

EMOTIONAL IMPLICATIONS FROM THE PROCESS OF TEACHING A SECOND LANGUAGE

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ABSTRACT

People who choose to study a second language like English face an emotional charge that affects directly to the learning process. Therefore, it is set to identify the emotions that are generated by the corrections made to our learners' written work. This study is performed with university students aged between 18 and 25 years old. It has been found that the emotions (positive and negative) play an important role or have a great impact that causes aversion towards language learning. Therefore, it is necessary that teachers provide adequate feedback for language learning.

KEYWORDS: Emotion, Languages, Tutorials, Social Implications