of rules you have to learn to speak English]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 33 presents the frequency distribution of responses for Item 31 in the FLCAS Pre-Test. The least frequently selected response was “**Strongly Disagree**”, supported by one student (3.8%). Two students (7.7%) selected “**Disagree**”. Five students (19.2%) selected “**Neither Agree nor Disagree**”. Six students (23.1%) selected “**Agree**”. Finally, the most frequently selected category was “**Strongly Agree**”, endorsed by twelfth students (46.2%).

In general, responses were mainly concentrated in the agreement categories, with very few students expressing disagreement with the statement.

Figure 33

Frequency Distribution for FLCAS Item 31 (Pre-Test)



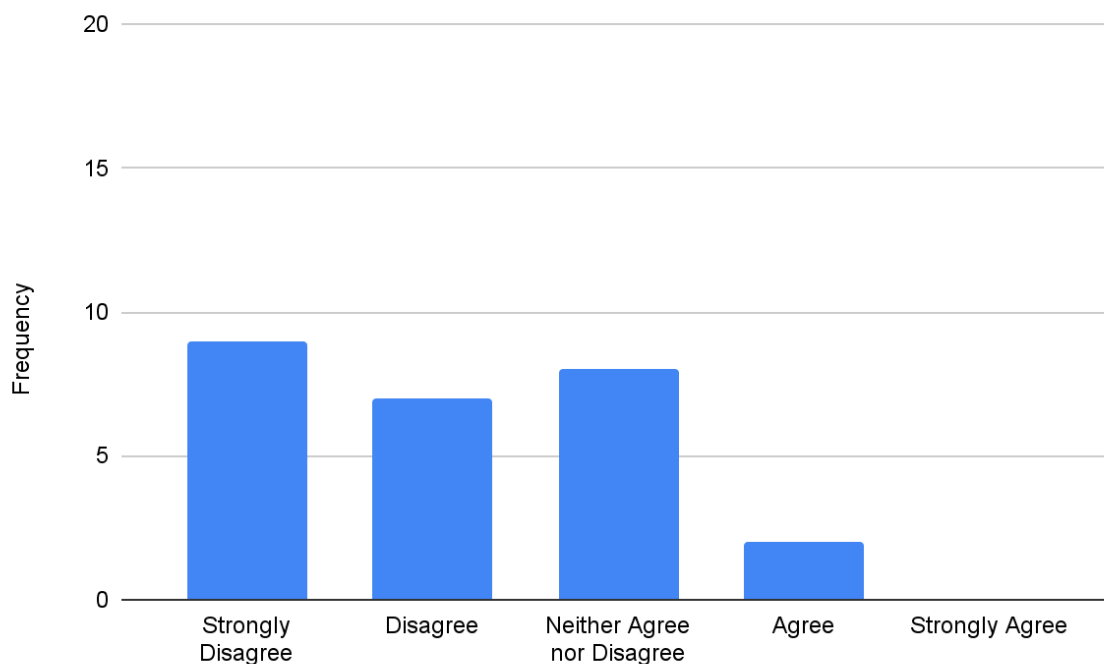
Note. Item 31 (Pre-Test): “Tengo miedo de que mis compañeras se rían de mí cuando hablo inglés” [I’m afraid my classmates will laugh at me when I speak English]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 34 presents the frequency distribution of responses for Item 32 in the FLCAS Pre-Test. The highest preference was the category “**Strongly Disagree**”, supported by nine students (34.6%). Seven students (26.9%) selected “**Disagree**”. Eight students (30.8%) selected the option “**Neither Agree nor Disagree**”. Two students (7.7%) selected the response “**Agree**”. Finally, no student selected the option “**Strongly Agree**”, making it the least frequently selected option.

Overall, responses were primarily concentrated in the disagreement and neutral categories, with very few students expressing agreement with the statement.

Figure 34

Frequency Distribution for FLCAS Item 32 (Pre-Test)



Note. Item 32 (Pre-Test): “Probablemente me sentiría cómoda con hablantes nativos” [I would probably feel comfortable with native English speakers]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

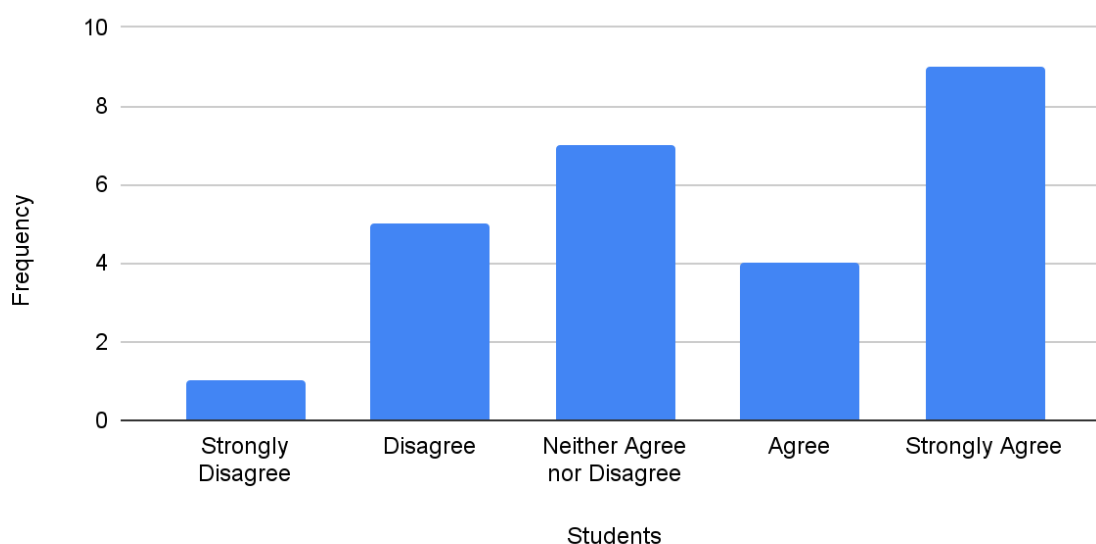
Figure 35 presents the frequency distribution of responses for Item 33 in the FLCAS Pre-Test. Only one student (3.8%) selected the option “**Strongly Disagree**”, representing the lowest preference. Five students (19.2%) selected “**Disagree**”. Seven students (26.9%) selected “**Neither Agree nor Disagree**”. Four students (15.4%) selected the category “**Agree**”. The most frequently selected response was “**Strongly Agree**”, endorsed by nine students (34.6%).

Taken together, responses were primarily concentrated in the neutral and agreement categories.

Figure 35

Frequency Distribution for FLCAS Item 33 (Pre-Test)

33. Me pongo nerviosa cuando la profesora pregunta cosas que no he podido preparar.



Note. Item 33 (Pre-Test): “Me pongo nerviosa cuando la profesora pregunta cosas que no he podido preparar” [I get nervous when the teacher asks questions that I haven't been able to prepare for]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

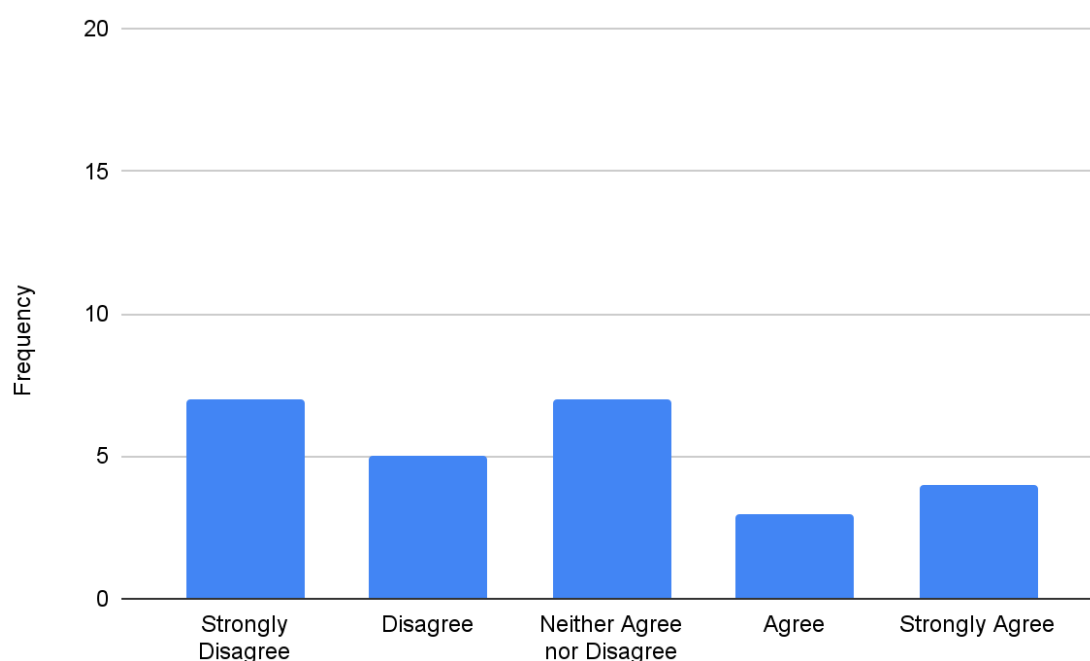
4.1.3.2 Post-Test Analysis

Figure 36 presents the frequency distribution of responses for Item 1 in the FLCAS Post-Test. Seven students (26.9%) selected the category “**Strongly Disagree**”, being one of the two most frequently selected frequencies. Five students (14.8%) selected the category “**Disagree**”. Seven students (26.9%) selected the option “**Neither Agree nor Disagree**”, being the second highest frequency. The least frequently selected category was “**Agree**” supported by three students (11.5%). Finally, four students (15.4%) selected the response “**Strongly Agree**”.

Overall, responses were primarily concentrated in the neutral and disagreement categories, with relatively fewer selections in the agreement options.

Figure 36

Frequency Distribution for FLCAS Item 1 (Post-Test)



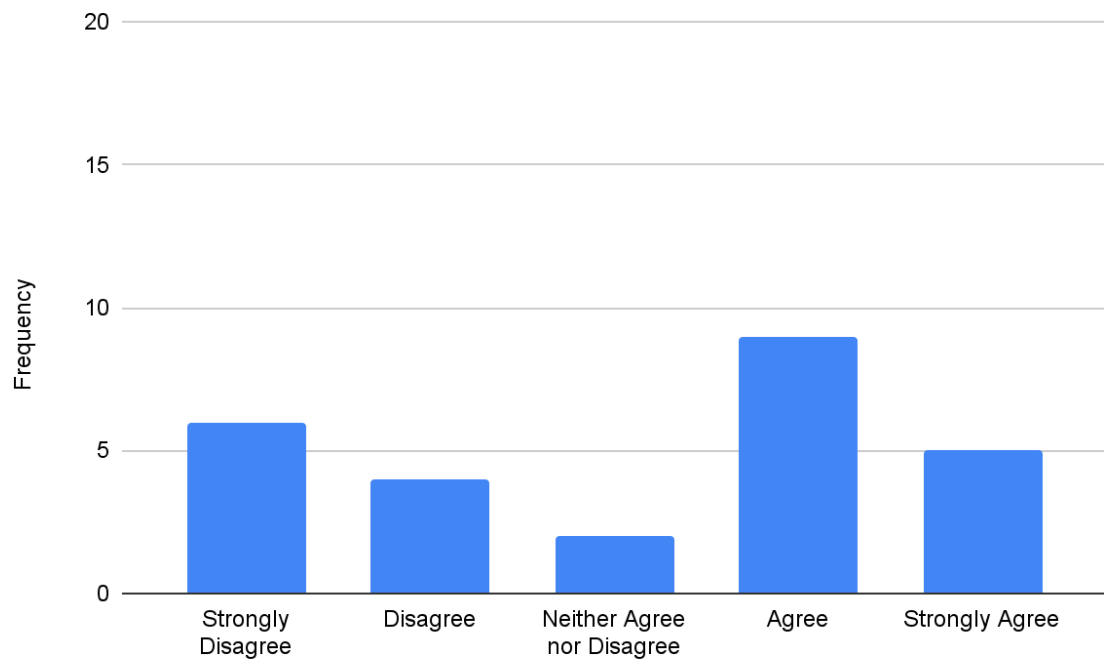
Note. Item 1 (Post-Test): “Nunca me siento completamente segura de mí misma cuando hablo en la clase de inglés” [I never feel completely confident when I speak in the English class]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 37 presents the frequency distribution of responses for Item 2 in the FLCAS Post-Test. Six students (23.1%) reported “**Strongly Disagree**”. Four students (15.4%) selected “**Disagree**”. The least frequently selected category was “**Neither Agree nor Disagree**”, supported by two students (7.7%). Nine students (34.6%) selected the option “**Agree**”, representing the highest preference. Five students (19.2%) selected the category “**Strongly Agree**”.

Overall, responses were mainly concentrated in the agreement categories.

Figure 37

Frequency Distribution for FLCAS Item 2 (Post-Test)



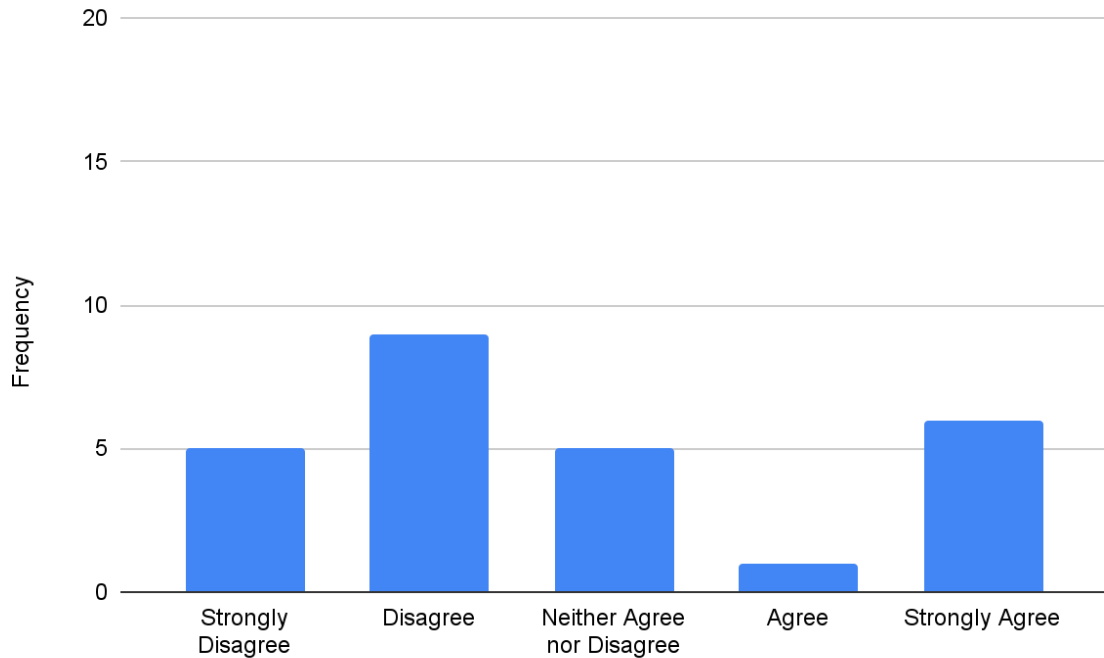
Note. Item 2 (Post-Test): “No me preocupo por cometer errores en la clase de inglés” [I don't worry about making mistakes in the English class]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 38 presents the frequency distribution of responses for Item 3 in the FLCAS Post-Test. Two students (19.2%) selected “**Strongly Disagree**”, representing the lowest frequency. Nine students (34.6%) selected “**Disagree**”. Five students (19.2%) selected “**Neither Agree nor Disagree**”. One student (3.8%) selected “**Agree**”. Six students (23.1%) selected the option “**Strongly Agree**”.

Taken together, responses were primarily concentrated in the disagreement categories.

Figure 38

Frequency Distribution for FLCAS Item 3 (Post-Test)



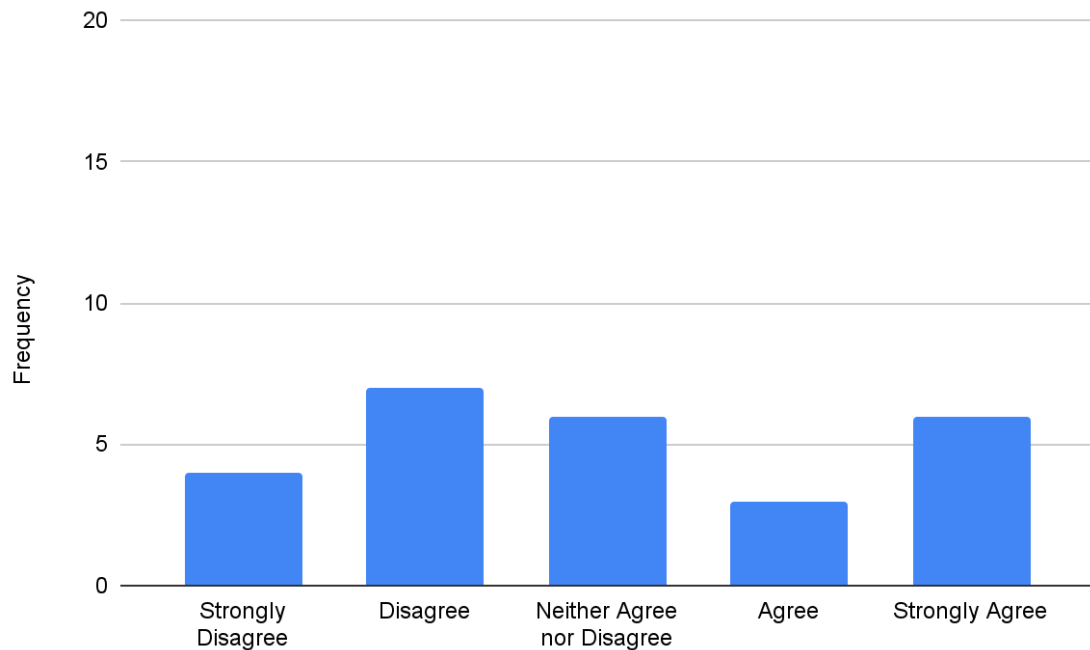
Note. Item 3 (Post-Test): “Tiemblo cuando sé que la profesora me va a llamar a participar en la clase” [I tremble when I know the teacher is going to call on me to participate in class]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 39 presents the frequency distribution of responses for Item 4 in the FLCAS Post-Test. Four students (15.4%) selected “**Strongly Disagree**”. Seven students (26.9%) selected “**Disagree**”, representing the highest preference. Six students (23.1%) selected “**Neither Agree nor Disagree**”. Three students (11.5%) selected “**Agree**”, representing the lowest reply. Six students (23.1%) selected the response option “**Strongly Agree**”.

Overall, responses were relatively dispersed across the Likert scale, with a slight concentration in the disagreement categories.

Figure 39

Frequency Distribution for FLCAS Item 4 (Post-Test)



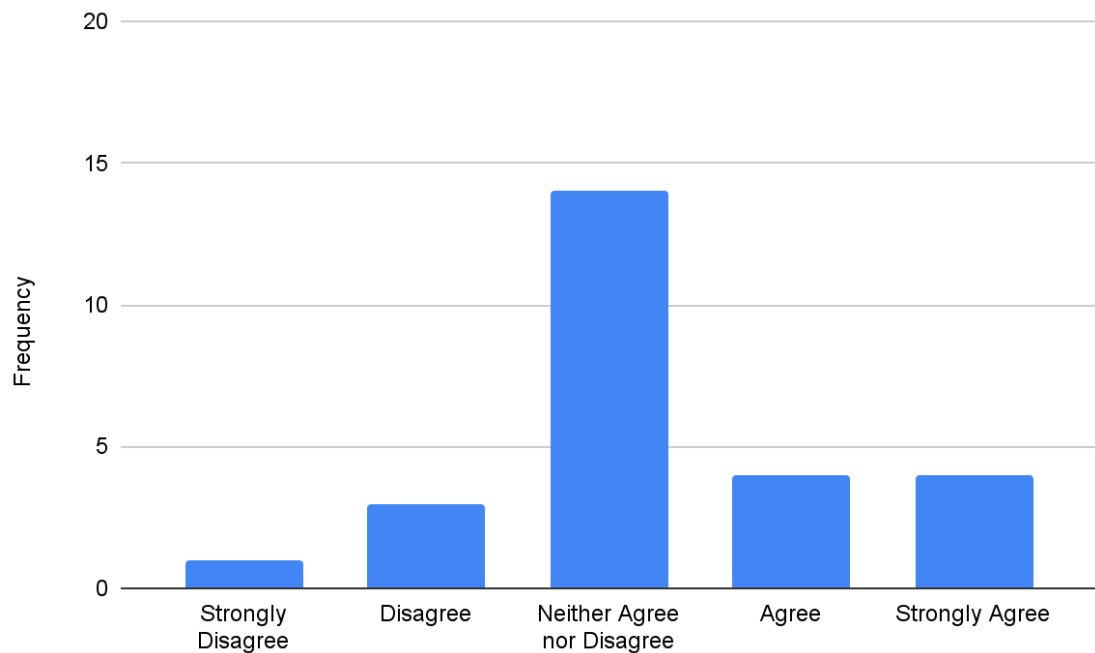
Note. Item 4 (Post-Test): “Me asusta no entender lo que la profesora está diciendo en inglés” [It scares me that I don't understand what the teacher is saying in English]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 40 presents the frequency distribution of responses for Item 5 in the FLCAS Post-Test. One student (3.8%) selected “**Strongly Disagree**”. Three students (11.5%) selected “**Disagree**”. The most frequently selected response by far was “**Neither Agree nor Disagree**”, endorsed by fourteen students (53.8%). Both categories “**Agree**” and “**Strongly Agree**” showed identical response frequencies, each supported by four students (15.4%).

Overall, responses were predominantly concentrated in the neutral category, with slight tendency towards the agreement option.

Figure 40

Frequency Distribution for FLCAS Item 5 (Post-Test)



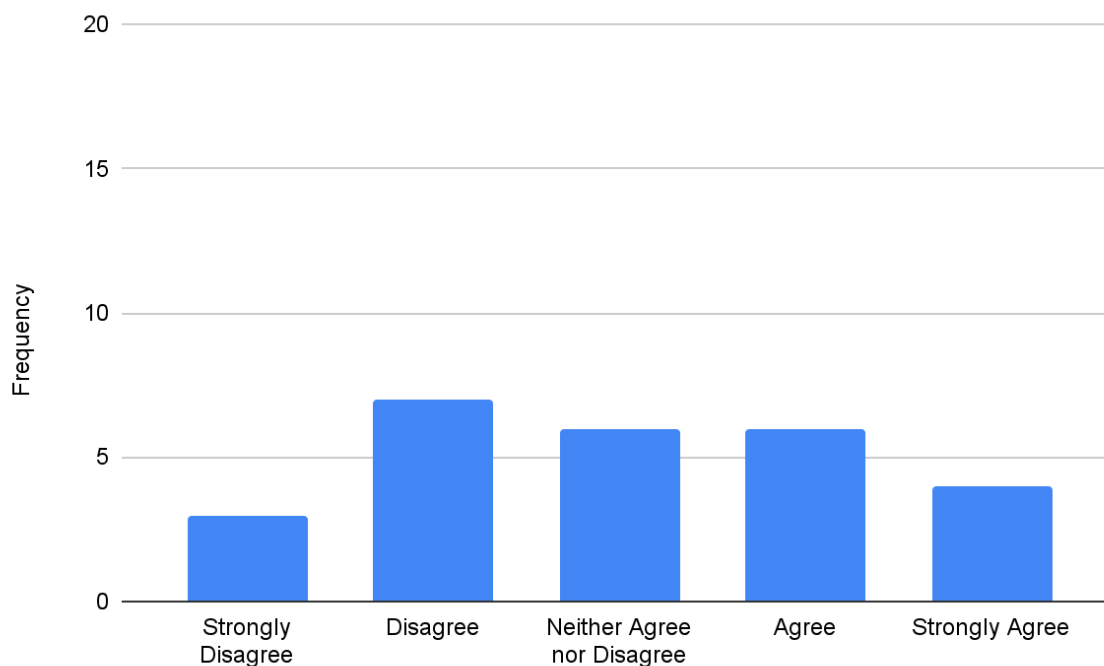
Note. Item 5 (Post-Test): “No me molestaría para nada tomar más clases de inglés” [I wouldn't mind taking more English classes at all]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 41 presents the frequency distribution of responses for Item 6 in the FLCAS Post-Test. On one hand, the least frequently selected category was “**Strongly Disagree**”, endorsed by three students (11.5%). On the other hand, the highest frequently selected option was “**Disagree**”, supported by seven students (26.9%). Both “**Neither Agree nor Disagree**” and “**Agree**” were selected by six students (23.1%). Finally, four students (15.4%) selected “**Strongly Agree**”.

Overall, responses were relatively evenly distributed across the disagreement, neutral, and agreement categories, with a slight concentration in the “Disagree” option.

Figure 41

Frequency Distribution for FLCAS Item 6 (Post-Test)



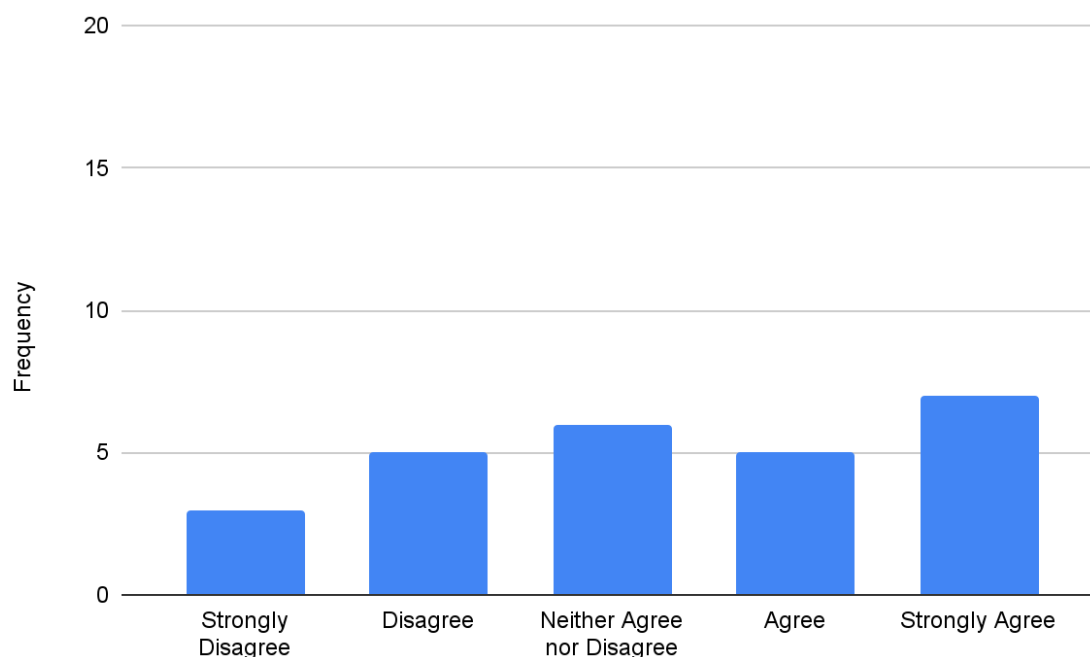
Note. Item 6 (Post-Test): “Durante la clase, me doy cuenta que pienso en cosas que no tienen nada que ver con inglés” [During class, I realize that I think about things that have nothing to do with English]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 42 presents the frequency distribution of responses for Item 7 in the FLCAS Post-Test. The least frequently selected category was “**Strongly Disagree**”, endorsed by three students (11.5%). Five students (19.2%) selected “**Disagree**”. Six students (23.1%) selected “**Neither Agree nor Disagree**”. Five students (19.2%) selected “**Agree**”. The highest frequently selected preference was “**Strongly Agree**”, supported by seven students (26.9%).

Overall, responses were distributed across all categories of the Likert scale, with a slight tendency toward agreement options.

Figure 42

Frequency Distribution for FLCAS Item 7 (Post-Test)



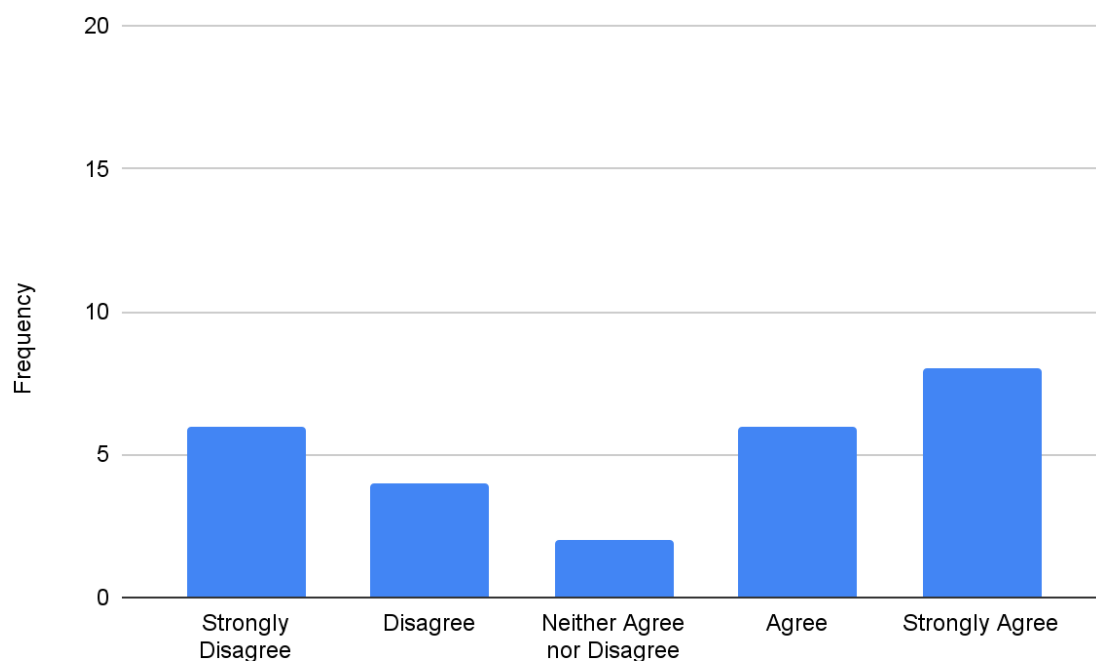
Note. Item 7 (Post-Test): “Pienso que mis compañeras son mejores en inglés que yo” [I think my classmates are better at English than I am]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 43 presents the frequency distribution of responses for Item 8 in the FLCAS Post-Test. Six students (23.1%) selected “**Strongly Disagree**”. Four students (15.4%) selected “**Disagree**”. Two students (7.7%) selected “**Neither Agree nor Disagree**”, being the lowest reply. “**Agree**” was selected by six students (23.1%). Furthermore, eight students (30.8%) selected “**Strongly Agree**”, being the highest preference.

Overall, responses were distributed across the Likert scale, with a noticeable tendency toward agreement categories.

Figure 43

Frequency Distribution for FLCAS Item 8 (Post-Test)



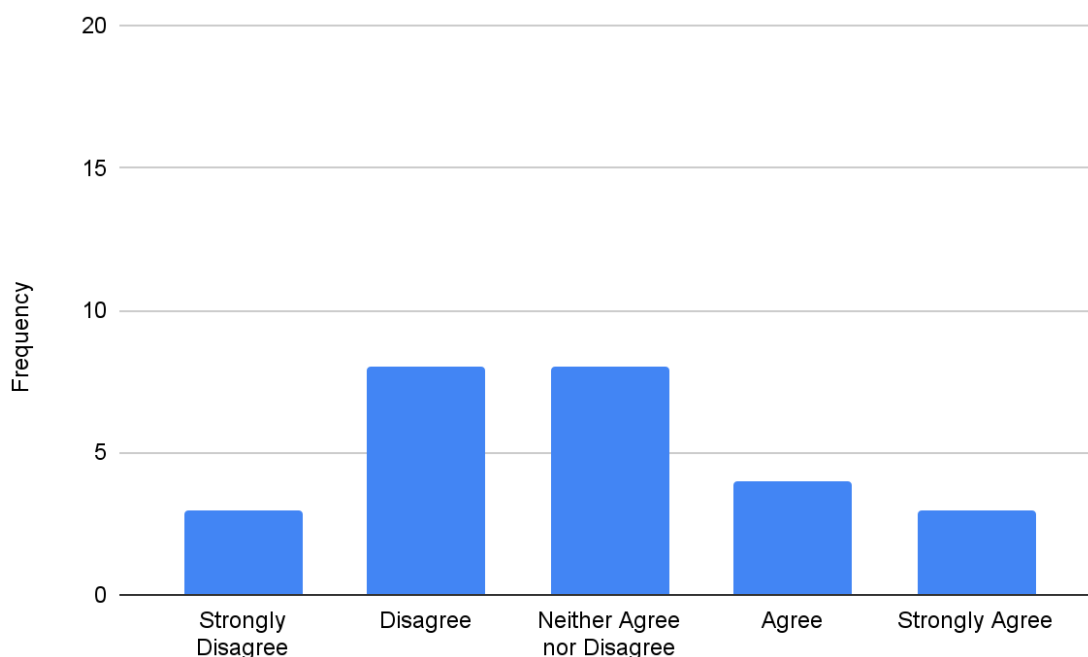
Note. Item 8 (Post-Test): “Generalmente me siento tranquila durante las pruebas en inglés” [I usually feel calm during English tests]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 44 presents the frequency distribution of responses for Item 9 in the FLCAS Post-Test. Three students (11.5%) selected the option “**Strongly Disagree**”, being one of the least frequently selected categories. Both responses “**Disagree**” and “**Neither Agree nor Disagree**” have identical responses, each endorsed by eight students (30.8%), being the highest replies. The option “**Agree**” was selected by four students (15.4%). Finally, the category “**Strongly Agree**” was selected by three students (11.5%), being the second highest frequency.

Overall, responses were mainly concentrated in the neutral and disagreement categories, with relatively fewer students expressing clear agreement with the statement.

Figure 44

Frequency Distribution for FLCAS Item 9 (Post-Test)



Note. Item 9 (Post-Test): “Empiezo a entrar en pánico cuando tengo que hablar sin preparación en la clase de idioma” [I start to panic when I have to speak without preparation in language class]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

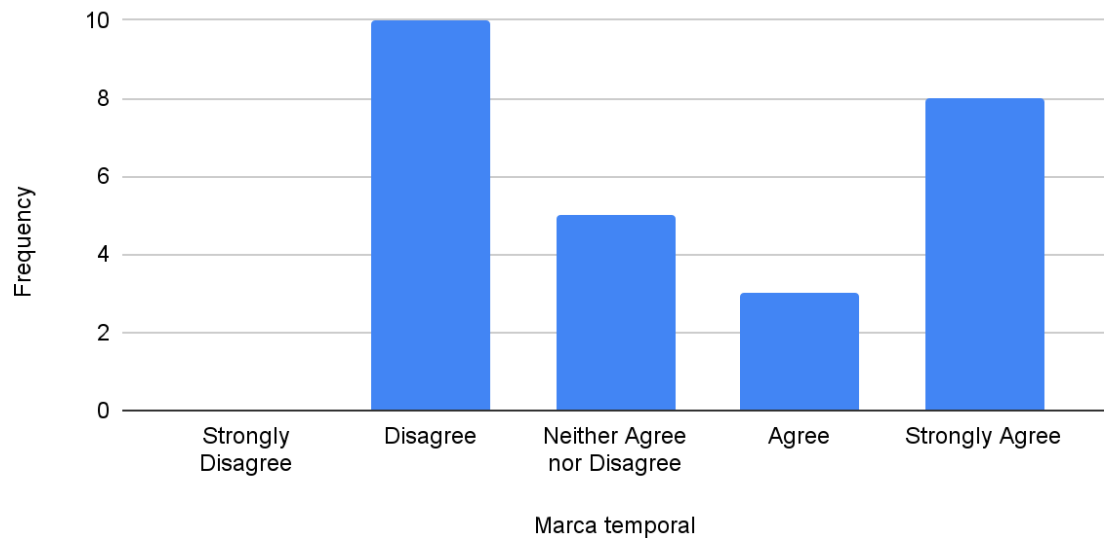
Figure 45 presents the frequency distribution of responses for Item 10 in the FLCAS Post-Test. No student reported the option “**Strongly Disagree**”. Ten students (38.5%) selected “**Disagree**”, representing the highest preference. Five students (19.2%) selected “**Neither Agree nor Disagree**”. Three students (11.5%) selected the option “**Agree**”, being the lowest frequency. Eight students (30.8%) selected the category “**Strongly Agree**”.

Overall, responses showed a polarized pattern, with notable concentrations in both the disagreement and strong agreement categories.

Figure 45

Frequency Distribution for FLCAS Item 10 (Post-Test)

10. Me preocupan las consecuencias de tener un promedio rojo en inglés.



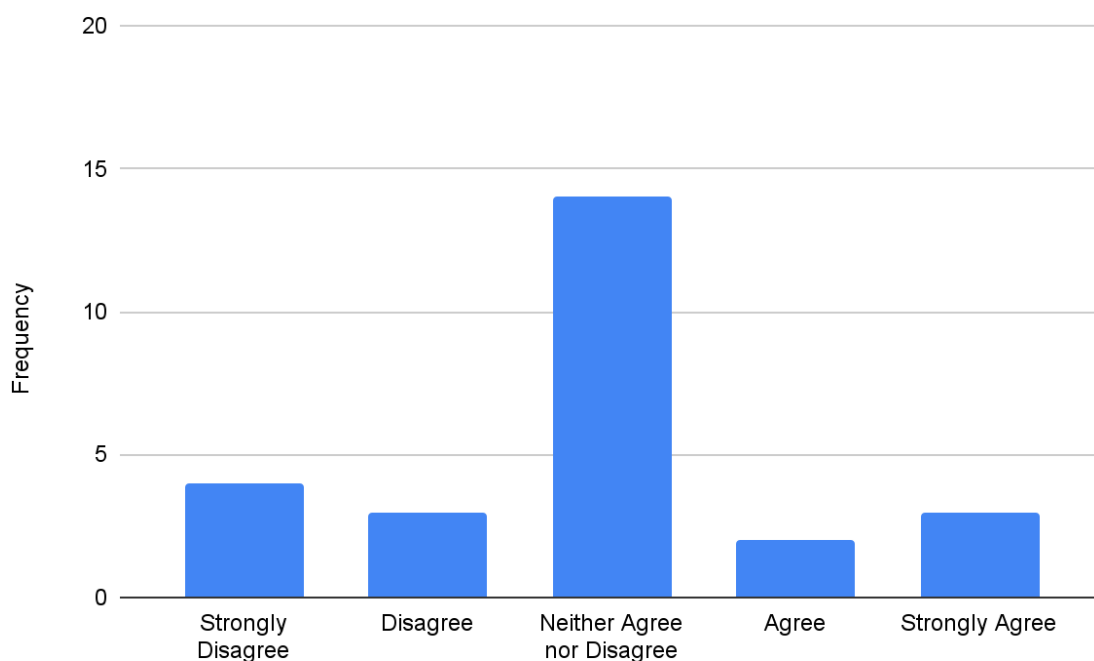
Note. Item 10 (Post-Test): “Me preocupan las consecuencias de tener un promedio rojo en inglés” [I am concerned about the consequences of having a failing grade in English]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 46 presents the frequency distribution of responses for Item 11 in the FLCAS Post-Test. Four students (15.4%) selected “**Strongly Disagree**”. Three students (11.5%) selected the category “**Disagree**”, being one out of two lowest preferences. The option “**Neither Agree nor Disagree**” was selected by fourteen students (53.8%), representing the highest preference. Two students (7.7%) selected “**Agree**”, being the lowest frequency. The category “**Strongly Agree**” was the second lowest preference, supported by three students (11.5%).

Overall, responses were predominantly concentrated in the neutral category, with relatively few students expressing clear agreement or disagreement with the statement.

Figure 46

Frequency Distribution for FLCAS Item 11 (Post-Test)



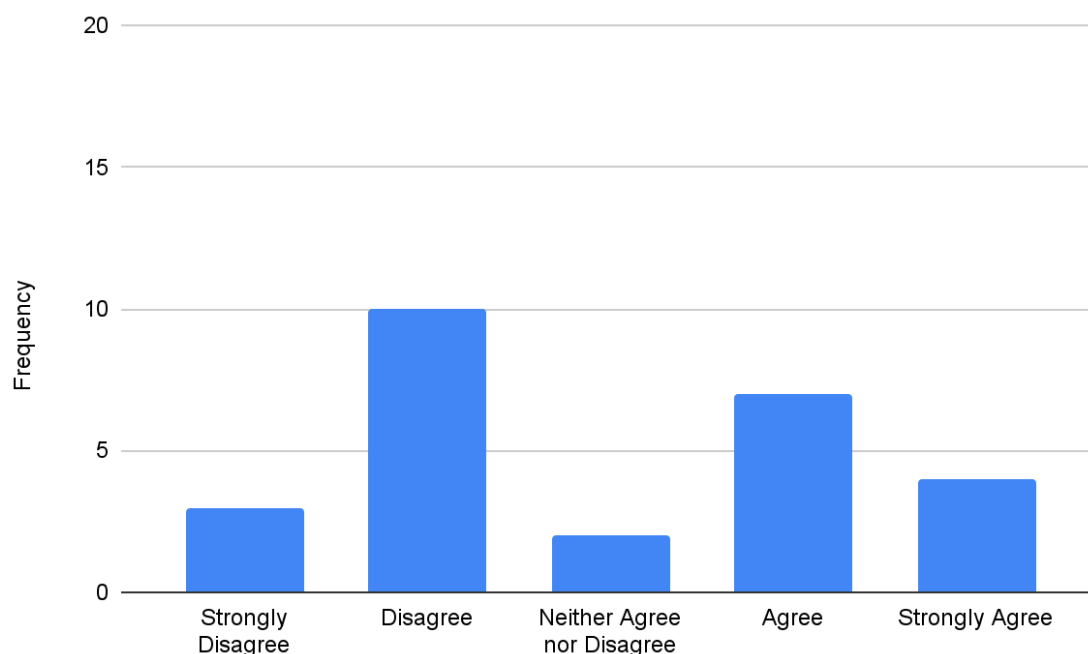
Note. Item 11 (Post-Test): “No entiendo por qué algunas personas se ponen tan nerviosas con el inglés” [I don’t understand why some people get so nervous about English]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 47 presents the frequency distribution of responses for Item 12 in the FLCAS Post-Test. Three students (11.5%) selected “**Strongly Disagree**”. On one hand, the highest frequently selected category was “**Disagree**”, supported by ten students (38.5%). On the other hand, the least frequently selected option was “**Neither Agree nor Disagree**”, supported by two students (7.7%). Seven students (26.9%) selected the option “**Agree**”. Finally, the category “**Strongly Agree**” was selected by four students (15.4%).

Overall, responses were mainly concentrated in the disagreement categories.

Figure 47

Frequency Distribution for FLCAS Item 12 (Post-Test)



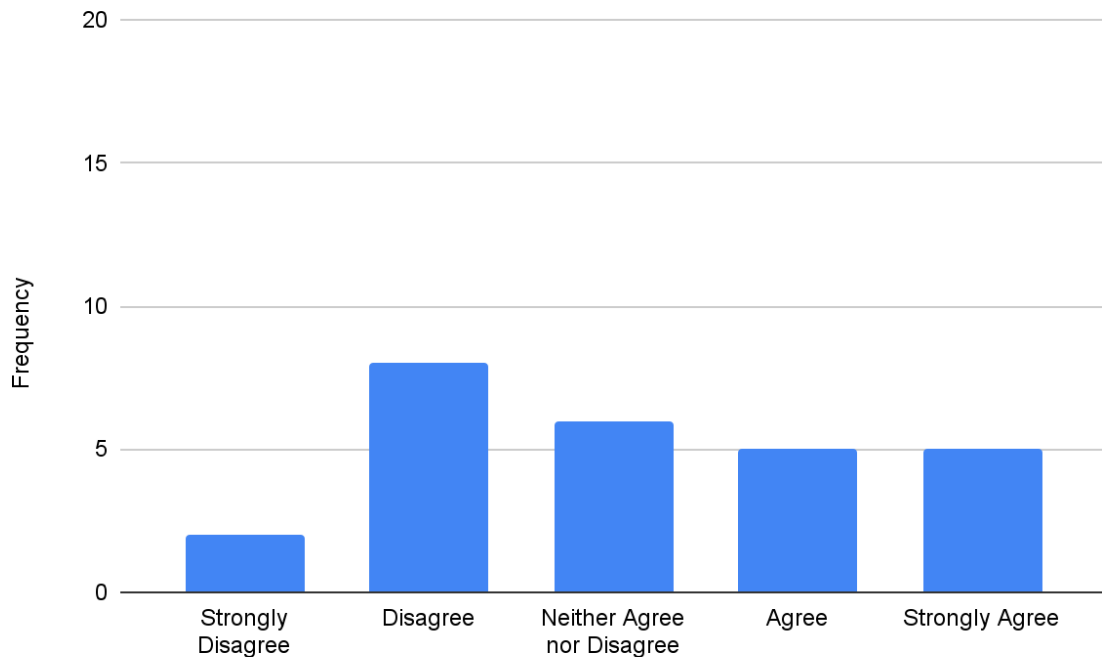
Note. Item 12 (Post-Test): “En la clase de inglés, puedo ponerme tan nerviosa que olvido cosas que sé” [In the English class, I can get so nervous that I forget things I know]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 48 presents the frequency distribution of responses for Item 13 in the FLCAS Post-Test. Two students (7.7%) selected “**Strongly Disagree**”, representing the lowest reply. Eight students (30.8%) selected “**Disagree**”, being the highest frequency. Six students (23.1%) selected the option “**Neither Agree nor Disagree**”. Furthermore, both “**Agree**” and “**Strongly Agree**” were chosen by 5 students (19.2%).

Overall, responses were relatively dispersed across the Likert scale, with a slight concentration in the disagreement category.

Figure 48

Frequency Distribution for FLCAS Item 13 (Post-Test)



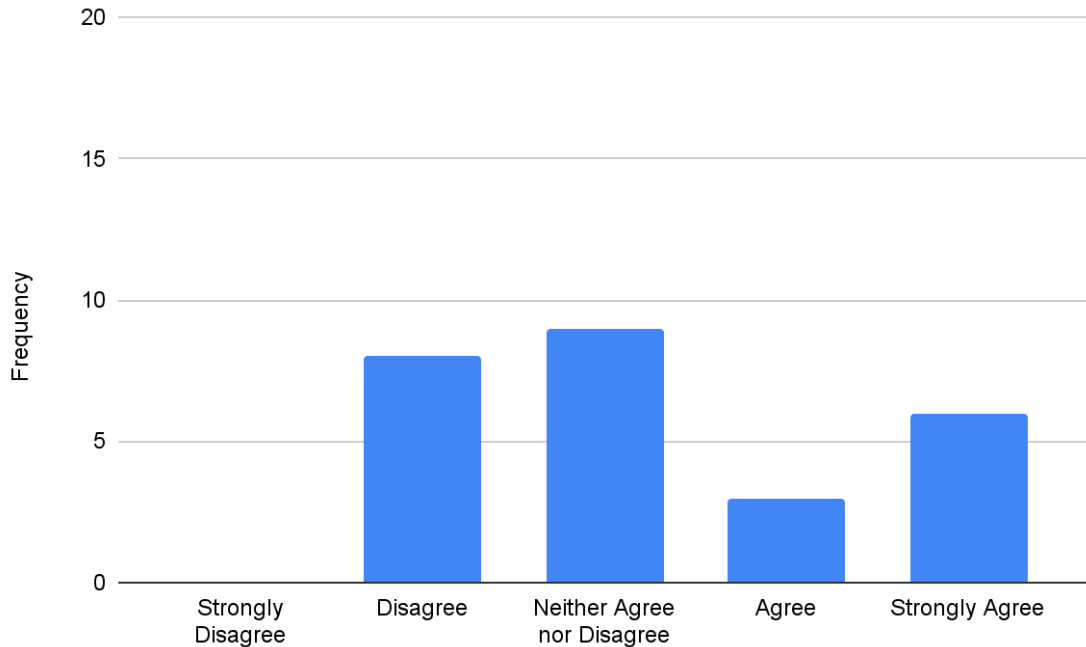
Note. Item 13 (Post-Test): “Me da vergüenza ofrecer respuestas voluntariamente en la clase de inglés” [I feel embarrassed to volunteer answers in English class]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 49 presents the frequency distribution of responses for Item 14 in the FLCAS Post-Test. No students selected the category “**Strongly Disagree**”. Eight students (30.8%) selected “**Disagree**”. Nine students (34.6%) selected the option “**Neither Agree nor Disagree**”, representing the highest preference. Three students (11.5%) selected the option “**Agree**”, being the lowest frequency. Finally, six students (23.1%) selected “**Strongly Agree**”.

Overall, responses were primarily concentrated in the neutral and disagreement categories, with a smaller proportion of students expressing clear agreement with the statement.

Figure 49

Frequency Distribution for FLCAS Item 14 (Post-Test)



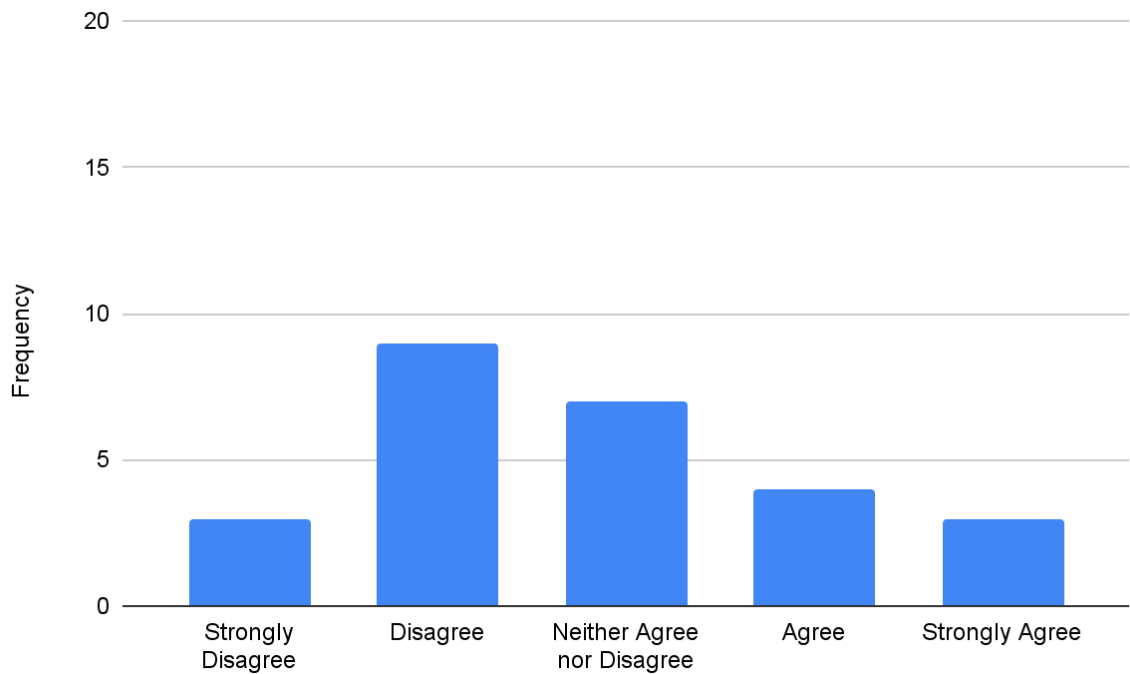
Note. Item 14 (Post-Test): “No me sentiría nerviosa al hablar en inglés con hablantes nativos” [I wouldn't feel nervous speaking English with native speakers]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 50 presents the frequency distribution of responses for Item 15 in the FLCAS Post-Test. Three students (11.5%) selected “**Strongly Disagree**”, representing one out of two lowest preferences. Nine students (34.6%) selected “**Disagree**”, being the highest reply. Seven students (26.9%) selected the option “**Neither Agree nor Disagree**”, being the lowest frequency. Four students (15.4%) selected the category “**Agree**”. Three students (11.5%) were identified with the option “**Strongly Agree**”, representing the second lowest choice.

Overall, responses were predominantly concentrated in the disagreement and neutral categories, with fewer students expressing agreement with the statement.

Figure 50

Frequency Distribution for FLCAS Item 15 (Post-Test)



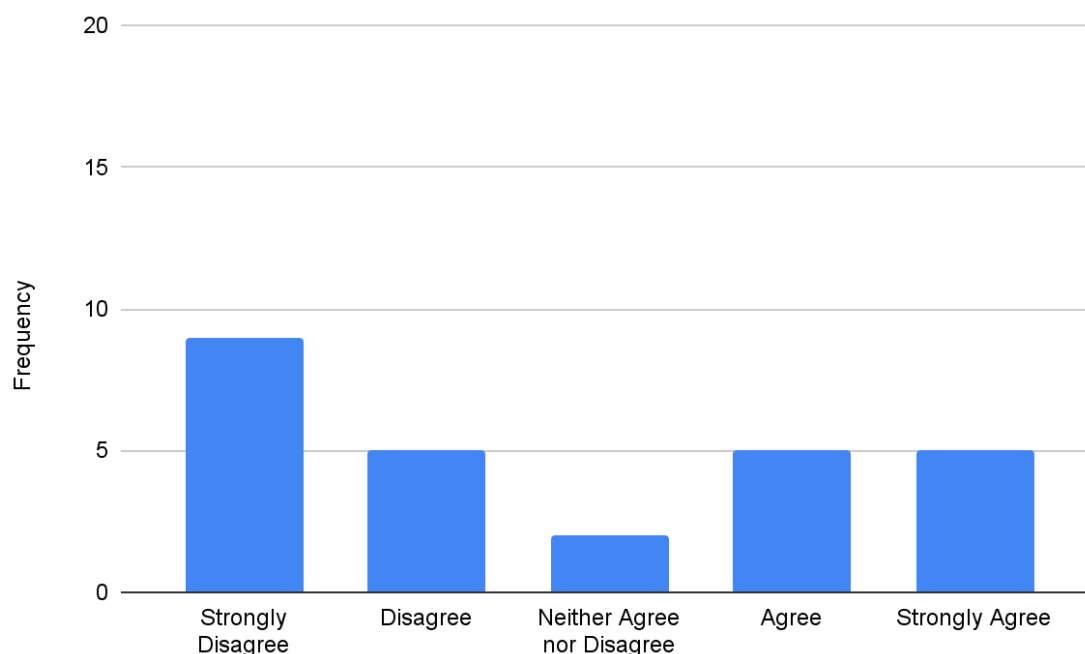
Note. Item 15 (Post-Test): “Me molesta cuando no entiendo lo que la profesora está corrigiendo” [It bothers me when I don't understand what the teacher is correcting]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 51 presents the frequency distribution of responses for Item 16 in the FLCAS Post-Test. The highest frequently selected preference was the category “**Strongly Disagree**”, supported by nine students (34.6%). The category “**Disagree**” was selected by five students (19.2%). The least frequently selected option was the response “**Neither Agree nor Disagree**”, endorsed by two students (7.7%), being the lowest reply. Furthermore, both categories “**Agree**” and “**Strongly Agree**” were selected by five students (19.2%).

Overall, responses were primarily concentrated in the disagreement categories.

Figure 51

Frequency Distribution for FLCAS Item 16 (Post-Test)



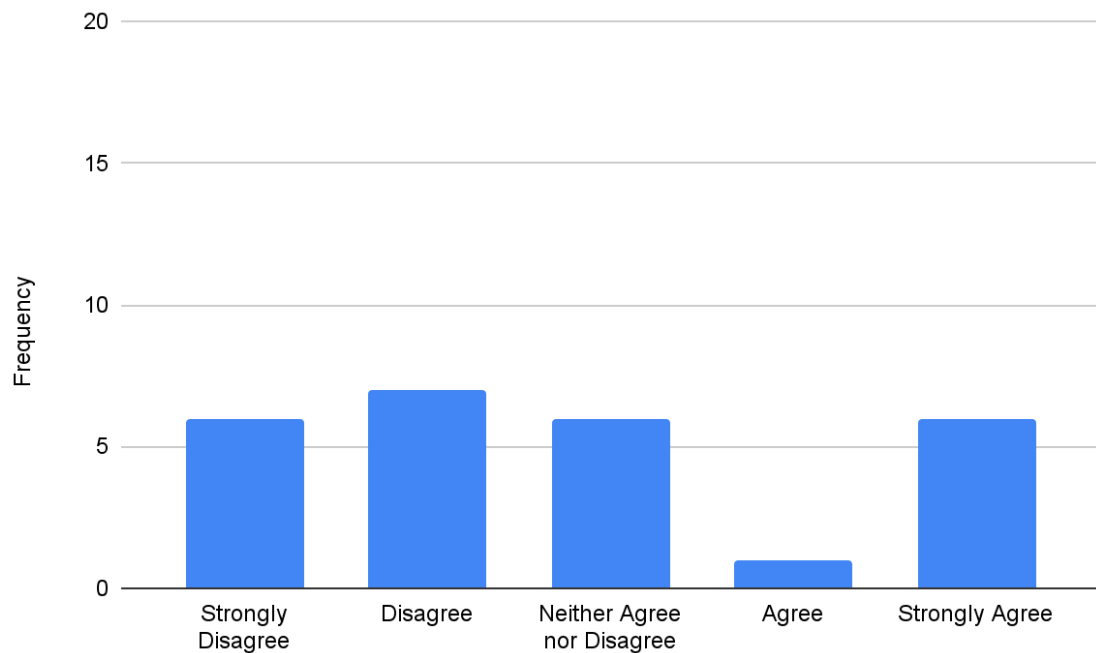
Note. Item 16 (Post-Test): “Incluso si estoy bien preparada para la clase de inglés, me siento ansiosa” [Even if I am well prepared for English class, I feel anxious]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 52 presents the frequency distribution of responses for Item 17 in the FLCAS Post-Test. Six students (23.1%) selected the category “**Strongly Disagree**”. The most highest frequently selected response was “**Disagree**”, supported by seven students (26.9%). The option answer “**Neither Agree nor Disagree**” was selected by six students (23.1%). The most least frequently selected category was “**Agree**”, endorsed by one student (3.8%). Finally, the option answer “**Strongly Agree**” was chosen by six students (23.1%).

Overall, responses were relatively dispersed across most categories of the Likert scale, with a slight predominance of disagreement options.

Figure 52

Frequency Distribution for FLCAS Item 17 (Post-Test)



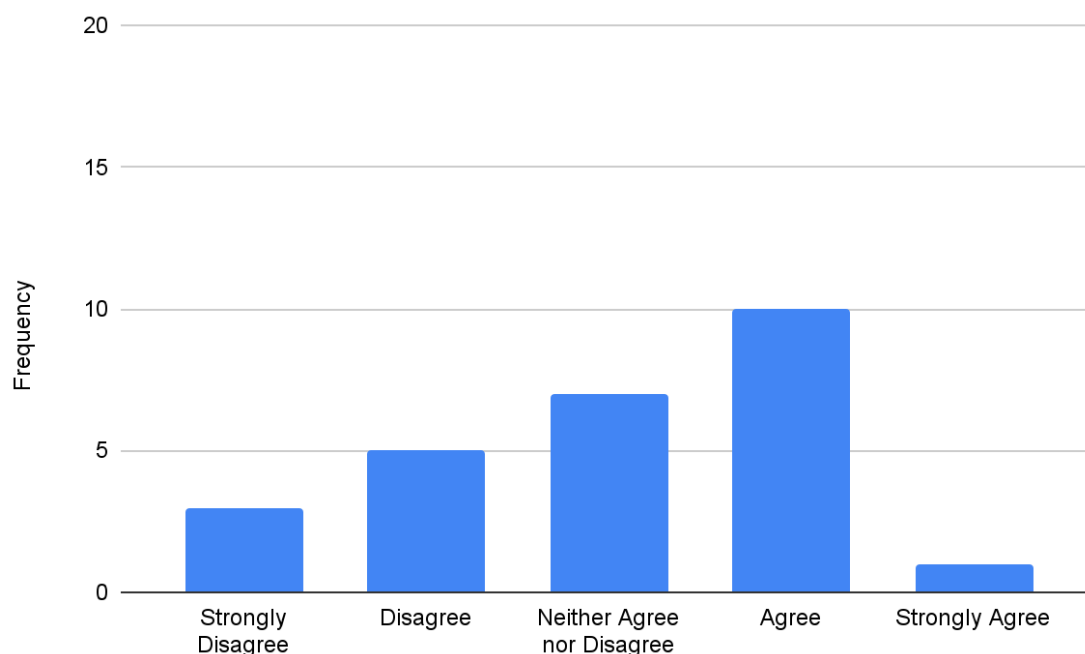
Note. Item 17 (Post-Test): “A menudo tengo ganas de no ir a la clase de inglés” [I often feel like not going to English class]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 53 presents the frequency distribution of responses for Item 18 in the FLCAS Post-Test. Three students (11.5%) selected “**Strongly Disagree**”. Five students (19.2%) selected the option “**Disagree**”. Seven students (26.9%) selected the category “**Neither Agree nor Disagree**”. The most highest frequently selected response was “**Agree**”, endorsed by ten students (38.5%). Finally, one student (3.8%) selected “**Strongly Agree**”, representing the lowest frequency.

In general, responses were predominantly concentrated in the agreement category.

Figure 53

Frequency Distribution for FLCAS Item 18 (Post-Test)



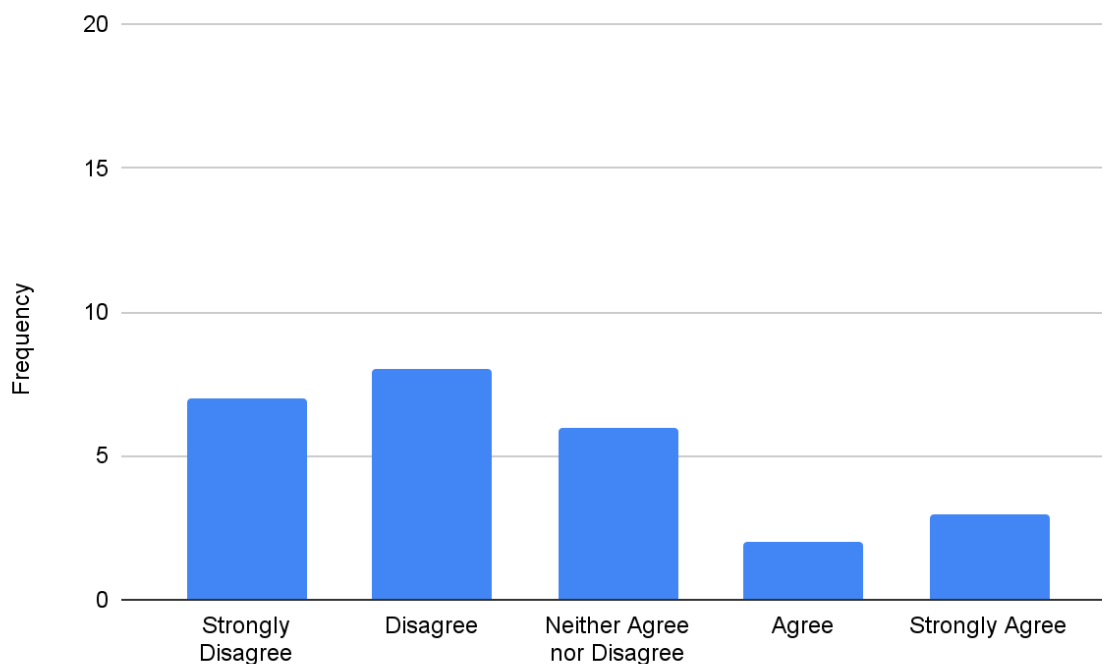
Note. Item 18 (Post-Test): “Me siento segura a la hora de hablar en la clase de inglés [I feel confident when speaking in English class]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 54 presents the frequency distribution of responses for Item 19 in the FLCAS Post-Test. Seven students (26.9%) selected “**Strongly Disagree**”. Eight students (30.8%) selected “**Disagree**”, being the highest preference. The response “**Neither Agree nor Disagree**” was reported by six students (23.1%). The option “**Agree**” was selected by two students (7.7%). The category “**Strongly Agree**” represented the preference of three students (11.5%).

Taken together, these responses were primarily concentrated in the disagreement categories.

Figure 54

Frequency Distribution for FLCAS Item 19 (Post-Test)



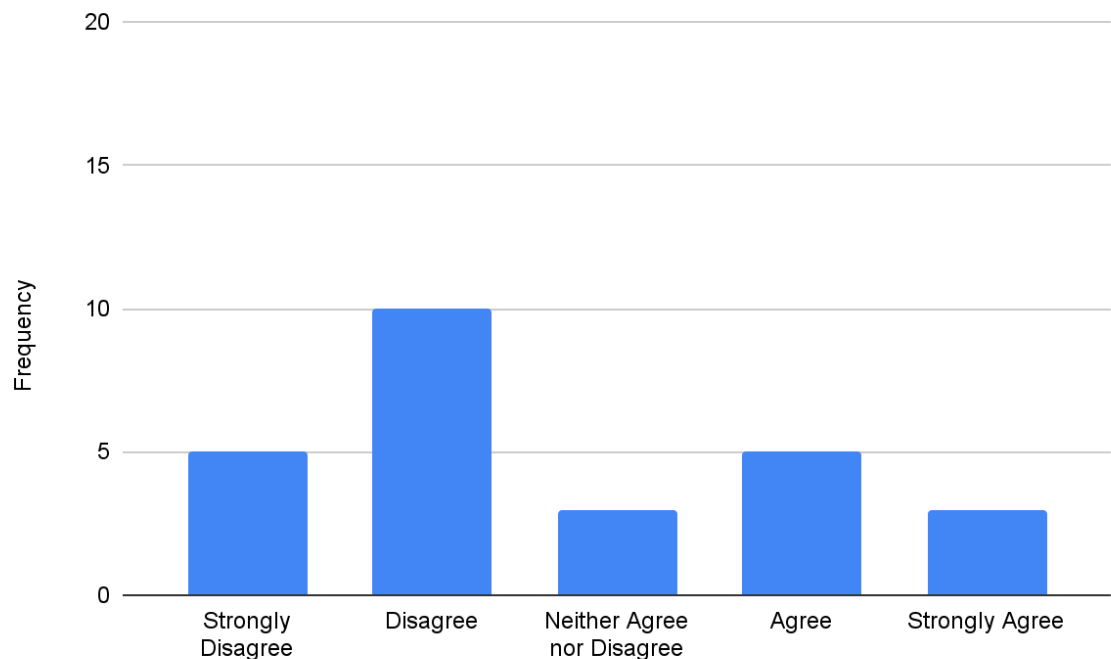
Note. Item 19 (Post-Test): “Me da miedo que mi profesora corrija cada error que yo cometa” [I’m afraid my teacher will correct every mistake I make]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 55 presents the frequency distribution of responses for Item 20 in the FLCAS Post-Test. Five students (19.2%) reported “**Strongly Disagree**”. Ten students (38.5%) selected “**Disagree**”, being the highest reply. Three students (11.5%) marked “**Neither Agree nor Disagree**”, representing one of the two lowest preferences. Five students (19.2%) selected “**Agree**”. Three students (11.5%) endorsed “**Strongly Agree**”, being the second lowest frequency.

Taken together, responses were primarily concentrated in the disagreement categories.

Figure 55

Frequency Distribution for FLCAS Item 20 (Post-Test)



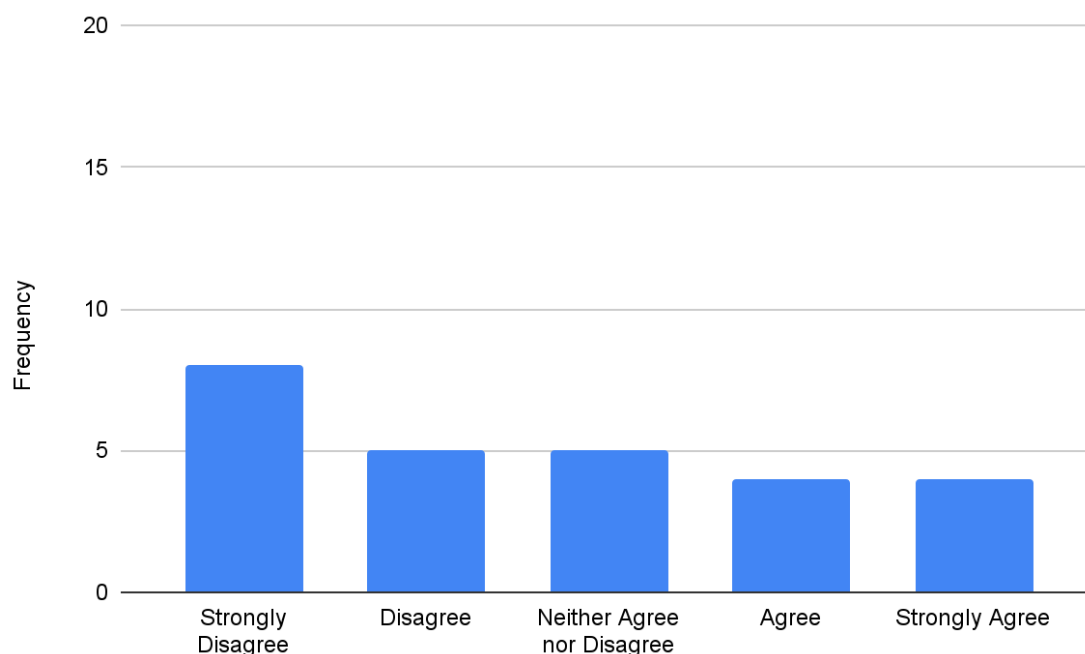
Note. Item 20 (Post-Test): “Puedo sentir que mi corazón late con fuerza cuando me piden participar en la clase de inglés” [I can feel my heart beating fast when I am asked to participate in English class]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 56 presents the frequency distribution of responses for Item 21 in the FLCAS Post-Test. Eight students (30.8%) reported “**Strongly Disagree**”, representing the highest replies. Both categories “**Disagree**” and “**Neither Agree nor Disagree**” were selected by five students (19.2%). Also, both “**Agree**” and “**Strongly Agree**” were chosen by four students (15.4%).

Overall, responses were predominantly concentrated in the disagreement categories.

Figure 56

Frequency Distribution for FLCAS Item 21 (Post-Test)



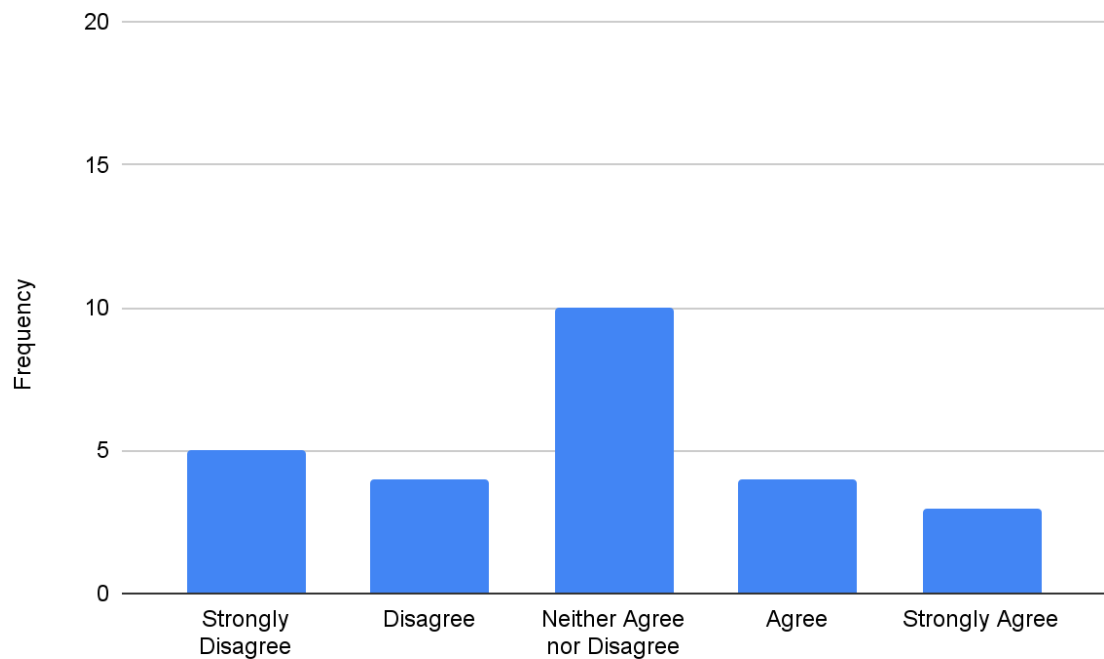
Note. Item 21 (Post-Test): “Cuanto más estudio para una prueba de inglés, más confundida me siento” [The more I study for an English test, the more confused I feel]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 57 presents the frequency distribution of responses for Item 22 in the FLCAS Post-Test. Five students (19.2%) selected “**Strongly Disagree**”. Four students (15.4%) selected “**Disagree**”. Ten students (38.5%) selected “**Neither Agree nor Disagree**”, being the highest reply. 4 students (15.4%) selected “**Agree**”. Three students (11.5%) selected “**Strongly Agree**”, being the lowest frequency.

Overall, responses were primarily concentrated in the neutral category.

Figure 57

Frequency Distribution for FLCAS Item 22 (Post-Test)



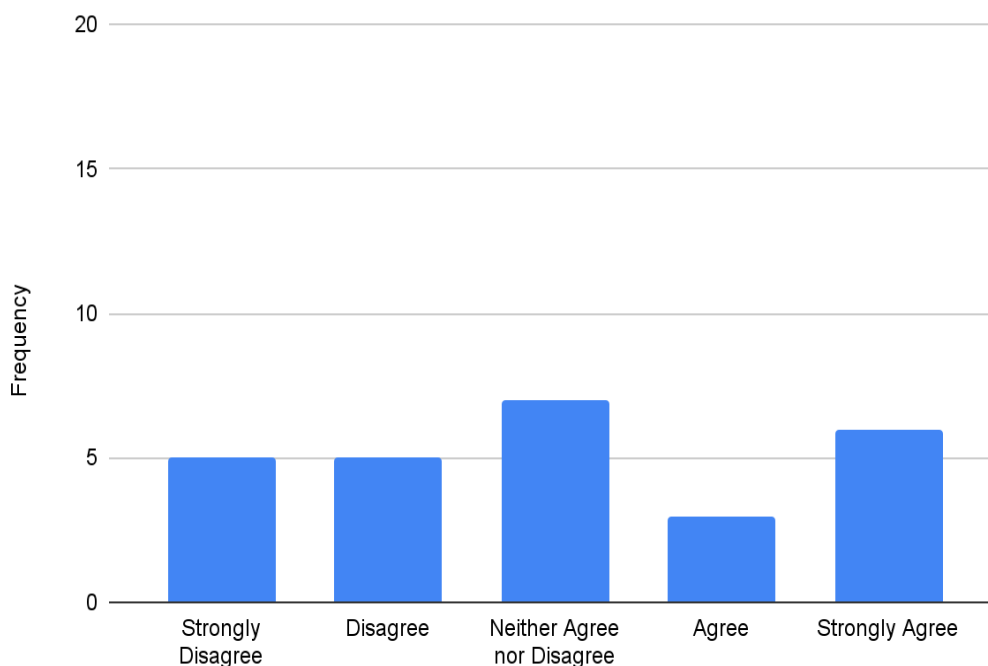
Note. Item 22 (Post-Test): “No tengo ninguna presión para prepararme bien para las clases de inglés”. [I don't feel any pressure to prepare well for English classes]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 58 presents the frequency distribution of responses for Item 23 in the FLCAS Post-Test. Five students selected (19.2%). Seven students (26.9%) selected “**Neither Agree nor Disagree**”, being the highest replies. Three students (11.5%) selected “**Agree**”, representing the lowest preference. Six students (23.1%) selected the category “**Strongly Agree**”.

Overall, responses were distributed across all categories of the Likert scale, with a slight concentration in the neutral option.

Figure 58

Frequency Distribution for FLCAS Item 23 (Post-Test)



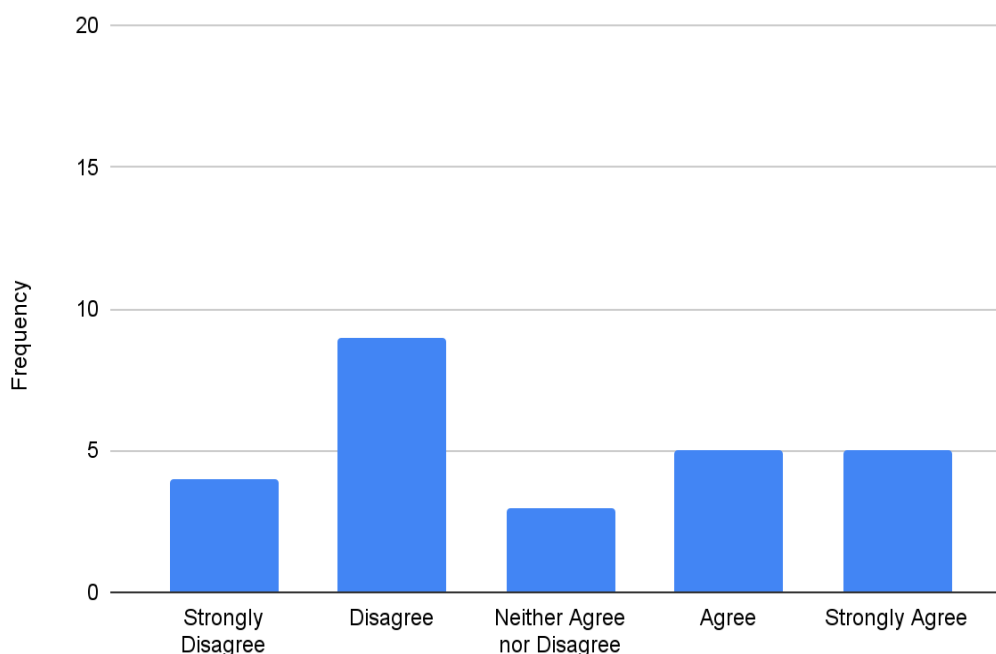
Note. Item 23 (Post-Test): “Siempre siento que mis compañeras hablan inglés mejor que yo” [I always feel that my peers speak English better than I do]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 59 presents the frequency distribution of responses for Item 24 in the FLCAS Post-Test. Four students (15.4%) selected “**Strongly Disagree**”. Nine students (34.6%) selected “**Disagree**”, representing the highest preference. “**Neither Agree nor Disagree**” was endorsed by three students (11.5%), being the lowest reply. Both “**Agree**” and “**Strongly Agree**” were chosen by 5 students (19.2%).

Taken together, these responses were primarily concentrated in the disagreement categories.

Figure 59

Frequency Distribution for FLCAS Item 24 (Post-Test)



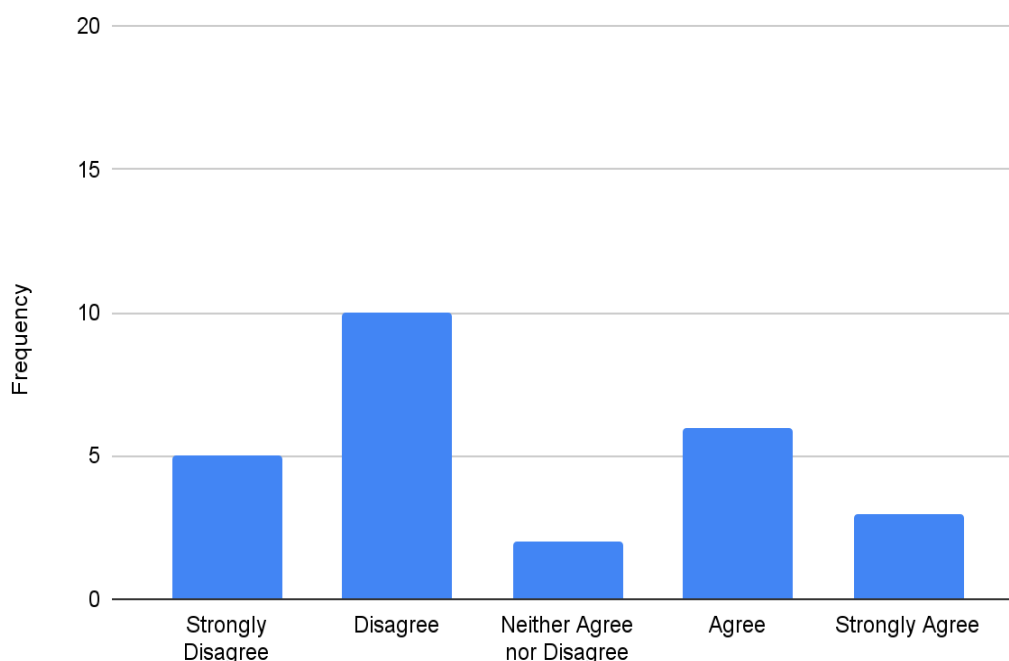
Note. Item 24 (Post-Test): “Siempre siento que mis compañeras hablan inglés mejor que yo” [I always feel that my peers speak English better than I do]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 60 presents the frequency distribution of responses for Item 25 in the FLCAS Post-Test. The category “**Strongly Disagree**” was selected by five students (19.2%). The response “**Disagree**” was chosen by ten students (38.5%), representing the highest preference. The least frequently selected category was “**Neither Agree nor Disagree**”, supported by two students (7.7%). The opinion answer “**Agree**” was selected by six students (23.1%). Finally, the category “**Strongly Agree**” was selected by three students (11.5%).

In general, these responses were predominantly concentrated in the disagreement categories.

Figure 60

Frequency Distribution for FLCAS Item 25 (Post-Test)



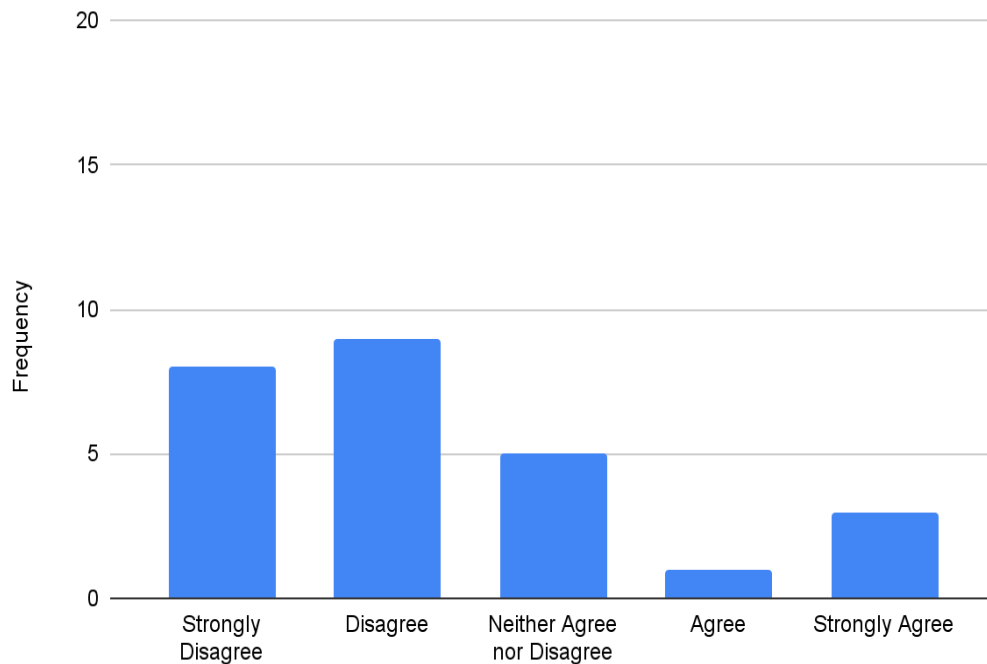
Note. Item 25 (Post-Test): “La clase de inglés avanza tan rápido que me preocupa quedarme atrasada” [The English class is moving so fast that I'm worried about falling behind]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 61 presents the frequency distribution of responses for Item 26 in the FLCAS Post-Test. The category “**Strongly Disagree**” was selected by eight students (30.8%). “**Disagree**” was selected by nine students (34.6%), representing the highest preferences. “**Neither Agree nor Disagree**” was selected by five students (19.2%). “**Agree**” was selected by one student (3.8%), being the lowest reply. “**Strongly Agree**” was selected by three students (11.5%).

Taken together, the responses were largely concentrated in the disagreement categories.

Figure 61

Frequency Distribution for FLCAS Item 26 (Post-Test)



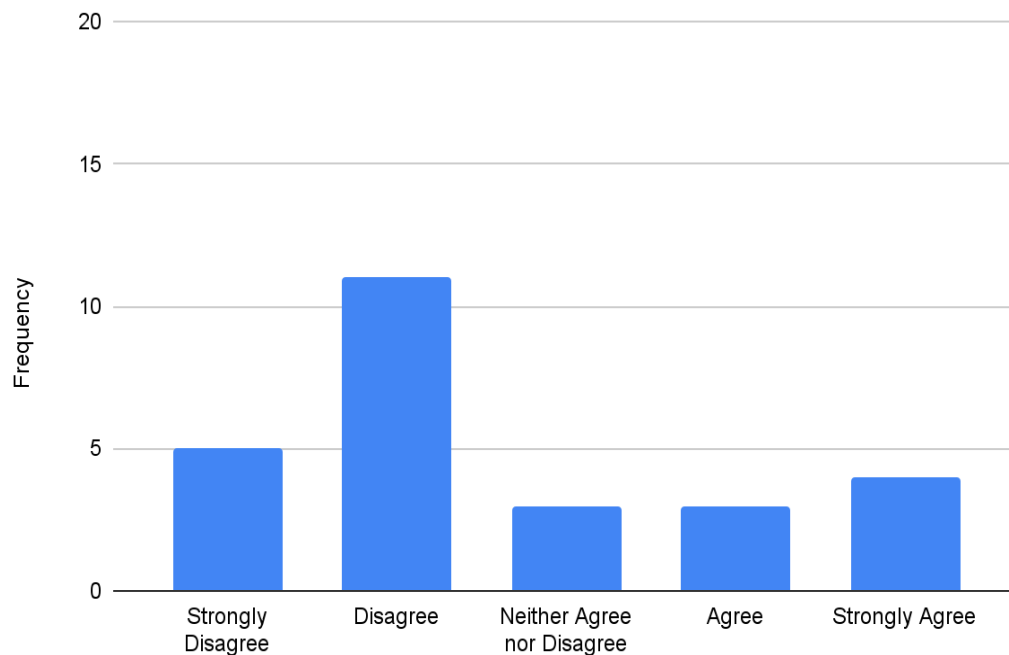
Note. Item 26 (Post-Test): “Me siento más tensa y nerviosa en la clase de inglés que en otras clases” [I feel more tense and nervous in English class than in other classes]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 62 presents the frequency distribution of responses for Item 27 in the FLCAS Post-Test. Six students (19.2%) selected “**Strongly Disagree**”. The most frequently selected response was “**Disagree**”, supported by eleven students (42.3%). Both categories “**Neither Agree nor Disagree**” and “**Agree**” were selected by three students (11.5%), representing the lowest categories. Finally, four students (15.4%) selected “**Strongly Agree**”.

In general, the responses were predominantly concentrated in the disagreement categories.

Figure 62

Frequency Distribution for FLCAS Item 27 (Post-Test)



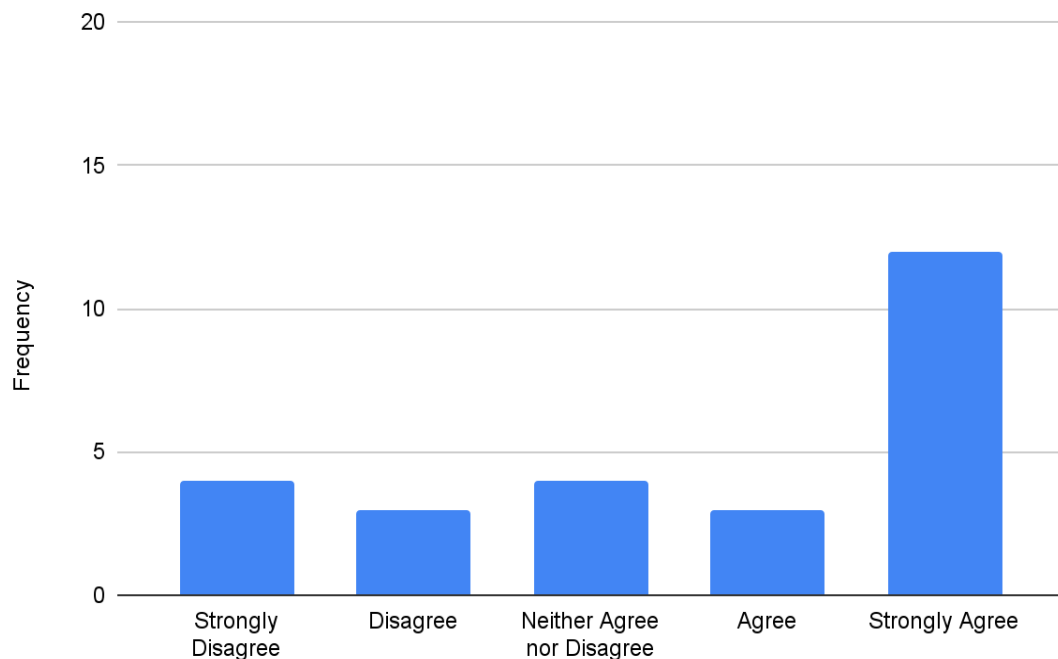
Note. Item 27 (Post-Test): “Me pongo nerviosa y confundida cuando hablo en la clase de inglés” [I get nervous and confused when I speak in English class]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 63 presents the frequency distribution of responses for Item 28 in the FLCAS Post-Test. Four students (15.4%) selected “**Strongly Disagree**”. Three students (11.5%) selected “**Disagree**”, representing one out of two lowest replies. Four students (15.4%) selected “**Neither Agree nor Disagree**”. Three students (11.5%) selected were identified with “**Agree**”, representing the second lowest reply. “**Strongly Agree**” was selected by twelve students (46.2%), being the highest option.

Overall, responses were primarily concentrated in the agreement category.

Figure 63

Frequency Distribution for FLCAS Item 28 (Post-Test)



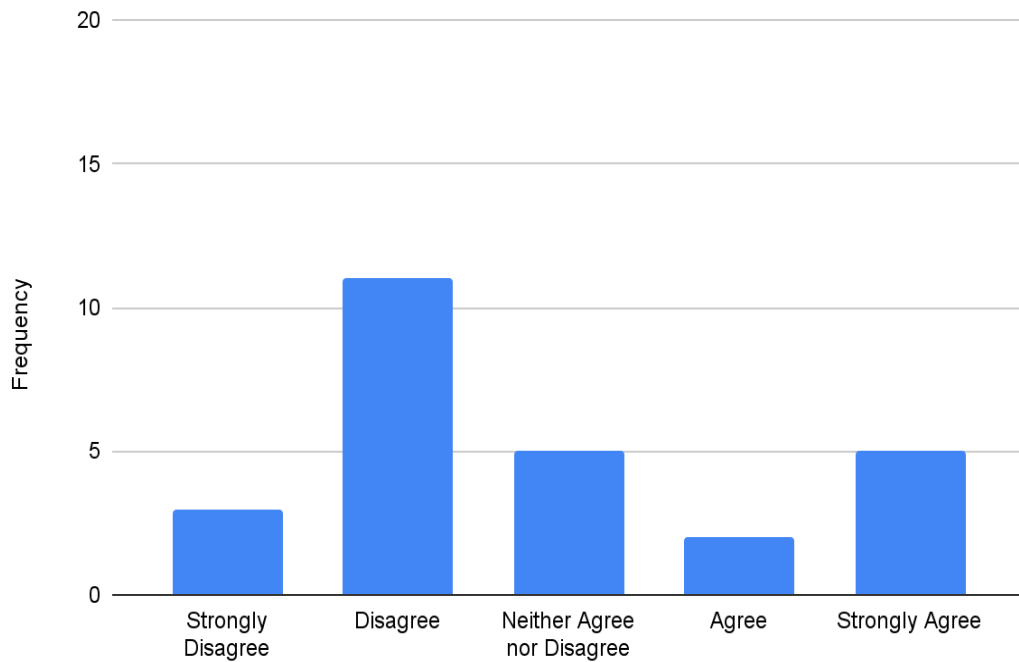
Note. Item 28 (Post-Test): “Cuando voy camino a la clase de inglés, me siento muy segura y relajada” [When I’m on my way to English class, I feel very confident and relaxed]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 64 presents the frequency distribution of responses for Item 29 in the FLCAS Post-Test. Three students (11.5%) selected “**Strongly Disagree**”. Eleven students (42.3%) selected “**Disagree**”, being the highest reply. Five students (19.2%) selected “**Neither Agree nor Disagree**”. Two students (7.7%) selected “**Agree**”, representing the lowest preference. Five students (19.2%) selected “**Strongly Agree**”.

In general, responses were primarily concentrated in the disagreement category.

Figure 64

Frequency Distribution for FLCAS Item 29 (Post-Test)



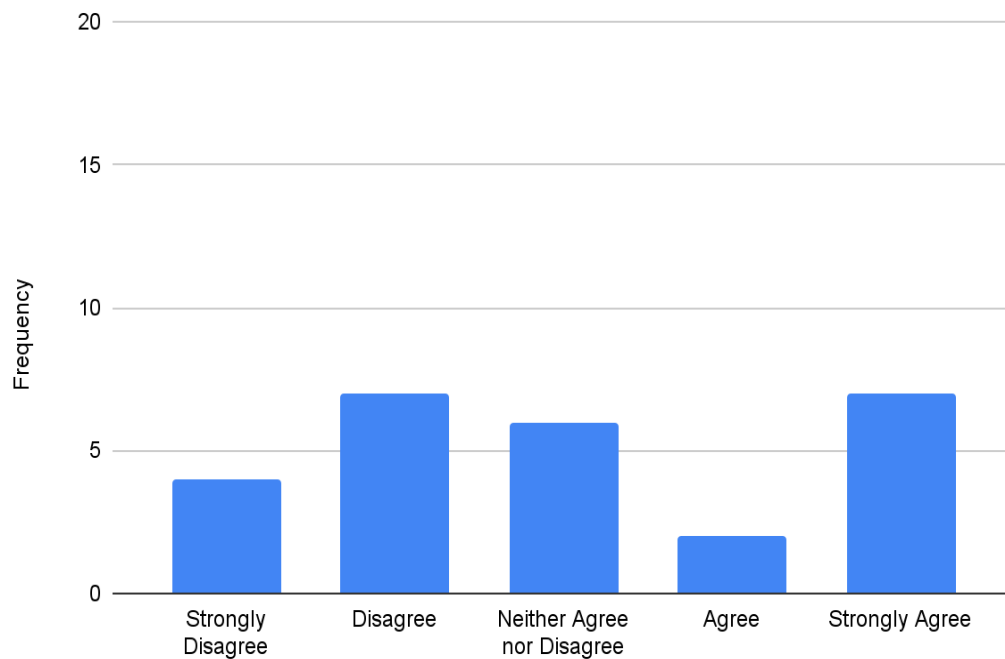
Note. Item 29 (Post-Test): “Me pongo nerviosa cuando no entiendo cada palabra que dice la profesora” [I get nervous when I don't understand every word the teacher says]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 65 presents the frequency distribution of responses for Item 30 in the FLCAS Post-Test. Four students (15.4%) selected “**Strongly Disagree**”. Seven students (26.9%) selected “**Disagree**”, being one out of two highest preferences. Six students (23.1%) marked “**Neither Agree nor Disagree**”. Two students (7.7%) selected “**Agree**”, being the lowest frequency. Seven students (29.6%) selected “**Strongly Agree**”, being the second highest reply.

Overall, responses were distributed across most categories of the Likert scale, with slightly higher concentrations in the disagreement and strong agreement options.

Figure 65

Frequency Distribution for FLCAS Item 30 (Post-Test)



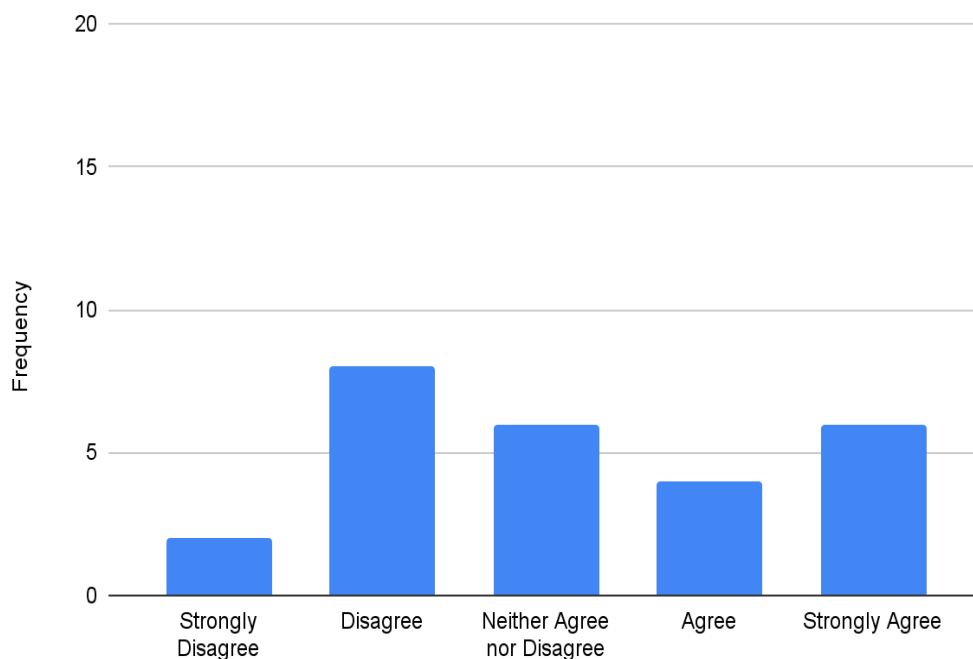
Note. Item 30 (Post-Test): “Me siento abrumada por la cantidad de reglas que hay que aprender para hablar inglés” [I feel overwhelmed by the number of rules you have to learn to speak English]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 66 presents the frequency distribution of responses for Item 31 in the FLCAS Post-Test. Two students (7.7%) selected “**Strongly Disagree**”, representing the lowest preference. Eight students (30.8%) selected “**Disagree**”, being the highest preference. Six students (23.1%) selected “**Neither Agree nor Disagree**”. Four students (15.4%) selected “**Agree**”. Six students (23.1%) selected “**Strongly Agree**”.

Overall, responses were relatively dispersed across the Likert scale, with a slight concentration in the disagreement category.

Figure 66

Frequency Distribution for FLCAS Item 31 (Post-Test)



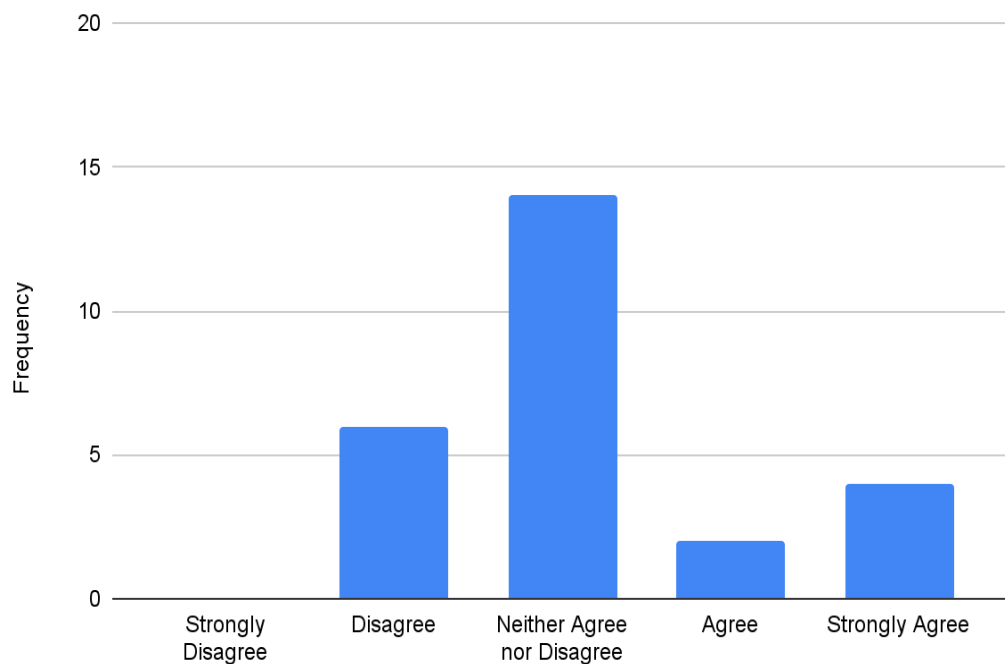
Note. Item 31 (Post-Test): “Tengo miedo de que mis compañeras se rían de mí cuando hablo inglés” [I’m afraid my classmates will laugh at me when I speak English]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 67 presents the frequency distribution of responses for Item 32 in the FLCAS Post-Test. No student selected the option “**Strongly Disagree**”. Six students (23.1%) selected “**Disagree**”. Fourteen students (53.8%) selected “**Neither Agree nor Disagree**”, representing the highest preference. Two students (7.4%) selected “**Agree**”, representing the lowest preference. Four students (15.4%) selected the option “**Strongly Agree**”.

In general, responses were predominantly concentrated in the neutral category, with relatively few students expressing clear agreement with the statement.

Figure 67

Frequency Distribution for FLCAS Item 32 (Post-Test)



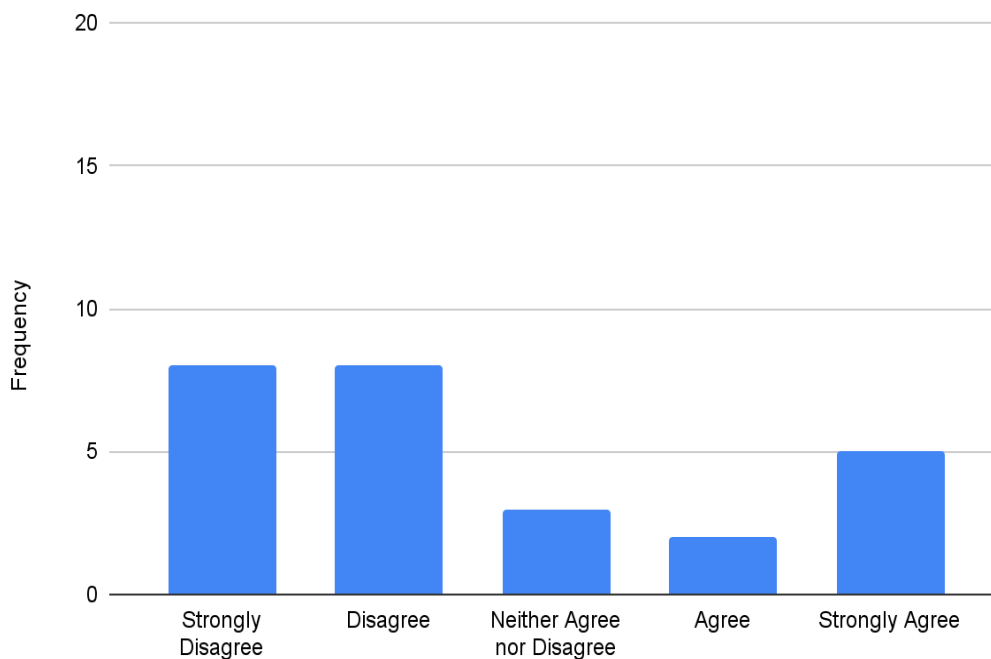
Note. Item 32 (Post-Test): “Probablemente me sentiría cómoda con hablantes nativos” [I would probably feel comfortable with native English speakers]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

Figure 68 presents the frequency distribution of responses for Item 33 in the FLCAS Post-Test. Both “**Strongly Disagree**” and “**Disagree**” were selected by eight students (30.8%), being the highest frequencies. Three students (11.5%) selected “**Neither Agree nor Disagree**”. Four students (7.7%) selected “**Agree**”, representing the lowest reply. Five students (19.2%) selected “**Strongly Agree**”.

Overall, responses were predominantly concentrated in the neutral category, with relatively few students expressing clear agreement with the statement.

Figure 68

Frequency Distribution for FLCAS Item 33 (Post-Test)



Note. Item 33 (Post-Test): “Me pongo nerviosa cuando la profesora pregunta cosas que no he podido preparar” [I get nervous when the teacher asks questions that I haven't been able to prepare for]. The questionnaire was administered in Spanish. Frequencies are based on participants who completed both administrations (N = 26).

4.2 Qualitative Data Analysis

This section presents the qualitative findings derived from students' responses following the pedagogical intervention. An inductive qualitative analysis was conducted to identify collective patterns in students' perceptions through the examination of word frequency. The analysis is organized according to the thematic sections of the instrument, allowing for a systematic exploration of recurrent lexical patterns related to tenderness, emotional safety, care, and classroom interactions. Figures 69–81 present word clouds generated from students' responses within each thematic section, which visually represent the most frequently used words across participants. All responses were originally collected in Spanish and analyzed in their original language. In the word clouds, word size reflects

frequency of occurrence and is used as an exploratory indicator of shared perceptions rather than as a measure of interpretive weight.

4.2.1 General Feelings Toward the English Class

This theme describes students' overall emotional perceptions of English classes during the second semester. It includes references to general feelings toward the subject, the classroom atmosphere, participation experiences, and moments of comfort or discomfort. The category reflects how students articulated their affective responses to learning English and provides a general overview of the emotional climate of the classroom, in alignment with the structure of the qualitative instrument.

Figure 69 below shows students' perceptions of the classroom environment in English class, capturing the most frequently used terms: “*bueno*” (good), “*bien*” (nice/good), “*tratar*” (to treat/treatment), “*divertir*” (having fun), “*positivo*” (positive), “*profesor*” (teacher), “*respetar*” (to respect), “*cariño*” (care/affection), “*inglés*” (English), “*clase*” (lesson), “*materia*” (subject), “*decir*” (to say), “*participar*” (to participate), and “*clima*” (atmosphere).

Figure 69

How would you describe the classroom atmosphere in English classes this second semester?

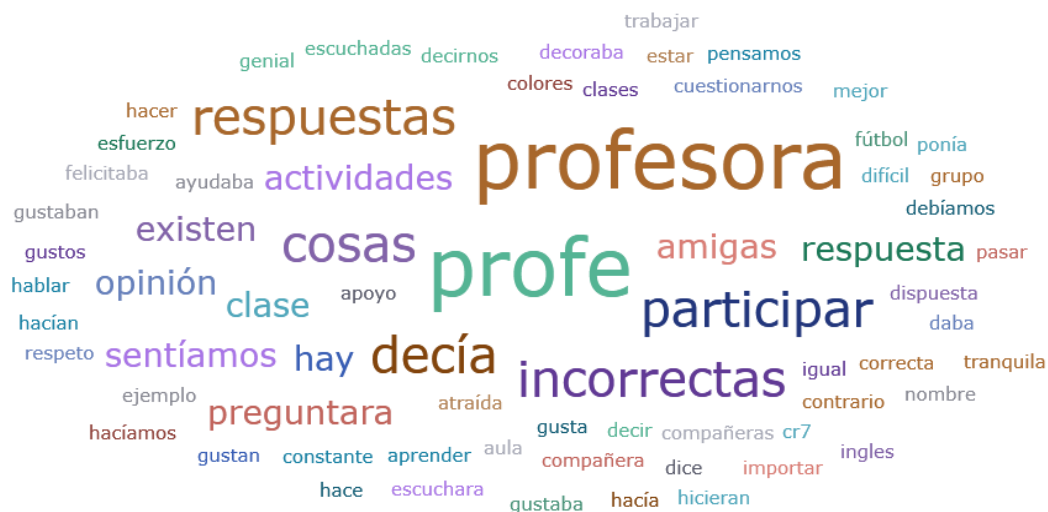


Note. The English title corresponds to a translated version of the original question 1.

During the categorization process of Figure 69, terms such as “*súper*” (super), “*bueno*” (good), “*positivo*” (positive), “*excelente*” (excellent), and “*respetuoso*” (respectful) are related to **Positive Classroom Atmosphere**. Concepts like “*dinámico*” (dynamic), “*juego*” (game), “*divertir*” (having fun), “*sorpresa*” (surprise), “*encantar*” (to delight), “*gustar*” (to like), and “*nuevo*” (new) refers to engaging activities for students within the classroom, which align with **Student Active Participation and Engagement**. Likewise, terms such as “*profesor*”, “*profesora*” and “*profe*” (teacher), “*paciencia*” (patience), “*tratar*” (to treat/treatment), “*respetar*” (to respect), “*explicar*” (to explain), “*cariño*” (affection/care), “*corregir*” (to correct), and “*relación*” (relationship) are associated with **Perceptions of Tenderness**, alluding to the way students perceive pedagogical interactions and their relationship with the teacher. In a similar perspective, the concept “*relación*” (relationship), “*ayudar*” (helping), “*nosotros*” (we/us), “*amigar*” (being friendly), and “*compañera*” (classmate) are related to **Peer Support**, which refers to the ways classmates supported one another emotionally and academically during English lessons. Concepts like “*tranquilo*” (calm), “*reír*” (to laugh), “*sentir*” (to feel) and “*estable*” (stable) are related to **Emotional Safety**, which aims to highlight the students’ perceptions of feeling calm, accepted, and confident when participating, making mistakes or expressing their emotions. Terms such as “*intentar*” (to try), “*entender*” (to understand), “*mejorar*” (to improve) are related to **Student Agency**, which alludes to students’ expressions related to their willingness to try, their perceptions of improvement, and their growing understanding of English. Words such as “*inglés*” (English),

Figure 70 below reveals the factor that supported students' confidence and willingness to participate during English classes. The most frequent terms are: "*profesora*" and "*profe*" (teacher), "*participar*" (to participate), "*actividades*" (activities), "*respuestas*" (answers), "*incorrectas*" (incorrect), "*cosas*" (things), "*amigas*" (friends), "*decía*" (said), "*sentíamos*" (felt), "*opinión*" (opinion), "*preguntara*" (asking) and "*clase*" (lesson).

During English classes this second semester, what things helped you feel more confident or more eager to participate?



When categorizing the concepts of Figure 70, words like “*profe*” and “*profesora*” (teacher), “*preguntara*” (asking), “*escuchara*” (listening), “*ayudaba*” (helped us), and “*felicitaba*” (congratulated us) are associated with **Teacher Affective Support**, as they reflect students’ perceptions of the teacher as approachable, attentive, and willing to listen to their ideas. Additionally, words such as “*participar*” (to participate), “*actividades*” (activities), “*respuestas*” (answers), “*atraída*” (attracted) and “*clase*” align with **Student Active**

Participation and Engagement, highlighting the role of interactive classroom practices in encouraging students to take part in learning activities. Furthermore, concepts such as “*constante*” (constant), “*dispuesta*” (willing), “*esfuerzo*” (effort), and “*aprender*” (to learn) are related to **Student Agency** due to students’ willingness and effort to learn English. Likewise, terms including “*amigas*” (friends), “*compañeras*” and “*compañera*” (classmates), and “*grupo*” (group) are related to **Peer Support**, pointing to the importance of social relationships and group dynamics in fostering confidence. Likewise, words such as “*tranquila*” (calm), “*sentíamos*” (felt), and “*ayudaba*” (helped us) are associated with **Emotional Safety**, referring to students’ perceptions of feeling calm, accepted, and confident when participating, making mistakes or expressing their emotions in English classes. **Critical Thinking** emerged as a thematic category encompassing students’ references to questioning, reflecting, expressing opinions, and engaging cognitively with classroom activities; terms such as “*opinión*” (opinion), “*pensamos*” (we think), “*cuestionarnos*” (to question), “*respuestas*” (answers), and “*decir*” (to say). **Academic Challenge and Error Awareness** encompasses students’ references to task difficulty during English lessons constructed by terms such as “*incorrectas*” (incorrect) and “*difícil*” (difficult).

Figure 71 exhibits the word cloud related to students’ perceptions of situations that generated discomfort, difficulty, or emotional challenge during English classes. The most used concepts are “*evaluación*” (evaluation), “*hablar*” (speaking), “*sentir*” (to feel), “*profesor*” (teacher), “*pensar*” (to think), “*dar*” (to give), “*decir*” (to say), and “*verdad*” (truth).

Figure 71

*When did you feel anxious or insecure in English class during this second semester?
What do you think caused those feelings?*



Note. The English title corresponds to a translated version of the original question 3.

During the categorization process of Figure 71, terms such as “*ansiedad*” (anxiety), “*evaluación*” (evaluation), “*nota*” (grade), “*difícil*” (difficult), “*presionar*” (feeling pressure), and “*results*” (resultados) are categorized as **Foreign Language Anxiety**, since students reflect academic situations that they perceive as demanding or stressful. Likewise, words such as “*hablar*” (speaking), “*decir*” (to say), “*frente*” (in front of), “*voz*” (voice), and “*responder*” (to answer) align with **Speaking Anxiety**, highlighting students’ discomfort when required to speak in English. In addition, terms including “*llorar*” (to cry), “*miedo*” and “*temer*” (fear), “*vergüenza*” (shame), “*nervioso*” (nervous), “*mal*” and “*malo*” (bad), and “*preocupado*” (worried) are classified as **Negative Emotional Responses**, since these concepts are explicitly related to negative emotional states. These reactions are closely related to terms such as “*equivocarme*” (making mistakes) and “*burlar*” (make fun of me), which are grouped under the category **Fear of Making Mistakes**. On the other hand, the presence of terms such as “*apoyar*” (to help), “*preguntar*” (to ask), “*entender*” (to understand), “*explicar*” (to explain), “*motivar*” (to motivate), “*participar*” (to participate), “*compañero*” (classmate), and “*profesor*” and “*profe*” (teacher) connects to **Teacher Affective Support** and **Peer Support**, recognizing that interactions within the classroom influence the learning process.

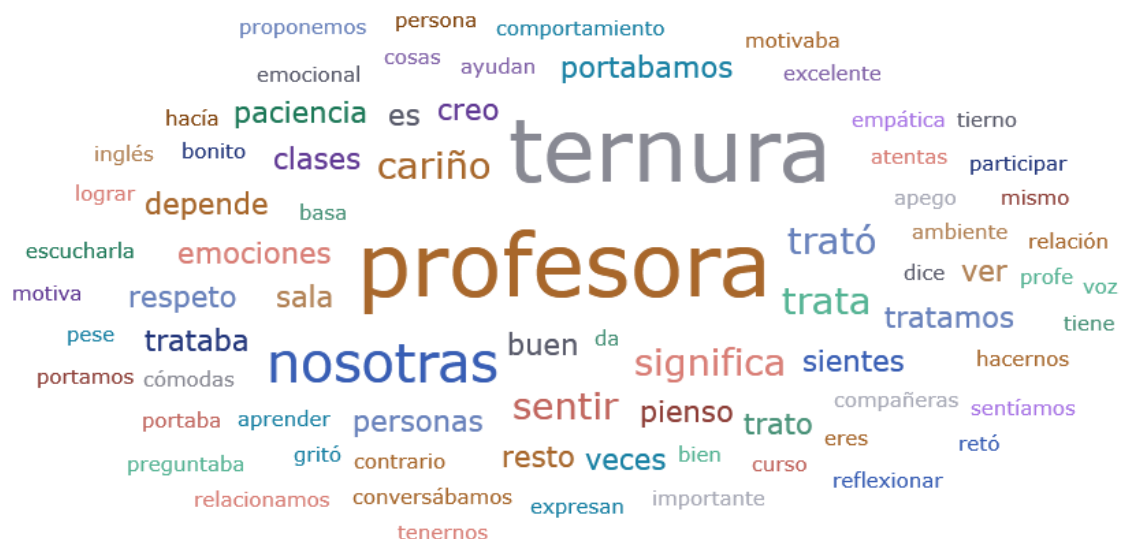
4.2.2 Perceptions of Tenderness and Care within the Classroom

This theme focuses on students' perceptions of tenderness and care as experienced in the English classroom. It includes references to teachers' behaviors, interactions, and practices that students associated with feeling cared for, supported, or emotionally considered during lessons. The theme reflects how students described manifestations of care and tenderness in everyday classroom interactions and provides insight into the relational and affective dimensions of the learning environment, as captured through the qualitative instrument.

Figure 72 reveals students' perceptions of tenderness in the classroom. The most prominent terms are “*ternura*” (tenderness), “*profesora*” (teacher), “*nosotras*” (we/us), “*cariño*” (affection/care), “*respeto*” (respect), “*trató/tratamos/trata*” (treatment), “*sentir*” (to feel), “*portábamos*” (we behave), and “*emociones*” (emotions), which conceptualize tenderness as an affective stance that is strongly associated with the teacher-student relationship in daily classroom interactions.

Figure 72

*When you think of the word “tenderness” in the classroom, what does it mean to you?
How can it be noticed?*



Note. The English title corresponds to a translated version of the original question 4.

During the classification process of Figure 72, terms such as “*profesora*” and “*profe*” (teacher), “*motivaba*” (to motivate), “*ayudan*” (to support), “*relación*” (relationship), and “*sientes*” (to feel) are related to **Teacher Affective Support**, which relates to the teacher interactions from a relational and affective stance within the classroom. Terms like “*atentas*” (attentive), “*participar*” (to participate), “*aprender*” (to learn), “*hacernos*” (make us) and “*comportamiento*” (behavior) are related to **Student Active Participation and Engagement**, since a centered-tenderness classroom environment encourages students to take part in class dynamics. Concepts such as “*proponemos*” (we propose), “*lograr*” (to achieve), and “*voz*” (voice) are strongly associated with **Student Agency**, i.e. students’ willingness to act and engage in classes. On one hand, words such as “*cariño*” (affection/care), “*empatía*” (empathy), “*relacionamos*” (we relate), “*tenernos*” (having us), “*tratamos*” (we treat), and “*apego*” (attachment) are grouped under **Perceptions of Tenderness**, reflecting students’ perspectives of tenderness as a way of treating others with consideration, emotional sensitivity, and ethical responsibility. On the other hand, expressions such as “*escucharla*” (listening to her), “*preguntaba*” (asked), “*conversábamos*” (we talked), “*paciencia*” (patience), “*voz*” (voice), and “*trata*” (to treat) are associated with **Gestures of Tenderness**, which relate to concrete actions of tenderness such as body language, tone of voice, and modes of communication, rather than abstract intentions. References to “*nosotras*” (we/us), “*compañeras*” (classmates), and “*relación*” (relationship) are related to **Peer Interactions**, since tenderness is not only an individual interaction but also a shared classroom atmosphere that influences peer relationships. Furthermore, emotional terms such as “*sentir*” (to feel) and “*cómodas*” (comfortable) are categorized as **Emotional Safety**, highlighting the connection between tenderness and students’ sense of emotional security. Finally, “*bonito*” (nice), “*excelente*” (excellent), “*tierno*” (sweet), “*emocional*” (emotional), and “*ambiente*” (environment) are related to **Positive Classroom Atmosphere**.

Figure 73 below shows the word cloud related to students’ perceptions of teacher care and emotional care, with “*profesora*” (teacher), “*preguntarnos*” (ask us), “*preguntaba*” (asked), “*vez*” and “*veces*” (times), “*clase*” (class), “*sentíamos*” (felt), “*sentimos*” (we feel), “*preocupación*” (concern), “*explicarnos*” (explaining to us), “*emociones*” (emotions), “*escuchar*” (listening), “*cuidado*” (care), and “*demuestra*” (to show) being the most predominant concepts.

In what ways, if any, did you feel that the teacher showed care or concern for the students' emotions?



153

In Figure 74, the word cloud related to students' perceptions of the influence of the teacher's tone of voice, gestures, and facial expressions highlights the most frequently occurring terms, including “*profesora*” (teacher), “*influye*” (to influence), “*clase*” (class), “*participar*” (to participate), “*amable*” (kind), “*tranquilo*” (calm), and “*sonrisa*” (smile).

Figure 74

How did the teacher's tone of voice, gestures, or facial expressions influence how you felt during English classes? Why?



Note. The English title corresponds to a translated version of the original question 6.

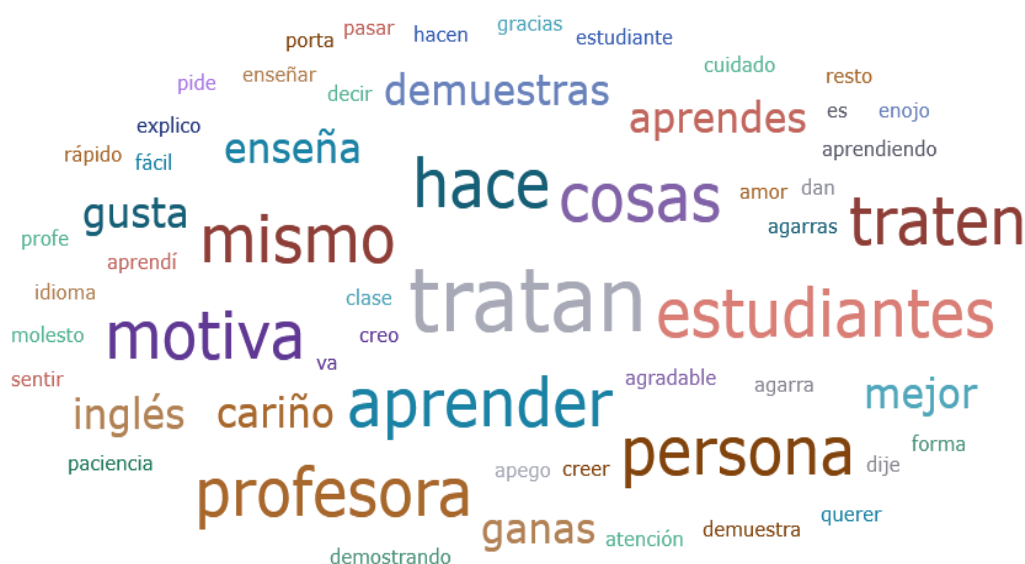
During the categorization process of Figure 74, words such as “*amable*” (kind), “*sonrisa*” (smile), “*tono*” (tone of voice), “*gestos*” (gestures), “*alegría*” (happiness), “*energía*” (energy), and “*delicada*” (delicate) are associated with the category **Gestures of Tenderness**, as they refer to non-verbal and paralinguistic elements through which the teacher conveyed warmth, care, and emotional availability. Additionally, terms such as “*tranquilo*” (calm), “*cómoda*” (comfortable), “*confianza*” (confidence), and “*feliz*” (happy) align with the category **Emotional Safety**, highlighting how the teacher's manner of speaking and interacting contributed to a calm and emotionally safe classroom environment. Furthermore, words including “*participar*” (to participate), “*ganas*” (desire), “*interesar*” (to interest) are related to the category **Student Active Participation and Engagement**, indicating that the

teacher's expressive and caring communication fostered students' willingness to participate and engage actively in classroom activities. In the same perspective, words like “distinto” (different), “divertidas” (fun), and “juegos” (games) are grouped as **Engaging Activities** within the English class. Furthermore, terms such as “inglés” (English), “materia” (subject), “clase” (class), and “estudiantes” (students) contextualize these perceptions within the **English class** setting. Concepts like “gritar” (shout), “retan” (to scold), “molesta” (bothers), and “triste” (sad) are related to **Perceptions of Teacher-student Relationship**, which indicates the students' views on what student-teacher interactions should or should not be. This can be seen in the coding done by Atlas.ti (see Annex 4).

Figure 75 shows the word cloud related to students' perceptions of the impact of kindness and care on learning English, highlighting the most frequently used terms, including “tratan” (to treat), “estudiantes” (students), “profesora” (teacher), “aprender” (to learn), “motiva” (to motivate), “cosas” (things), and “cariño” (affection/care).

Figure 75

In your experience, did kindness or care in the classroom make learning English easier or more difficult for you? Why?



Note. The English title corresponds to a translated version of the original question 7.

During the classification process of Figure 75, terms such as “*tratan*” (to treat), “*cariño*” (affection/care), “*amor*” (love), and “*atención*” (attention) are associated with the category **Perceptions of Tenderness**, as they refer to students’ perceptions of being treated with kindness, respect, and emotional consideration. Additionally, words such as “*motiva*” (to motivate), “*ganas*” (desire), “*gusta*” (to like), “*aprender*” (to learn), and “*mejor*” (better) align with the category **Student Active Participation and Engagement**, highlighting the role of kindness and care in fostering students’ willingness to learn and participate in English classes. Finally, words such as “*inglés*” (English), “*idioma*” (language), and “*clase*” (class) contextualize these perceptions within the **English class** environment, while references to “*persona*” (person) and “*estudiantes*” (students) emphasize the human and relational dimension of the learning process.

4.2.3 Participation and Interaction in the Classroom

This theme describes students’ perceptions of participation and interaction during English classes. It includes references to students’ involvement in classroom activities, interactions with peers and the teacher, and experiences related to speaking, collaboration, and engagement. The category reflects how students described their participation and social interactions within the classroom and provides an overview of the interactive dimensions of the learning environment, in alignment with the structure of the qualitative instrument.

Figure 76 exhibits the word cloud related to students’ emotional experiences when making mistakes in front of their peers during English classes, emphasizing the most frequently occurring terms, including “*vergüenza*” (shame), “*errores*” and “*error*” (mistakes), “*clases*” (class), “*inglés*” (English), and “*compañeras*” (classmates).

How did you feel when you made a mistake in front of your classmates in English class? What usually happens afterward?

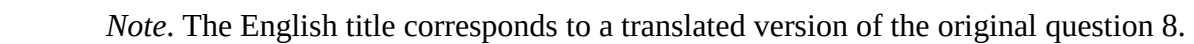


Figure 77 exposes the word cloud addressing how classmates influenced the English learning process, punctuating the most prominent terms, such as “*compañeras*” (classmates), “*inglés*” (English), “*profesora*” (teacher), “*curso*” (class group), “*amigas*” (friends) and “*ayudado*” (to be assisted).

Figure 77

How have your classmates influenced your English learning process, either positively or negatively?



Note. The English title corresponds to a translated version of the original question 9.

During the classification process of Figure 77, words such as “*compañeras*” (classmates), “*amigas*” (friends), “*apoyándome*” (supporting me), “*ayuda*” (help) and “*unido*” (united) are associated with **Peer Support**, reflecting students’ perceptions of emotional and academic assistance from their classmates. Concepts like “*confianza*” (confidence), “*respetar*” (respect), “*buena*” (good) and “*motivación*” (motivation) align with **Emotional Safety** and **Positive Classroom Atmosphere**, indicating that respectful and empathetic interactions among peers contributed to a supportive learning environment. Additionally, terms such as “*verguenza*” (shame), “*burla*” (mockery), and “*cuesta*” (finding it difficult) point to **Challenges in Peer Interaction**. Finally, words including “*aprender*” (to learn), “*materia*” (subject), “*curso*” (class group) and “*inglés*” (English) contextualize the responses within the academic setting of **English classes**.

Figure 78 shows the word cloud related to students’ perceptions of inclusion and respect in English classes, accentuating the most frequently occurring terms, including “*profesora*” and “*profe*” (teacher), “*sentir*” (to feel), “*sientes*” (you feel), “*participar*” (to participate), “*importante*” (important), and “*opinión*” (opinion).

Figure 78

What activities or moments in class made you feel most included or respected? Why?



Note. The English title corresponds to a translated version of the original question 10.

During the categorization process of Figure 78, words such as “*opinión*” (opinion), “*preguntaba*” (asked), “*preguntan*” (they ask), “*decía*” (said), and “*escuchar*” (listening) were associated with the category **Student Agency**, as they reflect moments in which students felt their ideas and perspectives were valued by the teacher. Likewise, terms including “*participar*” (to participate), “*querer*” (to want), “*voluntario*” (voluntary), “*elegir*” (choosing), and “*actividades*” (activities) align with the categories **Student Active Participation and Engagement**, and **Student Agency**, highlighting the importance of voluntary participation and choice in fostering feelings of respect and belonging. Furthermore, words such as “*divertido*” (fun), “*dinámicas*” (dynamics), “*vídeos*” (videos) and “*chistosos*” (funny) relate to the category **Engaging Activities**, indicating interactive and varied activities to contribute to a positive and inclusive learning environment. References to “*acercamiento*” (approach), “*felicitó*” (congratulated us), and “*caras*” (faces) point to **Gestures of Tenderness**. Finally, terms such as “*clase*” (class), “*evaluación*” (evaluation), and “*asignaturas*” (subjects) contextualize these experiences within the formal setting of **English class**.

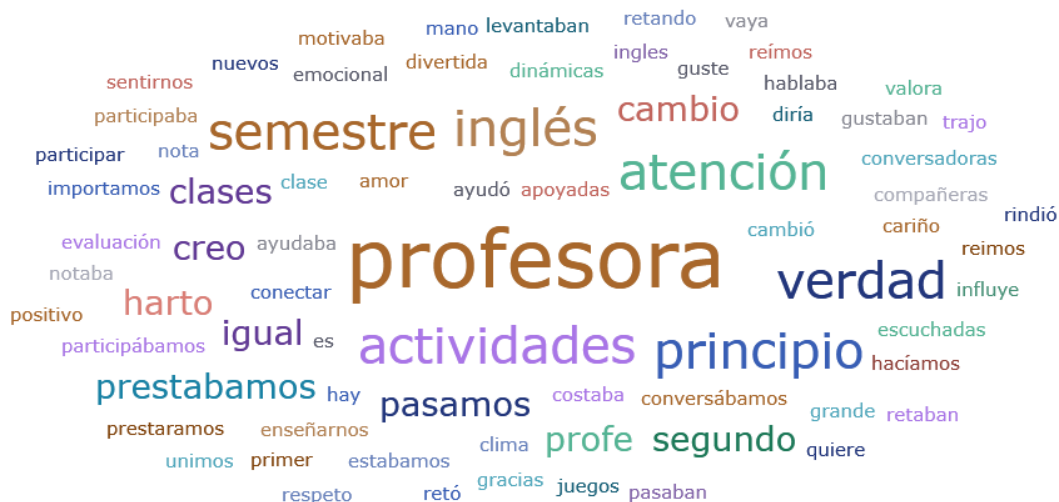
4.2.4 Reflective Insights on the English Learning Experience

This section presents students' reflective responses regarding their overall experience in English classes during the second semester. Unlike the previous themes, which focused on specific aspects of classroom dynamics, these reflections provide a broader perspective on how students perceive changes in the emotional climate, their engagement, and their learning process. The responses offer integrative insights that connect feelings, interactions, and perceptions of care, serving as a synthesis of the qualitative findings.

Figure 79 exposes the word cloud addressing changes in the emotional climate of the English class since the beginning of the second semester by highlighting the most frequently mentioned terms such as “*profesora*” (teacher), “*actividades*” (activities), “*atención*” (attention), “*clases*” (class), “*inglés*” (English), “*cambio*” (change) and “*principio*” (beginning).

Figure 79

Since the start of this second semester, have you noticed any changes in the emotional climate of the English class? If so, how would you describe it?



Note. The English title corresponds to a translated version of the original question 11.

During the grouping process of Figure 79, terms such as “*cambio*” (change), “*segundo*” (second), “*principio*” (beginning), “*semestre*” (term), and “*desde*” (since) were linked to **Perceived Emotional Change Over Time**, indicating that students recognized a contrast between the beginning of the semester and later stages. Words like “*escuchadas*” (to be heard), “*prestábamos*” (paying), “*atención*” (attention), “*conversábamos*” (we talk), and “*valora*” (to value) align with **Teacher Emotional Support**, highlighting the teacher’s role in fostering a more supportive and responsive environment. Additionally, concepts such as “*actividades*” (activities), “*dinámicas*” (dynamics), “*juegos*” (games), and “*divertida*” (fun) were associated with **Having Fun**, emphasizing the importance of interactive activities in improving students’ emotional engagement and comfort in class. Finally, words including “*respeto*” (respect), “*cariño*” (affection/care), “*amor*” (love), “*clima*” (atmosphere), and “*positivo*” (positive) relate to **Positive Emotional Climate**, underscoring the presence of warmth, mutual respect, and emotional safety in the English classroom.

Figure 80 exhibits the word cloud corresponding to the question “In your opinion, what things would make English class feel safer for everyone?”, highlighting a strong emphasis on respect, listening, and inclusion as key conditions for emotional safety in the English classroom. The most salient terms include “*estudiantes*” (students), “*profesora*” (teacher), “*escuchemos*” (we listen), “*respetemos*” (we respect), and “*opinión*” (opinión).

Figure 80

In your opinion, what things would make English class feel safer for everyone?



Note. The English title corresponds to a translated version of the original question 12.

During the categorization process of Figure 80, words such as “*respetemos*” (we respect), “*respeto*” (respect), “*escuchemos*” (we listen), “*respetarnos*” (respect each other), and “*empáticas*” (empathetic) were grouped under the category **Emotional Safety**, which refers to students’ desire for classrooms where interpersonal interactions are grounded in mutual respect and understanding. Related terms such as “*opinión*” (opinion), and “*voz*” (voice) align with the category **Student Agency**, indicating that students feel safer when they are allowed to share their thoughts without fear of judgment. Additionally, references to “*grupo*” (group), “*actividades*” (activities), “*proyectos*” (projects), and “*juegos*” (games) were associated with **Having Fun**, suggesting that fun and engaging activities contribute to a more supportive and less threatening classroom climate. The presence of terms such as “*paciencia*” (patience), “*atención*” (attention) and “*incluir*” (to include) further reinforces the relevance of **Affective Gestures**, highlighting the role of the teacher in fostering a nurturing and inclusive environment.

As shown in Figure 81, the word cloud corresponding to the open-ended question “Would you like to add anything else?” is predominantly characterized by expressions of gratitude, appreciation, and positive evaluation of the English learning experience and the teacher’s pedagogical approach. The most prominent terms include “*profe*” and “*profesora*” (teacher), “*gracias*” (thanks), “*semestre*” (term), and “*inglés*” (English), indicating that students used this space primarily to reflect on their overall experience rather than to introduce new concerns or critiques.

Figure 81

Would you like to add anything else?



Note. The English title corresponds to a translated version of the original question 13.

During the categorization process of Figure 81, words such as “*gracias*” (thanks), “*apoyo*” (support) and “*agradecerle*” (appreciate) were grouped under the category **Expressions of Appreciation**, reflecting students’ desire to acknowledge the teacher’s efforts, support, and care. This pattern suggests that students perceived the classroom experience as emotionally meaningful and worthy of recognition. Additionally, terms such as “*gustara*” (like), “*dinámicas*” (dynamic), and “*actividades*” (activities) were associated with

Positive Learning Experience, highlighting students' favorable perceptions of the teaching strategies and classroom dynamics implemented during the semester. References to “*mejor*” (better), “*trabajo*” (to work), and “*experiencia*” (experience) were categorized under **Perceived Growth and Improvement**, indicating that some students recognized personal or collective progress in their English learning process. Furthermore, the presence of contextual terms such as “*inglés*” (English), “*clases*” (classes), and “*semestre*” (term) situates these reflections within the broader trajectory of the instructional period, reinforcing the temporal dimension of students' evaluations.

4.3 Triangulation of Quantitative and Qualitative Findings

The triangulation of quantitative and qualitative findings aims to integrate the results obtained from the Foreign Language Classroom Anxiety Scale (FLCAS) with students' qualitative responses collected through open-ended questions. Following a sequential mixed-methods design, this section establishes relationships between specific quantitative items and corresponding qualitative questions, identifying areas of convergence, divergence, complementarity, and variation in students' perceptions. The triangulation is organized according to the same thematic structure used in the qualitative analysis, ensuring coherence across data sources and analytical stages.

4.3.1 General Feelings Toward the English Class

At the quantitative level, general affective responses toward English classes are captured through several FLCAS items addressing nervousness, tension, and overall emotional reactions. In particular, the item “I feel more tense and nervous in my English class than in my other classes” shows a distribution of responses in both the pre-test and post-test administrations (see Figure 30 and Figure 63). These figures provide a group-level overview of students' general emotional disposition toward English learning at two different moments.

These quantitative results align thematically with qualitative Question 1 (“How would you describe the classroom atmosphere in English classes during this second semester?”) and Question 11 (“Since the start of this second semester, have you noticed any changes in the

emotional climate of the English class?”). Students’ qualitative responses include references to positive, neutral, and challenging emotional experiences, such as feeling calm, comfortable, nervous, or tense in the classroom. The convergence between the quantitative items and qualitative questions lies in their shared focus on overall emotional experiences associated with English classes.

At the same time, qualitative data reveal variation in how students described their general feelings, which corresponds to the dispersion observed in the quantitative results. While the FLCAS figures present aggregated patterns, the qualitative responses highlight differences in individual perceptions, illustrating disparity within the group that is not fully visible in mean scores alone. This triangulation underscores how both data sources address the same affective domain while capturing it at different levels of detail.

4.3.2 Perceptions of Tenderness and Care within the Classroom

Quantitative items related to comfort and perceived support in the English classroom provide a basis for triangulating students’ perceptions of tenderness and care. For instance, the FLCAS item “I feel comfortable in my English class” and items referring to teacher support and classroom atmosphere show response distributions in both the pre-test and post-test (see Figure 32 and Figure 65). These items reflect students’ self-reported comfort levels and perceptions of the classroom environment.

These quantitative indicators correspond directly with qualitative Question 5 (“In what ways, if any, did you feel that the teacher showed care or concern for the students’ emotions?”) and Question 6 (“How did the teacher’s tone of voice, gestures, or facial expressions influence how you felt during English classes?”). Students’ qualitative responses frequently refer to teacher behaviors, such as tone of voice, patience, gestures, and ways of addressing students, situating care and tenderness within everyday classroom interactions.

The triangulation reveals convergence between quantitative measures of comfort and qualitative descriptions of care-related practices. Both data sources address the relational dimension of the classroom and the presence of affective support. However, while the FLCAS items quantify students’ comfort levels, the qualitative responses specify concrete

manifestations of care, highlighting the complementary nature of the two data sets. Together, they provide a more detailed account of how tenderness and care are perceived in the English classroom.

4.3.3 Participation and Interaction within the Classroom

Participation-related anxiety and interactional experiences are captured quantitatively through FLCAS items addressing speaking confidence and fear of peer evaluation. The item “I never feel quite sure of myself when I am speaking in my English class” (see Figure 28 and Figure 61) and the item “I am afraid that my classmates will laugh at me when I speak English” (see Figure 31 and Figure 64) reflect students’ self-reported levels of insecurity and concern during oral participation.

These items align thematically with qualitative Question 2 (“During English classes this second semester, what things helped you feel more confident or more eager to participate?”), Question 3 (“How have your classmates influenced your English learning process, either positively or negatively?”), and Question 8 (“How have you felt when you make a mistake in front of your classmates in English class? What usually happens afterward?”). Across qualitative responses, students refer to peer reactions, group work, participation opportunities, and experiences related to making mistakes.

The triangulation shows convergence in the focus on participation and peer presence across both data sources. At the same time, divergence and variability emerge: while the quantitative data summarize anxiety patterns at the group level, the qualitative responses reveal contrasting experiences, including supportive peer interactions and moments of discomfort or embarrassment. This disparity mirrors the increased variability observed in the post-test quantitative data and illustrates how participation-related experiences differ among students within the same classroom.

4.3.4 Reflective Insights on the English Learning Experience

The overall comparison of pre-test and post-test FLCAS mean scores provides a quantitative summary of group-level changes in foreign language anxiety (see Figure 67). This figure synthesizes the quantitative results by presenting aggregated patterns across all items, offering a general overview of changes in anxiety levels during the intervention period.

These results are triangulated with students' responses to reflective qualitative questions, particularly Question 7 ("In your experience, did kindness or care in the classroom make learning English easier or more difficult for you? Why?"), Question 12 ("In your opinion, what things would make English class feel safer for everyone?"), and Question 13 ("Would you like to add anything else?"). These questions invited students to reflect on their overall learning experience, emotional climate, and suggestions for improvement.

The triangulation highlights complementarity between the two data sources. While the quantitative data provide an aggregated measure of anxiety changes, the qualitative reflections offer integrative perspectives that connect emotional safety, care, participation, and learning experiences. Rather than repeating specific classroom situations, these reflections synthesize students' perceptions across themes, contributing to a holistic understanding of the affective dynamics present in the English classroom.

4.3.5 Summary of Triangulated Findings

Overall, the triangulation of quantitative and qualitative findings reveals consistent thematic alignment across data sources in relation to general emotional experiences, perceptions of care, participation, and reflective insights. Convergences are evident where FLCAS items and qualitative questions address the same affective domains, while divergences and disparities highlight variability in students' experiences. By integrating item-level quantitative data (see Figures 28–32 and 61–65) with qualitative responses organized by thematic categories, this triangulated analysis provides a comprehensive descriptive account of the affective dynamics observed during English classes.

Chapter 5: Discussion of Results

The purpose of this study was to examine how a feminist pedagogical approach centered on tenderness and care influences the affective climate of an English language classroom, with particular attention to students' foreign language anxiety, emotional safety, and participation. By employing a sequential mixed-method design, the study combined quantitative evidence from the Foreign Language Classroom Anxiety Scale (FLCAS) with qualitative insights gathered through open-ended questionnaires and word cloud analysis. The discussion that follows integrates these findings and interprets them in light of the theoretical and empirical literature.

5.1 Changes in Foreign Language Anxiety

The quantitative results revealed a reduction in students' foreign language anxiety between the pre-test and post-test administrations of the FLCAS. After reverse-coding negatively worded items, the increase in mean scores from the pre-test ($M = 3.38$, $SD = 0.77$) to the post-test ($M = 3.73$, $SD = 0.95$) indicates a general decrease in anxiety levels at the group level. This finding aligns with previous research suggesting that affective conditions in the classroom—particularly emotional safety and supportive teacher–student relationships—play a critical role in shaping students' anxiety responses in foreign language learning contexts (Horwitz et al., 1986).

Although the post-test standard deviation was slightly higher, suggesting increased variability in students' responses, this does not undermine the overall trend toward reduced anxiety. Rather, it may reflect individual differences in how students internalized and responded to the pedagogical intervention. Such variability is consistent with research emphasizing the subjective and dynamic nature of foreign language anxiety, which is influenced by personal, relational, and contextual factors (Krashen, 1982).

5.2 Emotional Safety and Classroom Climate

The qualitative findings strongly support and contextualize the quantitative results by revealing how students experienced the emotional climate of the English classroom. Across multiple word clouds, students frequently used terms such as good, positive, calm, respect, and kindness to describe their classroom experiences. These descriptors suggest that the classroom was perceived as an emotionally safe environment, where students felt respected and supported. Emotional safety has been identified as a key protective factor against language anxiety, as it reduces fear of negative evaluation and encourages risk-taking in language use (Krashen, 1982).

From a feminist pedagogical perspective, these findings are particularly significant. Feminist pedagogy emphasizes care, relationality, and the validation of students' emotional experiences as integral components of teaching and learning (hooks, 1994; Noddings, 2005). The students' emphasis on respect, patience, and being treated with affection suggests that tenderness functioned not merely as an interpersonal gesture but as a pedagogical stance that shaped the learning environment. This supports the argument that tenderness and care can operate as transformative educational practices rather than as peripheral or "soft" aspects of instruction.

5.3 Teacher Practices and Affective Mediation

Students' qualitative responses consistently highlighted the role of the teacher in mediating their emotional experiences. Words such as *teacher*, *help*, *patience*, *explains*, and *asks* appeared frequently, indicating that students closely associated their feelings of confidence and willingness to participate with the teacher's behaviors. In particular, students noted the importance of the teacher's tone of voice, facial expressions, and gestures, describing them as calm, kind, and supportive.

These findings resonate with research on teacher immediacy and emotional attunement, which suggests that non-verbal communication and affective responsiveness significantly influence students' engagement and anxiety levels (Krashen, 1982). From this

perspective, tenderness emerges as an embodied pedagogical practice that is enacted through everyday interactions, rather than as an abstract or purely theoretical concept.

5.4 Participation, Error-Making, and Peer Relationships

Another important dimension revealed by the qualitative data relates to students' perceptions of participation and error-making. While students acknowledged experiencing nervousness or embarrassment when making mistakes, many also emphasized that errors were met with understanding, support, and encouragement. The presence of terms such as learning, help, classmates, and support suggests a shift toward viewing mistakes as a natural part of the learning process rather than as sources of shame.

This shift is particularly relevant in the context of foreign language learning, where fear of making mistakes is a central component of anxiety (Horwitz et al., 1986). The findings suggest that a classroom culture grounded in care and mutual respect can reframe error-making as a shared and non-threatening experience. Additionally, students' references to peer support indicate that tenderness extended beyond teacher–student interactions and permeated peer relationships, contributing to a collective sense of belonging.

5.5 Integration of Quantitative and Qualitative Findings

The triangulation of findings reveals a high degree of convergence between the quantitative and qualitative strands of the study. The reduction in FLCAS scores is corroborated by students' narratives describing increased emotional comfort, confidence, and willingness to participate. While the quantitative data provide evidence of change at the group level, the qualitative findings illuminate the mechanisms through which this change occurred, particularly through emotionally responsive teaching practices and a supportive classroom climate.

This integration underscores the value of using mixed methods to study affective phenomena in education. As Creswell and Plano-Clark (2018) argue, mixed-methods designs are especially useful when researchers seek to understand not only whether change occurs, but also how and why it unfolds within specific contexts.

5.6 Implications for English Language Teaching

The findings of this study suggest that integrating feminist pedagogical principles centered on tenderness and care can have a meaningful impact on students' affective experiences in English language classrooms. By fostering emotional safety, validating students' emotions, and promoting respectful and supportive interactions, teachers may help reduce foreign language anxiety and encourage active participation. These implications are particularly relevant in secondary education contexts, where students are often navigating heightened emotional vulnerability.

While the results cannot be generalized beyond the specific context of this study, they offer valuable insights for educators seeking to create more humane and emotionally responsive language learning environments. Future research could build on these findings by incorporating comparison groups, longer intervention periods, or additional affective measures to further explore the relationship between tenderness, care, and language learning outcomes.

Chapter 6: Conclusions

6.1 Overview of the Study

This study set out to explore how a feminist pedagogical approach centered on tenderness could transform English language teaching by fostering a culture of care, emotional safety, and student participation in a secondary girls' classroom in Chile. Grounded in feminist pedagogy, care ethics, and affective approaches to second language acquisition, the research adopted a sequential mixed-methods design combining quantitative and qualitative data to examine both measurable changes in foreign language anxiety and students' lived emotional experiences in the classroom.

The research was guided by the assumption that affective dimensions of learning are not peripheral but central to pedagogical practice, particularly in foreign language education. By operationalizing tenderness through concrete classroom practices and relational interactions, the study aimed to contribute to ongoing discussions on emotionally responsive teaching in English language education.

6.2 Summary of Key Findings

The quantitative findings, derived from pre- and post-test administrations of the Foreign Language Classroom Anxiety Scale (FLCAS), indicated a reduction in students' foreign language anxiety following the pedagogical intervention. The comparison of mean scores between measurement points suggested a shift toward lower anxiety levels, supporting the notion that emotionally supportive classroom environments can positively influence students' affective responses to language learning.

The qualitative findings provided depth and context to these results. Students consistently described the English classroom as a positive, respectful, calm, and emotionally safe space. Their responses highlighted the importance of teacher behaviors—such as patience, kindness, attentive listening, and supportive feedback—in shaping their confidence and willingness to participate. Furthermore, students emphasized the role of peer relationships, noting that mutual respect and collaboration contributed to a sense of belonging and reduced fear of making mistakes.

Together, these findings demonstrate a strong convergence between quantitative and qualitative data, reinforcing the conclusion that tenderness, when enacted through a culture of care, can meaningfully influence the emotional climate of the English classroom.

6.3 Contribution to English Language Teaching and Feminist Pedagogy

One of the central contributions of this study lies in its articulation of tenderness as both a pedagogical concept and a practical classroom orientation within English language teaching. While previous research has addressed affective factors such as anxiety, motivation, and emotional safety, this study situates these constructs explicitly within a feminist pedagogical framework. By doing so, it challenges traditional views of teaching that prioritize cognitive outcomes over relational and emotional dimensions.

In the context of English language teaching, the findings suggest that tenderness and care can function as mediating forces that lower affective barriers to learning, such as fear of negative evaluation and performance anxiety. This is particularly relevant in secondary education, where students often experience heightened emotional vulnerability. From a feminist pedagogical perspective, the study affirms the value of horizontal relationships, emotional recognition, and care ethics as foundational elements of equitable and inclusive education.

6.4 Implications for Educational Practice

The results of this research have several implications for classroom practice. First, they highlight the importance of intentional affective pedagogies in English language classrooms. Teachers' verbal and non-verbal behaviors, classroom interactions, and approaches to error correction can significantly shape students' emotional experiences and willingness to engage with the language.

Second, the findings underscore the potential of care-based pedagogies to create safer learning environments, particularly for adolescent learners. Incorporating tenderness into daily teaching practices does not require radical curricular changes but rather a reorientation toward relational awareness, emotional responsiveness, and respect for students' lived experiences.

Finally, this study suggests that teacher education programs should place greater emphasis on affective and relational competencies, especially within language teacher preparation. Understanding how emotions, care, and power relations operate in the classroom is essential for fostering meaningful and transformative learning experiences.

6.5 Limitations of the Study

Despite its contributions, this study presents certain limitations that should be acknowledged. The research was conducted with a single group of students in a specific institutional context, which limits the generalizability of the findings. Additionally, the absence of a control group restricts the extent to which causal claims can be made regarding the observed changes in anxiety levels.

The duration of the intervention also represents a limitation; as longer-term studies could provide deeper insight into the sustainability of affective changes over time. Finally, while the qualitative data offered rich perspectives, they relied on self-reported perceptions, which may be influenced by social desirability or contextual factors.

6.6 Recommendations for Future Research

Future research could build on this study by employing comparative or longitudinal designs to further examine the impact of tenderness-based pedagogies on language learning outcomes. Expanding the sample to include different educational contexts, age groups, or mixed-gender classrooms would also contribute to a more comprehensive understanding of the role of care and tenderness in education.

Additionally, future studies could explore the relationship between tenderness and other affective variables, such as motivation, self-efficacy, and learner identity. Incorporating classroom observations or teacher reflections may further enrich the analysis of how feminist pedagogical principles are enacted in practice.

6.7 Final Reflections

In conclusion, this study demonstrates that tenderness, when grounded in feminist pedagogy and enacted through a culture of care, holds significant pedagogical potential in English language teaching. By attending to students' emotional realities and fostering supportive relational environments, educators can contribute not only to improved affective conditions for learning but also to more humane and equitable educational practices. Ultimately, this research affirms that words do shape, and gestures do transform—particularly when teaching is guided by care, respect, and emotional responsibility.

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Appendices

Appendix A: Spanish-adapted Version of the FLCAS Instrument (Pre and Post Tests)



ENCUESTA:
¿Cómo me siento en la clase de inglés?

Las siguientes afirmaciones se refieren a diversas situaciones frecuentes en el **aprendizaje del inglés** dentro de la sala de clases. Expresa si estás **de acuerdo o en desacuerdo** usando la siguiente escala:

1: Estoy totalmente en desacuerdo	2: Estoy en desacuerdo	3: Ni de acuerdo ni en desacuerdo	4: Estoy de acuerdo	5: Estoy totalmente de acuerdo
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Afirmaciones	1 - 5
1. Nunca me siento completamente segura de mí misma cuando hablo en la clase de inglés.	
2. No me preocupo por cometer errores en la clase de inglés.	
3. Tiemblo cuando sé que la profesora me va a llamar a participar en la clase.	
4. Me asusta no entender lo que la profesora está diciendo en inglés.	
5. No me molestaría para nada tomar más clases de inglés.	
6. Durante la clase, me doy cuenta que pienso en cosas que no tienen nada que ver con inglés.	
7. Pienso que mis compañeras son mejores en inglés que yo.	
8. Generalmente me siento tranquila durante las pruebas en inglés.	
9. Empiezo a entrar en pánico cuando tengo que hablar sin preparación en la clase de idioma.	
10. Me preocupan las consecuencias de tener un promedio rojo en inglés.	
11. No entiendo por qué algunas personas se ponen tan nerviosas con el inglés.	
12. En la clase de inglés, puedo ponerme tan nerviosa que olvido cosas que sé.	
13. Me da vergüenza ofrecer respuestas voluntariamente en la clase de inglés.	
14. No me sentiría nerviosa al hablar en inglés con hablantes nativos.	
15. Me molesta cuando no entiendo lo que la profesora está corrigiendo.	
16. Incluso si estoy bien preparada para la clase de inglés, me siento ansiosa.	
17. A menudo tengo ganas de no ir a la clase de inglés.	
18. Me siento segura a la hora de hablar en la clase de inglés.	
19. Me da miedo que mi profesora corrija cada error que yo cometa.	
20. Puedo sentir que mi corazón late con fuerza cuando me piden participar en la clase de inglés.	
21. Cuanto más estudio para una prueba de inglés, más confundida me siento.	



22. No tengo ninguna presión para prepararme bien para las clases de inglés.	
23. Siempre siento que mis compañeras hablan inglés mejor que yo.	
24. Me cohibo demasiado al hablar inglés frente al resto.	
25. La clase de inglés avanza tan rápido que me preocupa quedarme atrasada.	
26. Me siento más tensa y nerviosa en la clase de inglés que en otras clases.	
27. Me pongo nerviosa y confundida cuando hablo en la clase de inglés.	
28. Cuando voy camino a la clase de inglés, me siento muy segura y relajada.	
29. Me pongo nerviosa cuando no entiendo cada palabra que dice la profesora.	
30. Me siento abrumada por la cantidad de reglas que hay que aprender para hablar inglés.	
31. Tengo miedo de que mis compañeras se rían de mí cuando hablo inglés.	
32. Probablemente me sentiría cómoda con hablantes nativos de inglés.	
33. Me pongo nerviosa cuando la profesora pregunta cosas que no he podido preparar.	

1: Estoy totalmente en desacuerdo	2: Estoy en desacuerdo	3: Ni de acuerdo ni en desacuerdo	4: Estoy de acuerdo	5: Estoy totalmente de acuerdo
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¡Muchas gracias por tu participación!

Appendix B: Semi-structured Interview Instrument

PARTE 1: Sentimientos Generales hacia las Clases de Inglés
1. ¿Cómo describirías el clima del aula en las clases de inglés de este segundo semestre? * El clima de aula se refiere a cómo nos sentimos en la sala de clases y cómo nos tratamos entre todos. Puede incluir momentos positivos y también difíciles.
2. Durante las clases de inglés de este segundo semestre, ¿qué cosas te ayudaron a sentirte segura o con más ganas de participar?
3. ¿En qué momentos te sentiste ansiosa o insegura en las clases de inglés durante este semestre? ¿A qué crees que se debieron esos sentimientos?
PARTE 2: Percepciones de Ternura y Cuidado dentro de la Sala de Clases
4. Cuando piensas en la palabra “ternura” dentro de la sala de clases, ¿qué significa para ti? ¿Cómo se puede notar?
5. ¿De qué formas, si es que ocurrió, sentiste que la profesora mostró cuidado o preocupación por las emociones de las estudiantes?
6. ¿Cómo influyeron el tono de voz, los gestos o las expresiones faciales de la profesora a cómo te sentías durante las clases de inglés? ¿Por qué?
7. Desde tu experiencia, ¿la ternura o el cuidado en la sala de clases hicieron que aprender fuera más fácil o más difícil para ti? ¿Por qué?
PARTE 3: Participación e Interacción dentro de la Sala de Clases
8. ¿Cómo te has sentido cuando cometes un error frente a tus compañeras en la clase de inglés? ¿Qué suele pasar después?
9. ¿De qué forma tus compañeras han influido en tu proceso de aprendizaje de inglés, de manera positiva o negativa?
10. ¿Qué actividades o momentos de la clase te hicieron sentir más incluida o respetada?

PARTE 4: Reflexiones
11. Desde el inicio de este segundo semestre, ¿notaste algún cambio en el clima emocional de la clase de inglés? Si es así, ¿cómo lo describirías?
12. Según tu opinión, ¿Qué cosas harían que la clase de inglés se sintiera más segura para participar?
13. ¿Quisieras agregar algo más?

Appendix C: Content Validity from an Expert

CONTENT VALIDITY

I, **Macarena Guajardo González**, ID number **13918274-K**, am a teacher and currently employed at UMCE. I have conducted a comprehensive review of the content of the instruments attached to ensure their appropriateness for the research objectives that the researcher has identified as necessary.

I would like to provide the following criteria after making the necessary comments.

	UNSATISFACTORY	SATISFACTORY	GOOD	EXCELLENT
Consistency of the items				X
Content range				X
The wording of the items			X	
Clarity accuracy			X	
Relevance				X



Signature

November, 2025

Appendix D: Atlas.ti Report Coding

Document	Quotation	Codes
Question 1.docx	Super bueno, hay mucho respeto y buen trato,	Respectful Inter
Question 1.docx	la pasamos super bien y nos reímos con usted juegos y es muy divertido	Having Fun
Question 1.docx	Yo me siento muy bien con las clases de inglés	Feeling Cared F
Question 1.docx	Excelente. divertido, respetuoso	Emotional Warr
Question 1.docx	Bueno, fue divertido, se paso bien	Having Fun
Question 1.docx	me fue super bien en ingles para mi sorpresa	Student Agency
Question 1.docx	hice nuevas amigas este semestre gracias a la cla porque trabajamos juntas y nos dimos cuenta que nos llevá	Peer Support
Question 1.docx	yo diría que es super bueno.	Emotional Warr
Question 1.docx	Bien lo pasamos bien	Having Fun
Question 1.docx	la profesora nos tiene paciencia	Affective Gestu
Question 1.docx	intenta mejorar para tener relaciones más e nosotras	Respectful Inter
Question 1.docx	Es un clima de aula muy positivo y lleno de respe	Emotional Warr
Question 1.docx	las profesoras nos tratan muy bien	Respectful Inter
Question 1.docx	nos corrigen siempre con cariño	Affective Gestu
Question 1.docx	me gusta ayudar a mis compañeras que no entien materia	Peer Support
Question 1.docx	siempre participo porque me encanta el inglés.	Increased Partic
Question 1.docx	Súper bueno y tranquilo	Emotional Warr
Question 1.docx	el clima del aula es muy positivo y dinámico	Emotional Warr
Question 1.docx	la profesora siempre nos trató con mucho cariño y	Respectful Inter
Question 1.docx	nos sintiéramos escuchadas	Respectful Inter
Question 1.docx	con ganas de participar en clases.	Increased Partic
Question 10.docx	fue divertido	Having Fun
Question 10.docx	nos reíamos entre todas	Having Fun
Question 10.docx	te motiva a querer estar en la clase ya que importante.	Increased P Feeling Cared For
Question 10.docx	hacer la evaluación porque me sentí bien	Emotional Relie
Question 10.docx	me gusto demasiado hacerlo.	Emotional Warr
Question 10.docx	videos que nos hacían reír.	Having Fun

Question 10.docx	La profe nos preguntaba nuestra opinión y siempre todo lo que pensamos es importante	Respectful Inter
Question 10.docx	me felicitó por mi comentario	Teacher Emotio
Question 10.docx	eso me hizo sentir muy bien y importante.	Feeling Cared F
Question 10.docx	te pregunten cómo te sientes	Teacher Emotio
Question 10.docx	dan ganas de participar y te sientes incluida	Increased Partic
Question 10.docx	te sientes escuchada porque te preguntan qué cosa	Feeling Cared F
Question 10.docx	la profesora preguntaba nuestra opinión ya que e sentir muy valiosa e importante.	Feeling Cared F
Question 10.docx	los trabajos en grupo	Peer Support
Question 10.docx	nunca nos obligó a participar era totalmente volunt querías la profesora nunca te decía algo malo o ponía profesores de otras asignaturas.	Safe Learning E
Question 10.docx	trabajar en grupos ya que nos dejaba elegir con qu	Peer Support
Question 10.docx	nunca nos obligó a participar diciendo que s voluntario	Safe Learning E
Question 10.docx	hacíamos juegos o dinámicas divertidas	Having Fun
Question 10.docx	le dábamos ideas a la profesora y ella nos tomaba	Respectful Inter
Question 10.docx	era algo muy positivo porque nuestra opinión im hacía sentir importantes.	Feeling Cared F
Question 11.docx	siempre hay mucho respeto en las clases de inglés	Respectful Inter
Question 11.docx	este segundo semestre sentí que nos unimos compañeras	Peer Support
Question 11.docx	nos reímos hartos, la pasamos bien.	Having Fun
Question 11.docx	En un principio del semestre casi nadie participaba ya muchas levantaban la mano	Increased Partic
Question 11.docx	se sentían más seguras	Safe Learning E
Question 11.docx	apoyadas por la profesora.	Teacher Emotio
Question 11.docx	prestábamos mas atención a la clase	Increased Partic
Question 11.docx	En un principio nos retaban mucho y después c todo cambió	Reduced Anxiet
Question 11.docx	nunca nos retó,	Respectful Inter
Question 11.docx	nos hablaba con cariño y amor.	Affective Gestu

Question 11.docx	Antes no participábamos tanto pero con la pro participar más	Increased Partic
Question 11.docx	nos reimos hartos la verdad la pasamos super bien	Having Fun
Question 11.docx	ahora en el segundo igual conversábamos pero p más atención y yo creo que eso es gracias a que la pr motivaba constantemente	Increased Partic
Question 11.docx	sentirnos escuchadas	Feeling Cared F
Question 11.docx	la profesora hacía actividades que nos gustaban	Having Fun
Question 11.docx	el clima emocional era positiv	Emotional Warr
Question 11.docx	la última evaluación fue muy divertida.	Having Fun
Question 11.docx	el cambio más grande fue que prestamos más at clases de inglés	Increased Partic
Question 11.docx	siempre trajo juegos nuevos o actividades dinámi	Having Fun
Question 11.docx	se nota que nosotras le importamos a la profesora	Feeling Cared F
Question 12.docx	Seguir teniendo juegos y trabajos en grupo con que nos gustan, porque así da menos nervio y es más fácil les cuesta más el inglés	Reduced Anxiet
Question 12.docx	se respeta cuando se levanta la mano, nuestras op	Respectful Inter
Question 12.docx	que se nos pregunte cómo nos gusta aprender ing cosas que nos gustan a las clases como lo hacía la profe.	Student Agency
Question 12.docx	todas nos escuchemos y respetemos	Respectful Inter
Question 12.docx	se escuche nuestra voz como estudiantes y respo opinión.	Student Agency
Question 12.docx	se valoren la opinión de todas	Student Agency
Question 12.docx	nos respetemos siempre	Respectful Inter
Question 12.docx	también como las estudiantes se tratan entre sí c cómo actúan y lo que piensan entre ellos ya que no todo profe, hay que mejorar la relación entre estudiantes y c mejoró gracias a la profe.	Teacher Emotio
Question 12.docx	nos pregunten nuestra opinión y cómo nos s respeto, así como lo hacía la profe.	Student Agency

Question 12.docx	Trabajar más en grupos al igual que las evaluaciones eso hace que no te sientas sola y puedes contar con tus amigos también	
Question 12.docx		Peer Support
Question 13.docx	me encanto tener clases con usted!	Emotional Warmth
Question 13.docx	gracias por hacerme sentir que soy especial y que importa	Feeling Cared For
Question 13.docx	hizo que el ingles fuera una buena experiencia para mí que no me gusta para nada el idioma pero usted logro que me gustara un poco y me dejara de dar miedo el equivocarme	Reduced Anxiety
Question 13.docx	su energia y como nos explicaba las cosas.	Affective Gesture
Question 13.docx	siempre nos trató muy bien	Respectful Interaction
Question 2.docx	la profe siempre nos decía "no hay respuestas incorrectas"	Safe Learning Environment
Question 2.docx	nos hace cuestionarnos las cosas	Student Agency
Question 2.docx	nos preguntara por nuestra opinión	Student Agency
Question 2.docx	nos sentíamos escuchadas y valoradas	Feeling Cared For
Question 2.docx	estar más dispuesta a participar	Increased Participation
Question 2.docx	Cuando nos preguntaba cómo nos sentíamos.	Teacher Emotion
Question 2.docx	nos decía que no tuviéramos miedo	Teacher Emotion
Question 2.docx	no existen las respuestas incorrectas	Safe Learning Environment
Question 2.docx	nos preguntara sobre nuestros gustos	Student Agency
Question 2.docx	las clases con cosas que nos gustan	Having Fun
Question 2.docx	la opción de trabajar con nuestras amigas	Peer Support
Question 2.docx	hacíamos actividades que nos gustaban mucho por ejemplo CR7 y cosas de fútbol.	Having Fun
Question 2.docx	Estar con mis amigas	Peer Support
Question 2.docx	Sentarme con la compañera	Peer Support
Question 2.docx	hacía su mejor esfuerzo para que nos sintieramos cómodas	Teacher Emotion
Question 2.docx	es difícil participar porque hay mucha vergüenza	Fear of Negative Evaluation
Question 2.docx	la tranquilidad de la profesora al hablar	Affective Gesture
Question 2.docx	eso me ponía tranquila	Emotional Relief
Question 2.docx	la profesora decoraba los powerpoints ya que los hacían sentirme más atraída por la clase.	Having Fun
Question 2.docx	usted siempre nos escuchara	Respectful Interaction

Question 2.docx	nos motivara a responder	Teacher Emotio
Question 2.docx	sin importar si la respuesta era correcta o no.	Safe Learning E
Question 2.docx	siempre nos felicitaba a todas y motivaba a partic	Increased Partic
Question 2.docx	me gustaba hacer las actividades en grupo ya aprender de mis compañeras	Peer Support
Question 2.docx	El apoyo constante de la profesora	Teacher Emotio
Question 2.docx	no existen las respuestas malas o incorrectas	Safe Learning E
Question 2.docx	nuestra opinión importaba	Student Agency
Question 2.docx	debíamos decir lo que pensamos con respeto.	Respectful Inter
Question 3.docx	Cuando se hablaba de la evaluación, en un p costaba mucho entender y pensé que era difícil,	Fear of Making
Question 3.docx	fue una de las evaluaciones que más me gustó.	Having Fun
Question 3.docx	teníamos que hablar en inglés y a mi me va super	Fear of Making
Question 3.docx	estaba muy nerviosa y preocupada para que no m	Persistent Anxie
Question 3.docx	resultó que me fue super bien.	Reduced Anxiet
Question 3.docx	l día de la evaluación	Persistent Anxie
Question 3.docx	después me di cuenta que no era tan difícil como	Reduced Anxiet
Question 3.docx	me fue super bien gracias a la compañera que también y me dio su apoyo en todos los sentidos.	Peer Support
Question 3.docx	lloré porque pensaba que me iba a ir muy mal	Persistent Anxie
Question 3.docx	la profesora siempre me motivó y dijo que me il me dió mi tiempo para responder y no me presionó,	Teacher Emotio
Question 3.docx	me sentí mal al principio pero después pude hace	Mixed Emotions
Question 3.docx	gracias al apoyo de mi profesora.	Teacher Emotio
Question 3.docx	me da mucha vergüenza hablar en voz alta po miedo equivocarme y que se burlen de mí.	Fear of Negative
Question 3.docx	me da miedo equivocarme	Fear of Making
Question 3.docx	hablar en frente de toda la clase	Fear of Negative
Question 3.docx	la profesora nos ofrecía ayuda o hacerlo sola	Teacher Emotio
Question 3.docx	eso hacía que la ansiedad no fuera tanta	Reduced Anxiet
Question 3.docx	me gusta hacer las cosas de manera perfecta	Fear of Making

Question 4.docx	La ternura para mi tiene que ver con cómo te trata y al resto	Respectful Inter
Question 4.docx	cómo se expresan las personas	Affective Gestu
Question 4.docx	Dentro de la sala de clases, es como nos trata nosotras.	Peer Support
Question 4.docx	cómo nos trata la profe con su voz tierna	Affective Gestu
Question 4.docx	nos dice que nosotras podemos lograr las cosas que proponemos	Teacher Emotio
Question 4.docx	nos motiva a estar más atentas y a escucharla.	Increased Partic
Question 4.docx	cómo nos trataba la profesora, siempre con cariño	Respectful Inter
Question 4.docx	incluso cuando nosotras nos portabamos mal nunca nos trataba mal	Respectful Inter
Question 4.docx	la ternura significa ser empática	Affective Gestu
Question 4.docx	Ser tierna con el resto.	Respectful Inter
Question 4.docx	tus compañeras te ayudan	Peer Support
Question 4.docx	tu profesora te trata bien.	Respectful Inter
Question 4.docx	sentir un apego emocional hacia las clases de inglés	Emotional Warr
Question 4.docx	cómo la profesora nos trata a nosotras	Respectful Inter
Question 4.docx	todo depende de las emociones y no sólo depende de una persona, si no que de todo el ambiente	Emotional Warr
Question 4.docx	Cuando te sientes bien es importante para aprender	Emotional Relie
Question 4.docx	como nos tratamos y relacionamos entre nosotras	Peer Support
Question 4.docx	la profesora siempre nos trató muy bien y cuando nos portabamos mal, ella siempre nos hacía reflexionar pero nunca nos gritó o trató mal.	Respectful Inter
Question 4.docx	la ternura es tenernos paciencia y hacernos sentir bien	Affective Gestu
Question 4.docx	la profesora nunca nos retó	Respectful Inter
Question 4.docx	nos motivaba a participar	Teacher Emotio
Question 4.docx	nos preguntaba como nos sentíamos y conversaba sobre nuestras emociones	Teacher Emotio
Question 4.docx	el trato que nos da la profesora	Respectful Inter
Question 4.docx	buen trato, con mucho cariño y también con mucha paciencia	Affective Gestu
Question 5.docx	Cuando nos preguntaba cómo estábamos	Teacher Emotio

Question 5.docx	nos hacía comentarios lindos, su tono es muy dulce	Affective Gesture
Question 5.docx	nos hacía reír también.	Having Fun
Question 5.docx	Preguntarnos cómo estamos	Teacher Emotion
Question 5.docx	al conversar con nosotras y escucharnos	Respectful Interaction
Question 5.docx	nos hizo sentir que somos importantes	Feeling Cared For
Question 5.docx	nuestra voz importa.	Student Agency
Question 5.docx	una de mis amigas se sentía mal y la profesora preguntó por ella	Teacher Emotion
Question 5.docx	se nota que le importamos	Feeling Cared For
Question 5.docx	una vez nos trajo dulces para endulzar el día y fue	Affective Gesture
Question 5.docx	Cuando nos pregunta cómo estamos.	Teacher Emotion
Question 5.docx	Siempre preguntaba cómo estamos y cómo nos sentimos	Teacher Emotion
Question 5.docx	de manera divertida	Having Fun
Question 5.docx	daban ganas de contestar	Increased Participation
Question 5.docx	mensajes de motivación.	Teacher Emotion
Question 5.docx	le preguntó cómo nos sentimos en la clase	Teacher Emotion
Question 5.docx	hace que nosotras nos apeguemos a la profesora y nos sentimos queridas e importantes.	Feeling Cared For
Question 5.docx	al preguntarnos cómo nos sentíamos al principio de la clase.	Teacher Emotion
Question 5.docx	preguntarnos nuestra opinión y nuestro parecer sobre las evaluaciones o las actividades.	Student Agency
Question 5.docx	preguntarnos qué cosas nos gustaban y así poder compartir en la clase con esas cosas	Having Fun
Question 5.docx	nuestra voz es valiosa.	Student Agency
Question 5.docx	nos preguntaba cómo nos sentíamos	Teacher Emotion
Question 5.docx	escuchar nuestras opiniones	Respectful Interaction
Question 5.docx	siempre preguntarnos cómo nos sentíamos	Teacher Emotion
Question 5.docx	siempre nos corrigió de forma muy amable	Affective Gesture
Question 5.docx	su energía era muy linda, siempre andaba alegre y con una sonrisa en la cara,	Affective Gesture
Question 5.docx	lo que te motiva a querer estar en su clase.	Increased Participation
Question 5.docx	respetar nuestros ritmos porque nunca nos presionó para responder	Safe Learning Environment

Question 5.docx	una vez una compañera tenía mucha ansiedad y le dio su tiempo y espacio para responder	Teacher Emotio
Question 6.docx	cuando te tratan bien, dan ganas de estar con esa p ese lugar.	Emotional Warr
Question 6.docx	ocupaba gestos para hacernos llegar al significado	Affective Gestu
Question 6.docx	la profe venía siempre con una sonrisa	Affective Gestu
Question 6.docx	siempre con una sonrisa y muy alegre	Affective Gestu
Question 6.docx	su voz es muy suave y delicada, pero se escuch sala, entonces te das cuenta que si se puede gritar con amo	Affective Gestu
Question 6.docx	en inglés es distinto porque nos reímos y la pasan	Having Fun
Question 6.docx	la profe nos demuestra su cariño	Affective Gestu
Question 6.docx	la profesora nos hace sentir bien	Feeling Cared F
Question 6.docx	entonces dan ganas de participar y prestar atenció	Increased Partic
Question 6.docx	te motiva a participar	Increased Partic
Question 6.docx	la alegría se contagia	Emotional Warr
Question 6.docx	la profe siempre estaba feliz y con mucha energía	Affective Gestu
Question 6.docx	a quienes les importa la clase si les va a intere profesora nos hable	Respectful Inter
Question 6.docx	es difícil tener una buena relación con las estu profesora si lo lograba.	Emotional Relie
Question 6.docx	esas cosas te ayudan a sentirte bien y cómoda en	Emotional Warr
Question 6.docx	ella nos trató muy bien	Respectful Inter
Question 6.docx	siempre fueron clases muy divertidas, donde pasandola bien con juegos y actividades que nos acercaban	Having Fun
Question 6.docx	un tono tranquilo y amable, nos tuvo mucha pacie	Affective Gestu
Question 6.docx	eso hacía que nos sintieramos bien.	Feeling Cared F
Question 6.docx	la profesora siempre tuvo un tono tranquilo y ama	Affective Gestu
Question 6.docx	eso me hacía sentir relajada	Emotional Relie
Question 6.docx	confiada en que no importa si cometo un error,	Safe Learning E
Question 7.docx	Cuando te tratan bien, uno se motiva	Increased Partic
Question 7.docx	eso te motiva a querer aprender y preguntar cosas	Student Agency

Question 7.docx	nos gusta que nos traten bien	Respectful Inter
Question 7.docx	cuando te tratan bien, tu le agarras cariño a es quieres pasar mas tiempo con esas personas,	Emotional Warr
Question 7.docx	Cuando te sientes bien, aprendes mejor	Emotional Warr
Question 7.docx	nunca se enoja o molesto con nosotras por n entonces puedo decir que aprendí inglés gracias a la pac profe.	Affective Gestu
Question 7.docx	demuestras cuidado o ternura hacia una persona y sinceridad y la sinceridad demuestra apego y que tiene enseñarle a la otra persona	Teacher Emotio
Question 7.docx	se enseña a creer en uno mismo	Student Agency
Question 7.docx	los profesores tratan bien a sus estudiantes	Respectful Inter
Question 7.docx	cuando te tratan bien y te hacen sentir importante	Feeling Cared F
Question 7.docx	eso te motiva a aprender y prestar atención.	Increased Partic
Question 7.docx	Una como estudiante quiere que la traten bien sus	Respectful Inter
Question 7.docx	cuando te tratan bien una se porta mejor y hace la la profesora le pide entonces hace que sea más fácil aprende	Increased Partic
Question 8.docx	Antes me avergonzaba	Fear of Negative
Question 8.docx	ahora he ido entendiendo que cometer errores no	Reduced Anxiet
Question 8.docx	aprendes cuando cometes un error y se sac aprendizaje de esa experiencia.	Student Agency
Question 8.docx	Me daba mucha vergüenza	Fear of Negative
Question 8.docx	yo pensaba que había una sola forma de hablar in	Fear of Making
Question 8.docx	entendi que lo importante es que te entiendan y n pronunciación perfecta, entonces ya no me da vergüenza.	Reduced Anxiet
Question 8.docx	de los errores se aprende	Student Agency
Question 8.docx	no me da vergüenza equivocarme	Reduced Anxiet
Question 8.docx	yo me rio y sigo asi aprendo.	Emotional Relie
Question 8.docx	yo no participaba en clases por miedo a respo tonteras	Fear of Negative
Question 8.docx	ahora me he atrevido a participar	Increased Partic
Question 8.docx	mis compañeras me motivan	Peer Support

Question 8.docx	la profe que siempre me dice que tengo mucho que aprender	Teacher Emotion
Question 8.docx	ninguna respuesta es incorrecta.	Safe Learning Environment
Question 8.docx	He sentido vergüenza y no participo tanto en voz alta en las clases de inglés porque me da miedo que se burlen.	Fear of Negative Evaluation
Question 8.docx	si cometo un error, yo creo que aprendería de ello	Student Agency
Question 8.docx	La profesora siempre nos recalcó que cometer errores es parte de aprender	Teacher Emotion
Question 8.docx	no hay que sentir vergüenza.	Safe Learning Environment
Question 8.docx	Me pongo nerviosa porque mis compañeras son mejores que yo en el inglés	Fear of Negative Evaluation
Question 8.docx	me cuesta mucho entonces por eso no participo tanto	Persistent Anxiety
Question 8.docx	Me siento nerviosa por un tema mío ya que me gusta hablar cosas bien	Fear of Making Mistakes
Question 8.docx	mis compañeras nunca me han hecho sentir mal	Safe Learning Environment
Question 8.docx	nos apoyamos con aplausos y dándonos ánimos para responder.	Peer Support
Question 9.docx	Mis compañeras no saben tanto inglés y yo les ayudo a estudiar, les explico las cosas que no entienden y cuando la profesora me dice cosas super lindas para mi porque me da cuenta que me gusta hablar en inglés, entonces me han enseñado a también compartir lo que yo sé en inglés.	Peer Support Student Agency
Question 9.docx	aprendimos a ser compañeras e intentar entender a las que se burlan de nosotros y a ser más empáticas.	Peer Support
Question 9.docx	Me han ayudado muchísimo, me motivaron a hacer mi trabajo y a practicar para que nos fuera bien y nos sacamos buenas notas	Peer Support
Question 9.docx	ha sido fundamental para mi y nos convertimos en mejores amigas gracias a la clase de inglés,	Peer Support
Question 9.docx	porque cuando me han ayudado, me siento segura y con confianza para hacer las cosas	Peer Support
Question 9.docx	mis compañeras han sido importantes	Peer Support
Question 9.docx	Mis compañeras han influido de manera positiva en mi vida	Peer Support
Question 9.docx	hay mucho respeto	Respectful Interaction

Appendix E: Codebook

CODEBOOK

This codebook was developed to guide the qualitative content analysis of students' interview responses. The coding scheme combines deductive codes derived from the study's theoretical framework—tenderness, culture of care, anxiety reduction, and student agency—with inductive codes that emerged from the data during the analytical process. The unit of analysis consists of meaningful segments of participants' responses that reflect perceptions, emotions, or experiences related to the pedagogical intervention.

The coding scheme is organized into four analytical levels: teacher practices, classroom climate, student emotional experiences, and student engagement. This structure reflects the conceptual model guiding the study, which proposes that tenderness-oriented teaching practices contribute to the development of a supportive classroom climate. In turn, this climate shapes students' emotional experiences and influences their participation and engagement in the learning process.

Coding decisions were guided by the conceptual meaning of each segment rather than by isolated keywords. When a segment could potentially fit more than one code, priority was given to the code that best captured the primary meaning of the participant's statement. Following this analytical logic, descriptions of teacher behaviors were coded under Teacher Practices, perceptions of the overall classroom atmosphere under Classroom Climate, expressions of emotional responses under Student Emotional Experiences, and references to participation or learning behaviors under Student Engagement.

	Code	Definition	Inclusion Criteria	Exclusion Criteria
CODE C GRO Teacher Practices (Tenderness in)	1. Gestures	Verbal or behaviors by the teacher to communicate care, patience, emotional sensitivity in classroom interaction.	Segments should be coded when participants describe observable behaviors that convey kindness and patience during interaction. Indicators include: gentle tone, smiling, nodding, encouraging, patient responses when students ask questions or hesitate. The focus is on the communicative style or behavior.	Segments should be coded when the statement conveys teacher reassurance or reducing anxiety (<i>Emotional Support</i>), emotional reactions (<i>Feared For</i>), or purely instructional without affective elements.
	2. Emotional Support	Instances where the teacher intentionally provides emotional reassurance, encouragement, or validation in response to students' needs or anxieties.	Segments should be coded when participants describe teacher behaviors that reassure or validate students, particularly during moments of uncertainty or fear. Indicators include: emotional support despite mistakes, nervousness, or helping students who are afraid of speaking.	Segments should be coded when statements convey general friendliness or kindness (<i>Affective Gestures</i>), emotional experience (<i>Cared For</i>), or purely instructional support such as explanations or corrections.
	3. Interactions	Interactions characterized by mutual, attentive listening, and a lack of hierarchical distance between teacher and students.	Segments should be coded when participants describe teacher-student interactions marked by respectful listening, such as feeling heard, treated fairly, or able to express ideas without humiliation.	Segments should be coded when statements reflect peer relationships (<i>Peer Support</i>), general classroom atmosphere (<i>Emotional Warmth</i>), or encouragement without respect (<i>Teacher Support</i>).
CODE C Classroom Climate (Cultural)	4. Warmth	Students' perception of the classroom atmosphere as emotionally warm, welcoming, and supportive.	Segments should be coded when participants describe the emotional tone of the classroom as friendly, relaxed, or safe. Focus is on the atmosphere rather than specific behaviors.	Segments should be coded when statements describe specific teacher behaviors (<i>Gestures</i>), psychological safety regarding mistakes (<i>Safe Environment</i>), or activities only.
	5. Learning Environment	Students' perception of the classroom as a psychologically safe space where students can participate without fear of judgment or ridicule.	Segments should be coded when participants mention feeling safe to participate, or make mistakes without fear of ridicule or judgment. Indicators include: trust, acceptance of mistakes, and absence of embarrassment.	Segments should be coded when statements reflect general comfort (<i>Warmth</i>), peer encouragement (<i>Peer Support</i>), or physical environment.
	6. Peer Support	Instances where students describe supportive or encouraging behaviors from classmates that contribute to a caring classroom environment.	Segments should be coded when students describe classmates encouraging each other, helping with tasks, collaborating, or not mocking.	Segments should be coded when support comes from the teacher (<i>Teacher Support</i>), when comments reflect general atmosphere without specific actions (<i>Emotional Warmth</i>), or when statements focus on individual emotions.

CODE C Anxiety Emotional Change FLCAS	7. Cared For	Students' expressions of being emotionally supported or personally acknowledged by teacher.	Segments should be coded when students explicitly describe emotional experience of being valued, such as feeling supported, or accompanied, or cared for by teacher.	Segments should be coded when statements describe teacher behaviors without negative reaction (<i>Affective Gestures</i>), or general support, or general environment (<i>Emotional Environment</i>).
	8. Negative Evaluation	Expressions related to being judged or negatively evaluated by teacher or classmates in English.	Segments should be coded when students mention classmates' judgment, or worry about what others think.	Segments should be coded when the concern is about linguistic errors without negative judgment (<i>Fear of Making Mistakes</i>), or when anxiety related to difficulty using English.
	9. Making Mistakes	Expressions of nervousness, or hesitation to making linguistic errors while speaking or using English.	Segments should be coded when students mention worrying about something wrong, mispronouncing words, using incorrect grammar, or making vocabulary errors. Focus on language accuracy.	Segments should be coded when the fear involves being judged or embarrassed or ridiculed by classmates is mentioned. Focus on social evaluation.
	10. Anxiety	Students' expressions indicating a decrease in learning anxiety after pedagogical intervention.	Segments should be coded when students explicitly describe feeling nervous, more comfortable, or more confident to speak, often through comparison as "before I was nervous but now I am calmer."	Segments should be coded when the statement indicates a transition to temporary calm (<i>Emotional Change</i>) or when anxiety remains persistent (<i>Persistent Anxiety</i>).
	11. Relief	Students' descriptions of feeling calmer, more emotionally lighter, or increased classroom participation.	Segments should be coded when students describe temporary relaxation or calmness during activities, such as feeling relaxed while speaking or experiencing reduced anxiety.	Segments should be coded when statements indicate long-term reduction of anxiety (<i>Reduced Anxiety</i>), or enjoyment (<i>Having Fun</i>), or tiredness.
	12. Emotions	Statements where students express simultaneous both positive and negative emotions about their learning experience.	Segments should be coded when participants express coexisting emotions such as feeling more confident, nervous, or enjoying the class while fearing mistakes.	Segments should be coded when statements contain both positive or only negative emotions.
	13. Anxiety	Expressions that anxiety or nervousness persisted despite implementation of the pedagogical practices.	Segments should be coded when students state they still feel uncomfortable, or anxious about speaking English, even after the pedagogical intervention.	Segments should be coded when students clearly indicate anxiety reduction (<i>Reduced Anxiety</i>) or mixed emotional states (<i>Mixed Emotions</i>).
CODE C Student Engagement Agency	14. Participation	Students' expressions of willingness to speak, ask questions, or engage during classroom activities.	Segments should be coded when students describe speaking, volunteering answers, asking questions, or participating more actively than before.	Segments should be coded when statements indicate confidence without participation behavior (<i>Student Confidence</i>), or enjoyment only (<i>Having Fun</i>), or participation without characteristics of engagement.
	15. Agency	Students' expressions of having voice, autonomy, confidence to express ideas, or taking initiative in their learning.	Segments should be coded when participants describe taking ownership over their learning, expressing ideas freely, or making decisions.	Segments should be coded when participation is without autonomy or ownership (<i>Participation</i>), when a student expresses ownership or autonomy.

				teacher-directed, or statement refers only to e
	16. H	Students' enjoyment, amusement engagement during learning activities.	Segments should be coded when students explicitly describe laughter, playful interaction, while having fun.	Segments should be coded when students describe activities without emotion when they describe comfort enjoyment, or when the anxiety reduction raises enjoyment.

Appendix F: Lesson Plans

PERFORMANCE OBJECTIVE	CONTENT RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, ATTITUDINAL)	INSTRUCTIONAL STRATEGIES	MATERIALS TO BE USED WITH INSTRUCTIONAL STRATEGIES	EVALUATION	TIME
By the end of the lesson, students will be able to verbally express suggestions, obligations, rules for behavior within the classroom, working collaboratively and respectfully, and democratic voting. OA8. Conocer y comprender el lenguaje de las conversaciones y discusiones de las exposiciones y las siguientes. Expresar sugerencias, obligación y prohibición por ejemplo:	Grammatical contents: Present simple affirmative and negative	Icebreaker: Students are greeted by the teacher. Students are asked to play the game "Simon Says".		Check for comprehension and understanding of instructions by playing the "Simon Says" game.	5 minutes
	Lexical contents: Modal verbs: should, shouldn't, must, mustn't	Presentation: Students are introduced to the lesson title and objective. The class agenda is presented. Students are asked what month we are at. Students are asked to share the rules they have in their homes and what is important to have them. Students are asked to share what rules they already have in the classroom and what they think they should have or new ones.	Marker Board	Check for understanding and understanding of previous rules and importance in both school and home.	n: 10 minutes
	Communicative function(s): Expressing suggestions and obligations in the classroom rule format due to the English service teacher.	Practice: Students are asked to share about the most important rules in the classroom, including rules they have or new ones.	Board Marker Secret	Check for sentence formation and ability to share the rules, both oral and written.	10 minutes

practice; you r without a h could..; Don't	Voting in a manner. Being a participant. Being will questions. Don't judg English.	Some students are en come to the board and write the students don't want to particip format, they can write their rule and put it on a secret box.			
		Production: Students are asked to the rules written on the board connections between rules if ne Students count down they have on the board a themselves to vote for the clas democratic manner. Once voting has ende rules with the most votes are in "Commitment Letter", which st with their names to sl commitment.	Board Marke Comm Letter	Check orally share their and/or obligation class rules t democratic voting	1 : 15
		Closure: Students answer an "E before ending the class about think about .		Check reflection and com through students to reflective stater	mi

PERFORM OBJECT	CONT RELATED PERFORMA OBJECTIV (GRAMMATI LEXICAL, FUNC ATTITUDIN	INSTRUCTION STRATEGIES	MA TO BE USE THI INSTRUCT STRATE	EVAL	SUC FOR I
By th lesson, studen able to exp	Grammatic contents:	Warm-up: Students are greeted teacher.		Check comprehension.	Wa minu

preferences by the difference facts and opinions working collaboratively OA.1 Comprender y utilizar información de opiniones sobre el mundo a través de temas de interés mediante el reconocimiento del vocabulario y las estructuras básicas en inglés	Present simple affirmative form	Students are asked to play “Sit Down, Stand Up”.			
	Lexical content: Vocabulary <i>newspaper, social media, YouTube, breaking news</i> Expressions <i>agree...? Yes, I agree. I don't agree.</i>	Presentation: Students are asked how they are feeling today on a 1-9 scale. Students are introduced to the lesson title. The class agenda is presented. Students are asked what moment of the lesson we are at. Students recall the topic decided last class. Students sign the CLO Letter.	Mark Board Comm Letter	Check recognition understanding class.	Pre 20 min
	Communicative function(s): Expressing about different types of news Creating presenting simple headlines. Attitudinal: Being cooperative with their peers. Being a responsible participant. Being willing to ask questions. Don't judge by appearance. Listening to classmates' opinions. Collaborative tasks. Being willing to share personal interests and experiences. Respecting and participation rules.	The teacher takes the attendance with the “topic of today”. Students are introduced to the lesson objective and keywords. Students are presented to the “Breaking News” activity: the teacher reads an example of a fact and an opinion, and students explain their differences.			
		Practice: Students take a 2-minute break while the teacher plays a song. Students write in their notebooks statements: they need to identify if the statements are facts or opinions. The class checks their work by raising their hands if they agree. Students are encouraged to say their opinion aloud.		Check ability to differences bet and opinions, b written.	Prac minu
		Production: Students express a fact and an opinion about themselves in a “Breaking News” title. For example: Break News I have short hair (opinion) and I live near the beach (fact).		Check orally share opinions and assessing sentence format	Prod minu

		Some students are encouraged to say their answers aloud.			
		Closure: Students answer an “Ticket”: 3 new words you learned, things you enjoyed about today, question you have about “Medical News”		Check for reflection, comprehension, students’ responses, reflective statements	Closure: 5 minutes

OBJECTIVE / PERFORMANCE OBJECTIVE	CONTENT / RELATED PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, ATTITUDINAL)	INSTRUCTIONAL STRATEGIES	MATERIALS USED WITH INSTRUCTIONAL STRATEGIES	EVALUATION	TIME FRAME
By the end of the lesson, students will be able to express their preferences by comparing the differences in facts and opinions, working collaboratively.	Grammatical contents: Present simple affirmative form Lexical contents: Vocabulary: newspaper, social media, headlines. Expressions: I agree...? Yes, I agree. / I don't agree.	Warm-Up: Students are greeted by the teacher. Students are introduced to the lesson title. Students are asked how they are feeling today on a 1-9 scale. Students are asked to play the “Telephone Game”.		Check for comprehension and understanding of instructions.	Warm-up: 5 minutes
		Presentation:	Markers, Board	Check for recognition	Presentation: 10 minutes

OA.11 Comprender y información re opiniones simpl a temas mediante reconocimiento vocabulario y básicas en inglés	Communicative function(s): Expressing about different types of Creating and simple news headlines Attitudinal Being co with their peers. Being an participant. Being willing questions. Don't judge English. Listening res classmates' opinions. Collaborating tasks. Being willing personal interests and Respecting and participation rules	The class agenda is Students are asked what mon lesson we are at. The teacher takes the list with the "topic of today". Students are introduced lesson objective and keywords. Students recall the between facts and opinions by headline of a newspaper.		understanding previous class	
		Practice: Students are asked to whiteboards and markers. The teacher presents headlines and students read whiteboards with "Fact/Opinion"	Whiteboard Markers	Check ability to differences opinions and f	P min
		Production: In pairs, students create headline about school or daily life One fact ("The school has students in 7th grade.") One opinion ("7th grade is funniest class.") They share orally with pair or with the whole class.		Check ability to create and one opinion their community	P 15 min
		Closure: Students answer an "Exit Ticket": 3 facts they heard opinions they heard today. 1 question still have about facts and opinions		Check individual reflection comprehension students' responses reflective statements	C min

PERFORM OBJECT	CON RELATED PERFORM. OBJECT (GRAMMAT LEXICA FUNCTION ATTITUDE	INSTRUCTIONAL STR	MATE BE USED WI INSTRUCT STRATE	EVAL	SU FOR
By t the lesson, st be able to situation that l an online inter	Gramma contents: Past simp Lexical Expressio happened?” Vocabula Awkward, Online Interview. Wh Who? Where? Wh	Warm-Up: Students are greeted by the the list of attendance is taken with “ today: Colo Colo or Universidad de Students are introduced to title “Awkward Online Situations”. Students watch a video an asked what happened. Presentation: The lesson objective is pre students are encouraged to explain it Students are asked to writ class routine in five minutes: dat season, unit title, lesson title, . objective.		Check comprehension Check and understa previous knowle	W minu Pro 10 mi

	Communi-	Students watch the video			
	function(s):	and the teacher writes on the b			
	Describing	keywords: Who? Where? When?			
	situation that happ				
	online interview.	Practice:		Check	P
		Students are asked to tell the		ability to eva	minu
	Attitudin	is the meaning of the questions:		group work and	
	contents:	Who was being interviewed		to others.	
	Being co	Where was he?			
	with their peers.	When did this happen?			
	Respecti				
	and instructions.	Production:		Check	Pr
	Voting	Students answer the questi		ability to orally	15 mi
	democratic manne	notebooks by remembering the		Fact and Opi	
	Being	making predictions if necessary.		aloud.	
	participant.	Students are encouraged			
	Being wi	answers aloud to check the inform			
	questions.	class.			
	Don't ju	Closure:		Check	C
	English.	Students reflect on "What		reflection	minu
		have done in that situation?"		comprehension	
				students' resp	
				reflective statem	

PERFORM	CONT	INSTRUCTIONAL STRA	MA	EVA	TIME
OBJECT	RELATED		TO BE USI		
OBJECT	PERFORMA		TH		
	OBJECTIV		INSTRUC		
	(GRAMMAT		STRATI		
	LEXICAL, FUNC				
	ATTITUDIN				
By th	Grammati	Warm-Up:		Chec	
lesson, studen	contents:	Students are greeted by the teach		comprehension	8 m
able to report	Past simple	list of attendance is taken.			
said about	Present per	Students are introduced to the			
situations.		"What did CR7 say?"			
	Lexical co	Students watch a video and the			
OA.1	What did h	to explain the situation.			
Comprender y	Personal p	Presentation:		Chec	
información r		The lesson objective is pres		recognition	n: 10
opiniones si		students are encouraged to explain its me			

torno a temas mediante reconocimiento y vocabulario y básicas en inglés	Communicative function(s): Reporting said about awkward	Students recall previous knowledge and reported speech.		understanding knowledge.	
	Attitudinal: Being comfortable with their peers. Respecting instructions.	Practice: Students are asked to answer the question “What did CR7 say?”. They are asked to give the answer in the direct form. Students are asked to say the answer in the indirect form.		Check student's ability to understand the difference between direct and indirect speech.	15 minutes
	Voting in a democratic manner. Being a participant.	Production: Students are asked to complete the form of the answer to the question “What did CR7 say?”		Check student's ability to orally produce information.	15 minutes
	Being willing to ask questions. Don't judge others' English.	Closure: Students reflect on “Which speech act did you find most difficult? Why?”		Check student's reflection on comprehension and students' reflective state.	15 minutes

OBJECTIVE	CONTENT RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, FUNCTIONAL, ATTITUDINAL)	INSTRUCTIONAL STRATEGIES	MAIN TO BE USED IN THE INSTRUCTIONAL STRATEGIES	EVALUATION	TIME
By the end of the lesson, students will be able to express their opinion.	Grammatical contents:	Warm-Up: Students are greeted by the teacher and the list of attendance is taken.		Check student's comprehension and understanding.	8 minutes

and one lie about think about diversity equality. OA.11.1 Comprender y información re opiniones simpl a temas mediante reconocimiento vocabulario y básicas en inglés	Past simple t Present simp Lexical con What did he Personal pro Communica function(s): Expressing and one line about wh about diversity and eq Attitudinal Being co with their peers. Respecting instructions. Voting in a manner. Being ar participant. Being willi questions. Don't judg English.	Students are asked how the scale of Elmo. Students are introduced to the activity “Stand up if you...”		simple te affirmative through the responses to the	
		Presentation: The lesson objective is pre students are encouraged to explain its Students recall previous about reported speech.		Check recognition understanding knowledge.	n: 7 m
		Practice: Students are presented to 2 lie about their teacher, and they ne which one is the lie.		Check student's a identify the reported speech	P min
		Production: Students write down using speech two truths and one lie about d equality that they, their family or fr said. Then, students play with the to them. Students need to guess which lie about their peers' statements.		Check ability to c written information themselves.	: 15 m
		Closure: Students reflect on “Do the say and how we say it have an people?”		Check individual and reflections.	min

PERFORM OBJECT	CONTENTS TO PERFORM/ OBJECTIVE (GRAM LEXICAL, FUNCT ATTITUDINAL)	INSTRUCTIONAL STR	MAT BE USED W INSTRUCT STRATE	EVAL	SU FOR
By the lesson, student able to express	Grammatical Present simp Lexical con	Warm-Up: Students are greeted by the Students are asked how today on a Elmo Scale. Students are asked to pla “Stand Up, Sit Down”. The teach		Check and comprehension students' partici warm-up activit	10 m

for an assessment in English class.	Assessment, Democracy, Voting.	understanding of the instructions and ICQs.			
OA 8 conocimiento de las funciones: In que otros ejemplos: Mr. he had finished she told me to	Communication function(s): Expressing ideas in assessment in the English class. Attitudinal characteristics: Being collaborative with their peers. Respecting the instructions. Being an active participant. Being willing to ask questions. Don't judge.	Presentation: The class agenda is presented. Students are asked what moment of the lesson we are at. Students are asked to write the lesson objective and encouraged to explain the meaning of it. Students are welcome to ask questions. "English Class Contest: An Assessment for Everyone". Students are asked to reflect on how they would like to be evaluated. Students are asked to prepare questions about the ideas individually.	Board Markers	Check to orally share opinions by students' understanding	Pr 20 min
		Practice: First Round: Students join in groups of 4 or 5 people. They present their idea to the group. As a group they have to decide which is the idea they like the most of the presented. Students are asked to follow the instructions. Second Round: Students join in groups of 7 or 9 people. They present their idea to the group. As a group they have to decide and vote which is the idea they like the most of the presented ones.	English notebooks	Check to orally share opinions by students' understanding	P min
		Production: Students are asked to follow the instructions. Third Round: Students present their idea to the whole class and they decide which is the idea they like the most of the presented.	English notebooks	Check to orally share opinions by students' understanding	P 30 min

		Once voting has ended, the student with the most votes is celebrated.			
		Closure: Exit ticket: Students reflect on how they felt about choosing an assessment for English class.		Check for understanding of the message and connections.'	C min

Appendix G: Legal Guardians Consents.



DIRECCIÓN DE INVESTIGACIÓN

CONSENTIMIENTO INFORMADO PARA APODERADOS Y/O TUTORES LEGALES

Título Proyecto de Investigación: “UN ENFOQUE PEDAGÓGICO PARA PROMOVER LA TERNURA EN LA ENSEÑANZA DEL INGLÉS DENTRO DE UNA SALA DE CLASES CHILENA”.

Investigadora responsable/es – Estudiante: Anacarla Figueroa

Coinvestigadora responsable – Profesor Guía: Michelle Paulet

Docente responsable de práctica profesional: Macarena Guajardo

Este documento tiene el **propósito** de entregar toda la información necesaria para que usted pueda decidir sobre la participación de su hija en una investigación cuyo objetivo es estudiar el contexto educativo y temáticas ligadas a los procesos de enseñanza y aprendizaje que se dan en el aula.

Objetivos de la investigación:

Esta investigación es realizada por una estudiante de último año de la carrera de Pedagogía en Inglés y Licenciatura en Educación con Mención en Inglés, en el contexto de su práctica profesional, como requisito para obtener el título y grado profesional. El objetivo del presente es determinar cómo un enfoque pedagógico centrado en la ternura puede transformar las prácticas de enseñanza del inglés al fomentar una cultura del cuidado, la seguridad emocional y la participación estudiantil en el contexto de una sala de clases de niñas.

Procedimientos de la investigación:

La participación de su hija consistirá en la realización de una encuesta de entrada y de salida para medir los niveles de ansiedad de estudiantes de lenguas extranjeras, y la realización de una entrevista semi-estructurada para cualificar las percepciones de las estudiantes sobre la ternura dentro de la sala de clases respecto a la relación entre estudiantes, y entre estudiantes y profesora. El tiempo requerido para realizar la entrevista es de 20 minutos, esto involucra una grabación del audio de la entrevista que será utilizada para fines investigativos y de proceso de aprendizaje en el contexto de la práctica profesional. La persona que desarrollará la investigación y aplicará los instrumentos será la investigadora responsable y siempre en dependencias del colegio.

Beneficios:

Usted (o su hijo/hija, familiar o representado) no se beneficiará por participar en esta investigación. Sin embargo, la información que se obtendrá será de utilidad para conocer más acerca del problema en estudio.

Riesgos:

No anticipamos riesgos asociados a la participación de su hija o hijo en este estudio. Sin embargo, frente a cualquier situación que le incomode usted puede solicitar la finalización de la participación de su hija en cualquier momento del estudio.

Confidencialidad de la información:

La información obtenida se mantendrá en forma confidencial y será manejada en forma responsable por la investigadora y su profesora guía, únicamente para los fines de esta investigación. Es posible que los resultados obtenidos sean presentados en revistas y conferencias académicas, o sean publicados en

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DIRECCIÓN DE INVESTIGACIÓN

revistas científicas; sin embargo, el nombre de su hija **no será conocido y todos los resultados que se publiquen serán anónimos.**

Voluntariedad

La participación de su hija en esta investigación es completamente voluntaria. Usted tiene el derecho a no aceptar que su representado participe o a retirar a su hija, de esta investigación en el momento que lo estime conveniente, sin mediar explicación alguna y sin consecuencias para usted o su representado. **Si usted retira su consentimiento, el registro de la información de su hijo/a (grabaciones, cuestionarios, etc) serán eliminados y la información obtenida no será utilizada.**

Preguntas

Si tiene alguna duda, pregunta o reclamo, se puede contactar con Michelle Paulet al correo michelle.paulet@umce.cl y con Anacarla Figueroa al correo anacarla.figueroa2021@umce.cl

Declaración de consentimiento:

Declaro que el objetivo de esta investigación y todo lo relacionado con la participación de mi hija en ella me ha sido explicado claramente, que he leído y comprendido el contenido de esta página, y que estoy de acuerdo en que mi hija participe en este estudio.

Si usted autoriza la participación de su hija en esta investigación, puede simplemente conservar este documento. Si usted no autoriza la participación de su hija, marque la opción No y devuelva una copia firmada de este documento al establecimiento educacional de su hija.

Nombre Estudiante: _____

Nombre y firma Investigador/a Responsable

Nombre y firma Apoderado.

Nombre y firma Responsable del Establecimiento

Appendix H: Student Assent



DIRECCIÓN DE INVESTIGACIÓN

ASENTIMIENTO INFORMADO PARA ESTUDIANTES

Hola, me llamo Anacarla Figueroa y soy docente en formación de inglés de la Universidad Metropolitana de Ciencias de la Educación. Durante este semestre, estuve liderando las clases de inglés en tu curso y quiero invitarte a participar en una investigación que se llama **“UN ENFOQUE PEDAGÓGICO PARA PROMOVER LA TERNURA EN LA ENSEÑANZA DEL INGLÉS DENTRO DE UNA SALA DE CLASES CHILENA”**.

El objetivo de este trabajo es entender cómo una forma de enseñar basada en la ternura puede mejorar las clases de inglés. La idea es ver si este enfoque ayuda a crear un ambiente donde las estudiantes se sientan cuidadas, seguras emocionalmente y más motivadas a participar en clases.

Para eso necesitamos que nos ayudes participando respondiendo **un cuestionario de entrada y otro de salida**, además de participar en una **entrevista semi-estructurada** en un máximo de 20 minutos en **horario de clases**. Con tu participación podremos identificar como la ternura influye positivamente en la motivación para aprender inglés.

Esta ayuda que te pedimos es **voluntaria**, por lo que, si tu apoderado te autorizó a participar, pero tú no quieres puedes decirnos con toda confianza, no hay problemas en ello.

Si decides participar, pero luego quieres dejar de hacerlo también es posible.

Toda información que nos entregues será **confidencial**, por lo que nadie conocerá tus respuestas. Sólo los miembros de la investigación las conocerán y no se las entregarán a nadie.

Entonces **¿quieres participar?**

Si quieres participar debes marcar con una **“X”** donde dice SÍ y escribir tu nombre. Si no quieres participar solo basta con que dejes todo en blanco.

___ SÍ

Nombre: _____

Nombre y firma de la persona que obtiene el asentimiento:

Fecha:

APPENDIX H: AUTORIZACIÓN PARA REPRODUCCIÓN SIBUMCE

Se solicita esta autorización a los autores de la investigación con el fin de alojar y publicar el trabajo en el Repositorio Digital SIBUMCE, a fin de dar libre acceso electrónico a las tesis, memorias y seminarios generados en la UMCE y así contribuir a su difusión, preservación digital y mayor visibilidad en la comunidad académica y público interesado.



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Título de la tesis,
memoria o seminario: [Words that Shape, Gestures that Transform: A Feminist Pedagogical Approach to English Language Teaching to Promote Tenderness in a Chilean Classroom.](#)

Fecha: [Viernes 20 de marzo, 2025](#)

Facultad: [Historia, Geografía y Letras](#)

Departamento: [Inglés](#)

Carrera: [Licenciatura en Educación con Mención en Inglés y Pedagogía en Inglés](#)

Título y/o grado: [Licenciatura en Educación con Mención en Inglés y Pedagogía en Inglés](#)

Profesor guía/patrocinante: [Michelle Francois Paulet Riquelme](#)

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Anacarla Belén Figueroa González

Nombre/Firma

Santiago de Chile, 20 de marzo 2026

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