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The impact of a Confidence Building Diary
on English Language Learning

A qualitative analysis of student reflections
at Ca' Foscari University of Venice

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ABSTRACT

In an educational environment, providing students with opportunities to reflect on and analyze their learning process is essential to foster effective learning. Focusing on the positive aspects of the learning process, students are more likely to develop confidence and motivation for further studying. The confidence building diary (CBD) is a tool that assists learners to reflect on their studying process with the help of recording one's reflections on learning activities and progress. In this study I analyze 20 diaries that were kept by the students of Ca' Foscari University of Venice, Department of Linguistics and Comparative Cultural Studies. The group of students was asked to record all the positive aspects of English learning throughout a week and to reflect on what they experienced from completing the tasks. A qualitative analysis of the diaries has allowed investigating what emotions and feelings the students experienced during the task.

In un ambiente educativo, fornire agli studenti opportunità di riflettere e analizzare il loro processo di apprendimento è essenziale per promuovere un apprendimento efficace. Concentrandosi sugli aspetti positivi del processo di apprendimento, gli studenti sono più propensi a sviluppare fiducia e motivazione per continuare gli studi. Il confidence building diary (CBD) è uno strumento che assiste gli apprendenti a riflettere sul loro processo di studio, con l'aiuto della registrazione delle proprie riflessioni sulle attività di apprendimento e sui progressi. In questo studio analizzo 20 diari che sono tenuti dagli studenti dell'Università Ca' Foscari di Venezia, Dipartimento di Studi Linguistici e Culturali Comparati. Al gruppo di studenti è stato chiesto di registrare tutti gli aspetti positivi dell'apprendimento dell'inglese durante una settimana, e di riflettere su ciò che hanno sperimentato completando i compiti. Un'analisi qualitativa dei diari ha permesso di indagare quali emozioni e sentimenti gli studenti hanno sperimentato durante il compito.

INTRODUCTION

There is a wide range of factors that influence learners' progress and results in the process of the English language acquisition. One of the paramount factors is the presence of motivation and confidence in learners' ultimate success. Recently, scholars have been paying more attention to various ways of increasing a student's confidence in the process of learning English. Among the various confidence building strategies, the confidence building diary (Shelton-Strong, Mynard, 2021) is considered as one of the most effective tools for emotional and motivational support of students. The purpose of this work is to investigate the impact of a confidence building diary on the process of the English language learning.

Self-determination (SDT) theory forms the theoretical framework for this study. The theory was developed by two American psychologists, Richard Ryan and Edward Deci, in 1970s. SDT is based on the importance of meeting basic psychological needs such as autonomy, competence and relatedness in order to achieve intrinsic motivation of students (Ryan, Deci, 2017).

In addition to the development of learners' motivation, the influence of positive psychology on the field of foreign language learning has been scientifically proven: according to Seligman (2005), positive psychology not only increases motivation but also positively affects overall well-being in various educational contexts. Thus educators can easily create favorable and comfortable environments that facilitate learners' positive emotions and optimal language learning experiences by integrating the principles of positive psychology into the language learning process.

One of the key methods of positive psychology that is discussed in this work is the adoption of a learner diary as a way to support reflection on the learning process. Specifically, the tool used in this study is the confidence building diary (CBD) described in Shelton-Strong and Mynard (2021). With a view to helping students comprehend their language learning experience, identify their strengths and develop a positive self-perception in the process of language acquisition. In their diaries students record their achievements, challenges and emotions related to the learning process, thereby developing self-awareness and self-efficacy (Bandura, 1997).

The structure of this work will be as follows: chapter 1 gives a theoretical overview of BPNT and SDT and their significance in the process of language acquisition. Chapter 2 focuses on the application of positive psychology principles in the language learning context. Chapter 3 describes the confidence building diary, starting by explaining its purpose, structure and ways of implementation. .The case study conducted at Ca' Foscari University of Venice is presented in chapter 4, with details about the participants, the context, and the procedure of the different research phases. The results of the qualitative analysis are presented in chapter 5 and will be discussed in chapter 6 so as to draw connections to the theoretical frameworks and explore possible implications for language teaching and learning. Finally, chapter 7 Chapter 7 suggests future research directions to deepen understanding and improve practices in language education, based on the study's findings.

Chapter 1

SELF-DETERMINATION THEORY (SDT) AND BASIC PSYCHOLOGICAL NEEDS THEORY (BPNT)

In psychology, the study of human motivation, behavior and well-being is a highly complex process that requires analysis of various theoretical approaches. The most significant theories that have recently attracted much attention are Self-Determination Theory (SDT) and Basic Psychological Needs Theory (BPNT). They provide valuable information about what factors influence people's behavior and their overall psychological state.

Paragraph 1.1 lays the foundation by detailing Self-Determination Theory (SDT)'s core principles and its significance in motivating language learners. Paragraph 1.2 elaborates on Basic Psychological Needs Theory (BPNT), emphasizing its integral role within SDT and its relevance to supporting learners' psychological needs. Paragraph 1.3 discusses practical applications of SDT and BPNT in fostering a conducive learning environment for language acquisition. Paragraph 1.4 delves into the research and studies related to the implications and benefits of applying Self-Determination Theory (SDT) and Basic Psychological Needs Theory (BPNT) in the process of language acquisition.

1.1 Self-Determination Theory (SDT): understanding human motivation

Self-Determination Theory (SDT) is a concept that delves into the intricacies of motivation. In the realm of language learning it recognizes the significance of motivation, acknowledging that language acquisition goes beyond processes and is also influenced by learners' emotions, attitudes and motivation. When learners are motivated they tend to participate in learning tasks, persist in their efforts and ultimately achieve outcomes. Learners who experience a sense of autonomy, competence and connection in their language learning journey demonstrate levels of engagement leading to well being. Therefore it can be concluded that nurturing learners' psychological needs and fostering a learning atmosphere are crucial for language acquisition and learner success.

Self-Determination theory, introduced in the middle 1980s by Deci and Ryan is a well-known theory of motivation and development based on three psychological needs: autonomy, competence and relatedness.

Autonomy refers to the desire for independence and the ability to make choices that align with one's beliefs and desires. Environments that encourage autonomy give individuals a sense of empowerment, freedom and independence which, in turn, fosters intrinsic motivation, self-regulation and personal growth. Deci and Ryan (2016) underscore the importance of autonomy in learning settings and advocate for approaches that boost learners' active participation, autonomy and decision-making abilities.

The need for competence represents the desire for mastery, growth and the ability to effectively accomplish goals. SDT emphasizes the importance of challenging tasks and opportunities for skill development in fostering individuals competence by providing individuals with tasks that are neither too easy nor too difficult. Educators can promote a sense of mastery, self-efficacy and the intrinsic motivation necessary for sustained engagement and optimal performance (Reeve, 2016). Constructive feedback goal setting and providing learning opportunities that match individuals capabilities are crucial strategies for supporting competence development.

Relatedness refers to the need for social connections and meaningful relationships with others. Humans are inherently social beings and satisfying the need for relatedness is essential for well-being. SDT emphasizes the role of supportive relationships, positive social interactions and a sense of belongingness in promoting motivation and well-being. Creating a supportive and inclusive learning environment, fostering collaboration and providing opportunities for social interaction are effective strategies for satisfying the need for relatedness (Mynard, Stevenson, 2017).

Based on SDT when individuals' core needs for autonomy, competence and relatedness are satisfied it enhances their motivation and overall psychological well being. The most self-determined type of motivation is referred to as intrinsic motivation, which is characterized by participating in an activity because it is enjoyable and interesting. According to SDT, encouraging intrinsic motivation leads to more fulfilling and enduring involvement in activities. However it's important to note that

extrinsic motivation resulting from rewards or pressures can potentially undermine individuals' autonomy and intrinsic drive (Ryan, Deci, 2000).

SDT recognizes the influence of the environment on motivation and general well being. Environments that foster individual autonomy, competence and relatedness are more likely to promote psychological health and intrinsic drive. Conversely environments characterized by strictness or high levels of stress can undermine motivation and overall well being resulting in reduced satisfaction and performance (Reeve, 2012).

The concepts of SDT have had an impact across various domains such as education, sports, healthcare and professional contexts. SDT has influenced teaching strategies employed in settings with a focus on promoting learner autonomy, fostering competency growth as well as cultivating positive social relationships. Teachers can enhance students' motivation, engagement and overall well being by incorporating strategies that promote autonomy, foster collaborative learning and encourage self-directed learning (Deci, Ryan, 2016).

1.2 Basic Psychological Needs Theory as a key component of Self-Determination Theory

In the area of self-determination theory (SDT), the Basic Psychological Needs Theory (BPNT) is a well-known concept that looks at the underlying psychological needs required for human motivation, development and wellbeing. According to BPNT (Vansteenkiste, Ryan, 2013), people have intrinsic requirements that, when met, promote good functioning and psychological wellness.

Due to the substantial progress that BPNT has seen, numerous expansions and research trajectories have been investigated, namely (Vansteenkiste, Ryan, 2013):

1. Expanding the basics psychological needs: beyond autonomy, competence and relatedness, researchers have broadened the idea of expanding the list of essential psychological requirements. Examining how other needs (such as the need for safety, achievement or self-esteem) affect motivation and well-being is part of this.
2. Psychological need frustration: another area of focus for BPNT is comprehending the effects of psychological need frustration. It examines how the denial of fundamental

psychological needs can make people more susceptible to maladjustment and unfavorable results.

3. Integration with bodily needs: recent research has looked at how people's psychological needs and their bodily needs, like those for food and sleep, interact. This line of research examines how psychological well-being and motivation may be impacted by the satisfaction or frustration of bodily requirements.

4. Need-supportive and need-thwarting practices: another area of interest for BPNT is locating procedures and treatments that aid in meeting fundamental psychological requirements. Researchers have looked into how different organizational, parental, and teaching practices affect motivation and need satisfaction.

5. Universality and variability: another key component of BPNT is comprehending the universality vs variability of the impacts of need fulfillment and support. Researchers have looked into how these impacts may vary based on demographics, psychological traits, and cultural contexts.

It should be evident how the Basic Psychological Needs Theory provides a framework for understanding the psychological needs that fuel human motivation and well-being. In addition to recognizing the importance of addressing psychological need frustration, integrating physical needs, examining need-supportive behaviors and taking into account the universality and variability of need effects, BPNT also recognizes the potential for expanding the list of basic needs.

The best motivation, development and well-being can be encouraged by practitioners, educators and individuals by identifying and meeting these fundamental psychological requirements.

1.3 Creating a supportive learning environment: promoting autonomy, fostering competence, enhancing relatedness in the process of language acquisition

For effective language acquisition, a supportive learning environment must be established. The ideas of autonomy, competence and relatedness are highlighted as the main components of a supportive learning environment in this part of the chapter. Drawing on works by Bandura (1997, 2001), Cotterall (2017), Deci and Ryan (2000, 2016), Damasio (2000) and others, we know that different methods can be used to

encourage learners' sense of autonomy, competence and meaningful connections with people while they are learning a language.

Autonomy is conceived as learners' desire for independence, freedom, and the ability to make decisions in line with their values and interests are referred to as being autonomous. It entails giving students a sense of control over their educational experience (Cotterall, 2017). By allowing students to participate in decision-making and select their own learning objectives, tasks and strategies, educators may recognize and respect the autonomy of their students.

Providing students choice and agency is one method to develop learner autonomy. When educators allow students to select how to proceed with their education, it develops a sense of ownership in the learning process (Cotterall, 2017). Teachers can personalize their pupils' learning by giving them options, which increases motivation and engagement. Language learners feel more committed in their language learning when they can choose their own goals and learning activities.

Another aspect of fostering learner autonomy is cultivating self-regulation skills among students. Cotterall (2017) highlights the importance of helping students develop abilities in goal-setting, planning, and progress monitoring. By providing them with guidance on how to define and accomplish language learning goals, educators may help students develop into self-directed and introspective individuals. Learners who practice self-regulation feel more in charge of their educational process and are more motivated and proactive in their language learning.

In addition to learner anatomy, fostering competence is a fundamental aspect of language education, as highlighted by Bandura (1997). This competence entails not only the desire for mastery and growth but also the ability to successfully achieve language learning objectives. Teachers must understand the importance of proficiency in language learning and establish a setting that challenges students appropriately and encourages lifelong learning.

A key strategy in promoting competence is by setting challenging tasks that match learners' skill levels (Bandura, 1997). Tasks that stretch learners' abilities while still being attainable encourage them to strive for improvement and experience a sense of accomplishment when they succeed. Educators should design tasks that inspire learners to go beyond their comfort zone and develop their language skills.

Additionally, Bandura (1997) emphasizes the importance of developing skills and providing constructive feedback to foster competence. Offering opportunities for skill development is essential for students to enhance their abilities and self-efficacy beliefs. Teachers can provide students clear instructions, scaffold their learning activities and give them specific feedback that focuses on their strengths and areas for development. Teachers foster competence and encourage students to take chances and face obstacles by concentrating on students' progress and offering support.

Furthermore, enhancing relatedness in language education is crucial for creating a positive and supportive learning environment. According to Deci and Ryan (2000), relatedness is fostered by building positive relationships among learners and creating a sense of belonging within the language learning community.

Building positive relationships is a fundamental aspect of promoting relatedness (Deci, Ryan, 2000). Teachers can achieve this by creating a supportive social environment where learners feel valued and connected to others. By promoting cooperation, peer contact and cooperative learning activities, teachers can promote beneficial relationships. Such chances promote interaction, experience sharing and mutual learning among students, fostering deep bonds among the community of language learners.

Promoting a sense of belonging is another key factor in enhancing relatedness within the language learning community. By encouraging inclusive classroom practices, championing cultural diversity and encouraging students to discuss their histories and experiences, educators can help to promote this. Learners are more inclined to participate in the language learning process, work cooperatively with others, and form enduring bonds when they have a sense of belonging.

Promoting autonomy, fostering competence, and enhancing relatedness play significant roles in the language acquisition process. By empowering learners to take control of their learning, providing challenging tasks, cultivating competence, and creating a supportive social environment, educators can facilitate learners' motivation, engagement, and overall language learning success. Incorporating these principles into language teaching practices can lead to more effective and enjoyable language acquisition experiences.

1.4 Implication and benefits of applying SDT and BPNT in the process of language acquisition

In this part we will delve into the significance and advantages of implementing Self-Determination Theory (SDT) and Basic Psychological Needs Theory (BPNT) in the realm of language acquisition.

Ryan and Deci's (2000) study delves into the realm of extrinsic and intrinsic motivations, exploring how it may shape learners' behavior. The scholars thoroughly explore the impact of motivations, on learners' engagement and persistence in acquiring language skills. The study claims that intrinsic motivation is about finding enjoyment and interest in an activity while extrinsic motivation stems from rewards or societal pressures. The study emphasizes the significance of nurturing motivation, in language learners as it strongly relates to developing autonomy and self determination. When learners are motivated they naturally take ownership of their language learning journey. This sense of independence empowers students to actively participate in the process of learning a language ultimately leading to an understanding and meaningful grasps of the language itself. By recognizing the importance of motivation educators can design teaching strategies that tap into learners internal drive to acquire the language.

In a study conducted by Vansteenkiste et al. (2004), the impact of goals and autonomy support on language education was examined. The scholars' findings revealed that when individuals are provided with such autonomy support as the freedom to make choices and be involved in decision making processes, their fundamental psychological needs for autonomy, competence and relatedness are satisfied. In turn, this fulfillment of needs leads to enhanced motivation and a greater willingness to persist in language learning endeavors.

In a study conducted by Reeve (2006) the focus was on how autonomy supportive language teaching impacts students learning outcomes. This approach empowers teachers to give students choices and encourage participation in their language learning process. By promoting independence and self direction this teaching method significantly boosts students' motivation and enthusiasm for learning languages. The autonomy supportive environment enables students to take control of their learning experience, set goals for themselves and explore learning materials. This freedom helps to foster a connection and fondness for the language they are studying as they engage

with it in their unique way. Reeve emphasizes that autonomy supportive language teaching goes beyond methods, creating a dynamic educational experience. Students thrive in this environment, willingly dedicating themselves to their language learning journey and demonstrating a lasting commitment to improving their language skills. Furthermore the positive effects of autonomy supportive teaching extend beyond the classroom. Learners not only develop abilities but also acquire essential tools for lifelong learning. They learn to assess their progress, reflect on their learning experiences and adapt strategies - nurturing a growth mindset that extends beyond acquiring languages.

1.5 Closing remarks

In this chapter we have explored the concepts of SDT and BPN and the way these theories relate to language acquisition. SDT emphasizes the significance of autonomy, competence and connectedness, in fostering motivation and well-being. BPNT further supports the idea that addressing needs crucial for promoting human development and motivation. By applying these theories in language education we can create a learning environment where learners' independence is encouraged, their skills are nurtured and meaningful connections are strengthened. When educators incorporate SDT and BPNT principles they can effectively enhance learners' motivation, engagement and overall success in language learning. In the second chapter we will delve into strategies for implementing these theories in language classrooms.

Furthermore, SDT and BPNT were examined and the ways they can be applied to create a supportive learning environment for language acquisition. By understanding the needs of learners, such as autonomy, competence and relatedness educators can boost motivation and overall well being in language learners. When SDT and BPNT principles are integrated into language teaching practices, it can result in teaching methods. In the second chapter we will explore the relationship, between positive psychology and language learning.

Chapter 2

POSITIVE PSYCHOLOGY AND LANGUAGE LEARNING

In paragraph 2.1 the significance of emotions in language learning will be discussed. It will be explored how they influence students' motivation, learning outcomes and the overall atmosphere of learning. Moving on to paragraph 2.2 the concept of growth mindset in language acquisition will be discussed. This part will shed light on how fostering a belief on one's ability to grow and improve through effort and effective strategies positively impacts students' language learning experiences and achievements. Paragraph 2.3 will emphasize the importance of learner autonomy and self-directed learning in the process of acquiring a language. We will explore both principles and practical strategies that help develop learner autonomy enabling individuals to take responsibility for their learning journey and become lifelong language learners. Finally in paragraph 2.4 we will focus on creating an environment for learners. We will examine factors and strategies that contribute to fostering a classroom climate; teacher student interaction, peer support, inclusive practices, emotional support and effective feedback. Such an environment plays a role, in boosting motivation, engagement levels and overall outcomes in language learning.

2.1 The role of positive emotions in language learning

The importance of emotions, in language learning is undeniable. Emotions have an impact on learners' motivation, level of engagement and overall success in acquiring a language. Recent studies have focused on the role of emotions, such as joy and pleasure in the language learning process. These studies have shown that experiencing emotions can greatly enhance student motivation save time during learning and create a learning environment. An examination will be provided of research exploring how positive emotions influence the language acquisition journey. Understanding the effects of emotions enables educators to develop strategies for creating a motivating and engaging learning environment. By harnessing the power of emotions in language learning students can better navigate challenges cultivate growth mindsets and achieve levels of proficiency in their target languages.

In a study conducted by Dewaele (2019) the emotional experiences of both foreign language learners and teachers were highlighted as aspects of language acquisition. Dewaele emphasizes that learning a language can be a rewarding and captivating process. The scholar suggests that positive emotions like joy and pleasure play roles, in fostering motivation and improving language learning outcomes.

Dewaele and MacIntyre (2014) explore the nature of emotions specifically focusing on how anxiety and pleasure coexist, in foreign language classrooms. The researchers acknowledge that anxiety is often seen as an emotion associated with the challenges and fear of failure that learners may encounter. However, they also highlight the impact of experiencing pleasure during the language learning process as it can serve as a motivator with effects on learning outcomes.

Additionally, Forgas (2000) investigates the role of emotions in cognition and the process of understanding others. The scholar emphasizes how emotions influence our interactions. This is particularly relevant to learning a language as emotions can also affect how learners interact with their peers and teachers. Emotions play a role in shaping the quality and dynamics of these interactions. Positive emotions such as enthusiasm and empathy foster a supportive and collaborative learning environment encouraging engagement and meaningful connections. On the hand negative emotions, like anxiety can hinder communication and impede progress. By acknowledging learners' emotional states educators have the opportunity to create a climate that eases anxiety levels while fostering a sense of belongingness and safety.

Therefore it is crucial not to underestimate the role of emotions in the language acquisition process as positive emotions contribute to creating a productive learning environment. The studies presented in this section emphasize the importance of considering the dimension when designing methods and approaches, for teaching languages.

2.2 Cultivating a growth mindset in language learning

Along with positive emotions, growth mindset is an essential aspect that contributes to students' success in language learning. A growth mindset is a perspective and belief, coined by psychologist Carol Dweck who suggests that individuals' abilities,

talents and skills are not set in stone but can be cultivated and improved through work, education and resilience over time. It highlights the idea that accomplishments are not solely based on capabilities but can be attained at levels of achievement and proficiency with commitment and effective approaches.

In their study Andersen and Nielsen (2016) examined the impact of a growth mindset approach on children's reading skills. The scholars found that incorporating the concept of growth mindset into educational practices had a positive impact on students' abilities. A belief in the potential for growth and development encourages the use of effective learning strategies and overcoming difficulties in language learning.

Bandura (2006) analyzed the impact of beliefs, motivation and personal control on goal attainment among students. The author found that students who believe in their abilities and strive for self-development take more responsibility for their studies, set specific goals and illustrate perseverance in overcoming difficulties. Bandura also emphasizes that beliefs play a significant role in shaping behavior and expectations of success. When a person has a strong sense of self-efficacy, it stimulates motivation and drive to achieve success. On the contrary, low self-efficacy can reduce motivation. In addition, it is important to mention personal control that is the key to achieving individuals' goals. Being aware of their abilities to influence the process, individuals one can actively participate in learning, set action plans and find solutions to overcome problems. The principles referred to in this context are equally essential to language learning. Learners who have faith in their abilities and strive to improve show a high degree of responsibility, set specific goals and work consistently to achieve them.

Blackwell, Trzesniewski, and Dweck (2007) conducted a study to investigate the relationship between implicit theories of intelligence and student success. Implicit theories of intelligence describe how people perceive intelligence and its development.

Two experiments were conducted as part of the study. In the first experiment, students were divided into two groups. One group received materials that encouraged a growth mindset (the notion that intelligence can be developed through effort). The other group received materials that supported a fixed mindset (the notion that intelligence is fixed and unchanging). Further, the students were evaluated on their academic progress.

The results of the study confirmed that participants with an attitude of a mindset growth and development recorded more impressive educational achievements compared to the group who believe their abilities are fixed.

Within the language learning process, these results may indicate that students who are confident in their ability to improve their language skills through effort and learning achieve greater success in the process of language learning and improvement compared to those who believe their language abilities are unchanged. This difference can be explained by the fact that believing in the possibility of growth and development helps students to overcome difficulties, find new approaches to learning and strive for continuous improvement of their language skills.

2.3 Nurturing learner autonomy and self-directed learning in language learning

According to Cotterall (2017), learner autonomy is the ability of an individual to take utter responsibility. Learner autonomy means that learners have the ability to control and take responsibility for their own learning process (Cotterall, 2017). It implies students' active participation in decision-making, goal setting and controlling their achievement. The concept of learner autonomy is in line with the principles of Self-Determination Theory (Deci, Ryan, 2000), which emphasizes the importance of autonomy as a basic psychological need that influences intrinsic motivation and well-being.

The issue of developing learner autonomy in the process of learning a foreign language is addressed by Dam (2018), who emphasizes the use of a textbook and the creation of conditions for independent choice, reflection and evaluation of their work. This approach encourages students to take responsibility for their education and become active participants in the language learning process.

There are several advantages of encouraging autonomy and independent learning in language learners. Firstly, it increases their intrinsic motivation as they feel responsible for their learning process. Second, it promotes deeper understanding of the language and the development of critical thinking and problem-solving skills (Reeve, 2012). Teachers, by developing learners' autonomy and independence enable students to

become independent language learners who can continue their language learning outside the academic environment.

2.4 Promoting a supportive learning environment for language learners

Creating a supportive learning environment is essential, as it has an impact on learners' motivation, engagement and overall learning achievements (MacIntyre, Gregersen, & Mercer, 2019). This section examines the factors and strategies that contribute to a learning environment for language learners.

The first aspect to consider in order to create a supportive learning environment is the need to establish teacher student interactions. Teachers who demonstrate warmth, respect and empathy towards their students create an atmosphere in the classroom (Deci, Ryan, 2000). They provide attention, constructive feedback, encourage open communication. Building teacher student relationships boosts motivation levels enhances self-esteem and nurtures a sense of belonging all of which facilitate language acquisition (Dörnyei, 2018).

The second aspect is about encouraging peer support among language learners so as to foster an inclusive learning environment. Interacting with peers offers opportunities for language practice receiving feedback and engaging in learning experiences (Mercer, 2011). Group activities, pair work exercises and team projects promote cooperation while also facilitating exchange and the development of skills. Peer support also helps alleviate anxiety levels among learners while boosting self-confidence and promoting a sense of belonging within the group.

The overall classroom atmosphere, in the language learning setting influences students' experiences and outcomes. The third aspect to enhance positivity in a classroom environment is connected to the sense of safety and inclusivity, which allows students to feel at ease when taking risks and expressing themselves (Seligman et al., 2005). Teachers play a role in fostering this atmosphere by promoting respect, tolerance and appreciation for diversity. They can incorporate engaging activities that celebrate cultures encourage participation and provide opportunities for students to share their thoughts and personal experiences (Oxford, 2016).

Teachers can customize materials and methods to cater to the needs and learning styles of their students (Deci, Ryan, 2016). Adopting an approach allows them to accommodate levels of language proficiency while fostering a strong sense of belonging among all students. Additionally, inclusive practices involve raising awareness and promoting cultural understanding among students (Vansteenkiste, Ryan, 2013).

In the realm of language learning, individuals possess the capacity to deploy strategies aimed at skillfully managing and mitigating anxiety. These approaches include the application of relaxation techniques and involvement in stress-reducing activities. Furthermore, offering support entails fostering students' self-assurance, resilience, and their enthusiasm for personal growth (Bandura, 1997).

Finally, constructing a learning environment heavily relies on delivering feedback in a timely manner. Teachers can provide meaningful feedback that focuses on evaluating students learning abilities and areas where improvement is needed (Hattie, Timperley, 2007). Encouraging a growth mindset by emphasizing the importance of effort progress and the value of learning from mistakes can also be beneficial. Acknowledging student accomplishments and rewarding their achievements plays a role in fostering a motivating atmosphere, for learning (Reeve, 2012).

2.5 Closing remarks

Recognizing the importance of emotions, a growth mindset, learner autonomy and a supportive learning environment in language acquisition provides knowledge for developing effective language learning experiences. Expanding on these ideas, the next chapter will delve into how we can apply these concepts by utilizing a Confidence Building Diary to boost language learners' self-confidence and belief in their language learning capabilities.

Chapter 3

CONFIDENCE-BUILDING DIARY

In the world of language learning there has always been an emphasis on nurturing emotions and motivation among learners. The journey towards language proficiency is filled with challenges, successes and an ongoing desire for improvement. However, this journey is often accompanied by a range of emotions that can greatly impact the learning process. It is in this context that innovative methods like the Confidence-Building Diary come into a play to address the relationship between emotions, motivation and language acquisition.

Paragraph 3.1 delves into the design and implementation of the CBD, followed by an emphasis on its impact on positive feelings and motivation among language learners in paragraph 3.2. The chapter concludes with practical strategies for seamlessly integrating the CBD into language education practices. These strategies, discussed in paragraph 3.3, provide educators with an essential framework for empowering their students and fostering a sense of accomplishment and emotional well-being.

3.1 Design and implementation of CBD

CBD is a tool designed by Mynard and Shelton Strong (2022) to enhance the confidence, motivation and overall language learning experience of learners. It incorporates principles from psychology, encouraging learners to participate in activities and reflect on their progress. Through the adoption of the CBD learners can cultivate an attitude, towards language acquisition and experience a sense of accomplishment.

The main goal of the CBD is to strengthen language skills, boost motivation, and foster a strong sense of self-confidence among students. This diary extends beyond the typical classroom environment, acting as an inspirational learning motivator.

The CBD includes activities that take place in the usual classroom. These activities can be anything from exciting class exercises and chats to one-on-one interactions within the planned learning space. This aspect of the CBD encourages students to engage with their classmates and teachers, promoting a teamwork-oriented and conversational learning environment.

Language activities outside class involve a wide array of tasks focused on language. It surpasses the limitations of traditional classroom learning. Students partake in activities that include listening, reading, writing, speaking, preparing for tests, doing work-related tasks, and undertaking other language related activities. By extending learning beyond the classroom, students are encouraged to apply their language skills in a practical and real world context.

Media is a vital aspect of the CBD that is about diving into a wide range of different kinds of multimedia in the target language. This means learners get to explore music, videos, podcasts, and other digital resources. It opens up their language experiences beyond just studying textbooks and regular teaching materials. This immersive approach offers a much more rounded language learning experience by incorporating a variety of media forms.

Metacognitive activities as a personal inward-looking aspect encourage students to take part in mindful reflections. It puts a spotlight on the importance of critically assessing one's own journey of learning. As a result, students proactively plan their future learning strategies, set attainable goals, and deeply ponder on both the hurdles they have faced and victories they have enjoyed. This thoughtful self-examination helps them to better understand their personal learning paths and nurtures habits of independently directing their own learning.

After a busy week full of varied activities, learners move into a thoughtful period. During this reflective time, they answer various follow up questions about their experiences, giving them a chance to gain a deeper understanding of what they have just been through.

Learning highlights involve students discussing certain activities from the week that truly stood out to them. They explain why they found these activities encouraging or inspiring, and how these experiences influenced their journey of learning languages.

Feelings evoked encompass learners dissecting a wide array of emotions and experiences coming from the activities, the learners break down the mix of feelings they faced, be it good or bad. They ponder on the subtle effect these emotions had on their overall learning experiences.

Effect on motivation involves learners deeply reflecting on how the CBD activities affected their inner drive to learn English. This stage requires a careful study

to determine if these activities boosted their confidence, proficiency, or independence in the field of language learning.

The CBD plays a crucial role in encouraging positive emotions, supporting Basic Psychological Needs (BPNs), and fostering independent motivation in language learning.

3.2 Impact of CBD on positive feelings and motivation

One key aspect of the CBD effectiveness is its ability to help reshape learners' emotional state. Participating in the CBD practice, learners document their language learning experiences along with the associated emotions (Mynard & Shelton Strong, 2022). This reflective process enhances self-awareness, allowing learners to view their progress and achievements from a perspective. Through introspection they can identify instances where they overcame, challenges or experienced moments of success. Focusing on these achievements helps to cultivate emotions as learners start associating language learning with growth and accomplishment. Furthermore, the CBD approach promotes learner autonomy and emotional well-being in a manner. The design of CBD emphasizes empowering learners to take charge of their language learning journey (Mynard & Shelton Strong, 2022). By allowing students to have control over their learning process and choose activities that align with their preferences and strengths, the CBD method fosters a sense of ownership. This personalized approach is in line with self-determination theory (Deci & Ryan, 2000,) which recognizes autonomy as a motivator. When students engage in activities, they have chosen they experience motivation driven by interest in the tasks, leading to positive emotions such as enthusiasm and curiosity.

The transformative power of the CBD approach also benefits learners who struggle with language related anxiety. Through its progression of activities anxious learners are provided with a platform to venture outside their comfort zones (Mynard & Shelton Strong, 2022). Gradual exposure to language challenges helps learners to become more confident in linguistic situations. The structured framework of the CBD offers a roadmap for overcoming anxiety, induced obstacles leading to emotions and a decrease in negative feelings. Moreover, the CBD approach goes beyond classroom

boundaries, echoing the implications highlighted by Mynard and Shelton Strong (2022). By encouraging students to immerse themselves in real life language interactions, this method bridges the gap between classroom instruction and authentic language use. This practical engagement strengthens students confidence in using the language, in real world contexts breaking down barriers of apprehension and self-doubt. As students navigate between theory and practice, they experience emotions, stemming from realizing their competence and reinforcing their ability to communicate effectively.

The impact of the CBD method on motivation and positive emotions is significant and multifaceted. Grounded in principles, this approach combines self-reflection and learner independence to reshape learners' emotional experiences. By integrating real life language practice the CBD method fosters a sense of accomplishment and competence while also effectively addressing language related anxiety.

3.3 Implementation strategies for the CBD tool

A key aspect of the CBD is its adaptability to levels of language proficiency, making it a versatile tool suitable for educational contexts. As educators integrate the CBD, they are encouraged to assess their students' linguistic abilities and customize diary activities accordingly. For beginners this could involve language tasks that gradually progress to complex exercises for intermediate and advanced learners. This tiered approach ensures that learners are appropriately challenged, fostering a sense of achievement while avoiding feelings. Collaborative learning, which is widely recognized in pedagogy, aligns harmoniously with the use of the CBD by creating an interactive language learning experience. Teachers can organize group exercises that involve students in writing diary entries, where they can share their experiences and thoughts. This collaborative engagement not only helps to improve language skills but also fosters a learning community, boosting positive emotions and motivation. Additionally, the aspect of this approach aligns with the social constructivist perspective, allowing students to construct knowledge together and navigate their language learning journeys collectively.

Integrating technology is another way to seamlessly incorporate the CBD tool. In today's age, using platforms or applications for diary entries can enhance accessibility and engagement. Students can document their experiences, thoughts and emotions electronically, creating a diary that can be easily shared with peers and teachers. By incorporating multimedia elements like images and videos reflections become more dynamic enhancing self awareness and expression. This combination of technology and reflective practice not only caters to learning preferences but also fosters digital literacy – an essential skill in today's interconnected world.

To make the most of the CBD effectiveness educators are encouraged to progressively scaffold diary activities. Teachers have the opportunity to create a series of activities that gradually encourage students to explore and express their emotions, helping them feel more comfortable and less vulnerable. This structured tool helps students to develop the vocabulary they need to express themselves, ultimately enhancing their intelligence. Moreover, the CBD can be seamlessly incorporated into curriculum design, using task based learning frameworks. Teachers can design language tasks that align with the nature of keeping a diary, encouraging students to use real life language in contexts. For example, students could conduct interviews, record observations or engage in conversations. Then reflect on their language achievements and challenges. This integration makes language learning more practical by emphasizing the connection between acquiring a language and genuine communication, which in turn boosts emotions and motivation.

The CBD tool goes beyond theory by offering strategies that teachers can use to enhance language learning experiences. The flexibility of this approach for proficiency levels, its potential for learning, seamless integration with technology structured activities and alignment with task based learning paradigms all highlight its versatile practicality. By incorporating the CBD tool into language education teachers empower students to overcome barriers while fostering growth, linguistic competence and long lasting motivation.

3.4 Closing remarks

In Chapter 3 we explored techniques for incorporating CBD into language teaching. This powerful method offers tools that educators can use to improve both learners' language skills and emotional well-being. The chapter discussed such strategies as guided exploration, collaborative learning, integrating technology and aligning with task based learning. The concepts discussed in Chapter 3 serve as a foundation, for the following chapter, where CBD has been used for a study on university language students.

Chapter 4

THE CASE STUDY

This chapter delves into examining how reflective methodologies, specifically within CBD, impact language learning encounters. The aim is to explore the complex correlation between reflective methods, proficiency in language, emotional welfare, and the inclusion of multimodal aspects within the CBD records.

Chapter 4 initiates with an exploration of the study's context at Ca' Foscari University, highlighting the vibrant academic backdrop for investigating reflective practices in language learning (4.1). It then articulates the research queries and hypotheses (4.2), setting the stage for a detailed inquiry into how reflective practices, emotional well-being, and multimodal integration interplay in language learning. The core analysis unfolds in sections 4.3 to 4.5, dissecting the impact of these elements on language proficiency, learner emotions, and the effectiveness of using diverse media in reflection. This concise structure paves the way for a deeper understanding of the multifaceted nature of language learning.

4.1 Context of the study

The research carried out within the Department of Language Sciences Ca' Foscari University of Venice, amongst participants of the course "Theories of Language Education," investigates the complex relationship between reflective practices and Language learning. This particular investigation is based on the notion that learning a brand new language calls for much more than vocabulary and grammar; it calls for comprehending the communicative process itself. It's a profoundly personal and reflective process which links together with the learner's psychological state and multimodal elements to improve the learning process.

The course takes place in the lively academic environment of Ca' Foscari and therefore offers an uncommon chance to look at and analyze precisely how learners negotiate language acquisition. The university, which is known to foster new educational methods, constitutes a great environment for the study. At this point,

learners are challenged academically to engage with languages but also to reflect on their learning processes - a fertile ground for looking at the dynamics.

4.2 Research questions and hypothesis

The research questions of the current thesis can be formulated as follows:

RQ1. What specific reflective practices are evident in the CBD entries, and how do these practices vary across different proficiency levels among language learners?

It is hypothesized that students good at a language seem to have richer self-reflections in their CBD notes than students not as good. This stands out in the level, detail, and flair of their thoughts. The hypothesis hints that someone's skill level can change how deep and tricky their self-reflection exercises are. More skilled students might use a more varied language in their CBD notes, involving a richer word-list, different sentence types, and complex phrases. On the other hand, less skilled students might use simpler language and have plainer reflections due to less language skills. In addition, high-skill students may show a deeper grasp of their language experience, adding critical thinking and self-scoring in their reflections, while low-skill students might give more focus to simple details and notes.

RQ2. How do learners perceive the connection between reflective practices within the CBD and their emotional well-being during the language learning process?

The hypothesis suggests there is a strong link between how often and how deeply learners engage in thoughtful activities recorded in the CBD and improving their emotional health in their language learning journey. Regular and significant reflective exercises in the CBD are expected to have positive impacts on learner's emotions. This includes feelings of fulfillment, a boost in self-assurance, and ongoing eagerness throughout the language learning steps. The hypothesis suggests that thinking more deeply can make you feel better, emotionally. In particular, the more you ponder in the CBD context, the more likely you are to feel emotionally steady. That is because learners get better at handling difficulties and uncertain situations when learning a new language. You also expect less stress tied to learning a language as you reflect more.

This calms nerves and boosts confidence in learning languages. The result is a greater belief in the language learning process, making learners more comfortable, assured, and balanced emotionally.

RQ3. How does the integration of multimodal elements (such as visuals, audio recordings, or multimedia) in CBD entries impact the depth and quality of reflective practices among language learners?

Bringing together different modes like pictures, sounds, and multimedia in the CBD entries is believed to suggestively change and boost the range and merit of thoughtful practices among people learning languages. The belief is that adding in different modes will have a good effect on the reflective nature of entries, pushing for a deeper, richer, and multi-layered look into how learners are experiencing language learning. The hypothesis suggests that using pictures, videos and audios will help improve thoughtful habits in the CBD. Students who use these different methods are likely to create entries that show a deeper, more detailed, full understanding of their language learning progress. In particular, visual aids provide an improved explanation for entries, letting students express their experiences with clearer precision and detail. Meanwhile, audio clips and multimedia items are predicted to give more depths of thought, helping learners to share feelings, subtle differences, and difficulties that could be hard to put into just written words.

4.3 Research instrument and subadministration procedure

During the course, one weekly activity was devoted to knowledge and use of the CBD, with the aim to promote students' deep understanding of reflection processes by keeping a metacognitive tool that would support their positive language learning experience. For five consecutive days, each participant was required to record their personal experiences, reflections, and thoughts. In addition, two reflective questions were included to evaluate the motivational impact of the CBD and explore alternative methods for maintaining a positive attitude during language learning.

These were the guidelines provided:

Part 1: Daily Entries.

- Write a diary entry daily for five days.
- Focus on recording your positive feelings and thoughts about activities related to learning another language.

Part 2: Reflective Questions.

- Did the confidence-building diary keep you motivated? Why or why not?
- Other than the confidence-building diary, what can you do to help yourself to maintain a positive attitude when you are learning a new language?

4.4 Participants

The participants created a demographic mosaic in the study Ca' Foscari University. The course was attended by 85 students who produced 85 Confidence-Building Diaries (CBDs). For the purpose of this study, it was decided to focus on 20 of them. The selection was made according to criteria that aimed at ensuring the relevance and consistent alignment of the entries with the provided CBD guidelines. To ensure representation from both Italian and Russian students, a selection was made of 20 carefully chosen participants, with 10 Russians and 10 Italians included. These participants carefully detailed their activities, articulated their emotions after each activity, and provided comprehensive reflections in response to the questions, prioritizing positive language learning experiences.

The choice of Italian and Russian students for this particular analysis was strategic, aimed to investigate precisely how students from various linguistic backgrounds utilize reflection in their English language learning. Both Italian and Russian present specific difficulties when learning English because of their respective language families - Romance and Slavic. This selection enabled us to compare how these differences impact students' reflections on language learning experiences. It surveyed a broader range of reflective practices in learning English, indicating their versatility and effectiveness in diverse linguistic and cultural settings.

To further illustrate the diversity of the participant group, a comparison is drawn with a hypothetical study group to highlight how demographic differences can significantly influence language learning experiences and outcomes:

<u>Demographic aspect</u>	<u>Ca'Foscari study</u>	<u>Comparative study</u>
Age range	Predominantly 20-25	Broader, 18-30
Language proficiency	From beginners to advanced (A1-C2 (CEFR))	Mostly Intermediate to Advanced (B1-C2 CEFR)
Cultural background	Mainly Italian, some International	Highly Diverse: Asian, European, and Others
Learning environment	Urban and relatively homogenous	Varied, ranging from urban multicultural to diverse regional settings

Table 1: Demographic profiles: Ca' Foscari study vs. comparative study

This table presents categorical and numerical data in addition to demonstrating the variety of educational settings. It demonstrates how demographic structure of a study sample is able to influence its outcomes and wider implications for language education research.

4.5 Data analysis

In data analysis for this study a structured technique was applied to examine information gathered through the CBDs and responses to open-ended questions. This particular scrutiny aimed to expose the interaction between reflective practices, affective well-being and multimodal resource integration in language learning. The analytical procedure was specific to 3 research questions and required a tailored analysis of information to discover patterns, themes and insights specific to each query.

To deal with the first research question regarding the influence of reflective practices on language skills, an initial classification of the CBD entries was done according to language proficiency levels reported by learners. This particular first step

offered a comparative framework for thinking about how reflective practices differed across language proficiency levels. The entries were then examined for discussions where learners explicitly reported their language learning progress, challenges, tactics and accomplishments. Key indicators of reflective thought including realization, discovering, noticing and improvement along with challenges were sought. These indicators helped identify themes in learners' reflective practices at several proficiency levels and understand how their reflections shaped their perceptions of language learning.

The second research question, focusing on the relationship between reflective practices and emotional well-being, turned the lens on entries and responses which highlight learners' emotional journeys through language learning experiences. This particular component of the analysis required segments of data where emotions and reflected insight featured. Coding the data for emotional content and classifying emotions into negative and positive spectrums allowed trends in how reflective practices influenced learners' emotional states to be traced. This meticulous procedure revealed insights into how reflection and affective well-being interact, when learners linked their emotional experiences to certain reflective methods or language learning episodes.

The third research question was examining just how multimodal integration influences reflective practices. This analysis reviewed entries which pointed out or suggested the use of various modalities in reflection. The objective was evaluating how the use of various modes of expression - textual, auditory and visual - influenced learners' reflections. Themes like enhanced engagement, richer expression and improved motivation because of multimodal integration were pointed out.

While answering each of the 3 research questions a thematic analysis approach was used with iterative readings of diary entries and responses, coding of information and discovering emerging patterns or themes. This approach was deductive as well as inductive, ensuring that findings have been grounded in existing theoretical frameworks and in learners' real experiences.

This analytical procedure discovered dynamic interactions between reflective practices, emotional well-being, and multimodal integration of language learning. Analyzing data in relation to research questions reveals a complicated nature of

language acquisition which provides nuanced perspectives on exactly how learners negotiate language complexity.

Chapter 5

RESULTS

Chapter 5 highlights the findings related to the three research questions addressed in this study. Section 5.1 delves into the nuanced variations in reflective practices observed in CBD entries across different levels of language learners' proficiency. It directly tackles the initial research question by illustrating the interplay between language skills and the depth of reflection. Transitioning to section 5.2 the focus shifts towards learners' emotional well-being examining how their emotional responses to the language learning journey (the second research question) are shaped by reflective methods. Finally, section 5.3 articulates how multimodal integration influences reflective practices in CBD entries and how various media formats facilitate reflective processes uncovering insights into the third research question. Through these segments this chapter meticulously explores the interworking of reflective methods, emotional well-being and multimodal integration within the realm of language learning.

5.1 Analysis of reflective practices in CBD entries

Examining the entries in CBD written by language learners, the goal was to identify the particular reflective techniques impacted by different levels of language proficiency. The hypothesis suggested a link between proficiency and the extent of self-reflection in CBD entries. The findings indicated noticeable variations in reflective strategies depending on language skills. Those with adept language skills showcased detailed and extensive reflections. Their reflections encompassed a wide range of vocabulary, diverse sentence structures, and elaborate expressions, frequently integrating critical analysis and self-assessment. In contrast, those with limited proficiency exhibited simpler language usage and concentrated on fundamental aspects in their reflections. Proficient learners actively participated in reflective exercises that integrated critical thought, self-evaluation, and a more profound grasp of language encounters, as evidenced in their CBD entries. Conversely, less proficient learners primarily focused on fundamental particulars, emphasizing less elaborate reflections.

The established hypothesis revealed a direct link between skill levels and the extent of introspection. The learners' linguistic competence notably impacted the depth

and intricacy of their introspective thoughts in their CBD entries. Proficiency in the language was associated with more detailed reflections, demonstrating a deeper comprehension of their language learning experience. Here, specific instances are presented that highlight the unique reflections of learners with different proficiency levels:

<u>Learner proficiency level</u>	<u>Entry</u>	<u>Reflection</u>	<u>Comments</u>
High proficiency	During a poetry lesson	“I was amazed because of how many differences I could find in English poetry rules I was not aware of.”	This particular illustration showcases the learner's profound comprehension and inquisitiveness about complex language constructs, revealing a thorough mastery of poetic principles.
High proficiency	Recalled trip to London	“Being able to speak fluently with British people without any fear was a success to me. I felt really proud of myself for working hard since I was little.”	This entry underscores the satisfaction of achieving proficiency, showcasing a dedication to mastering language over time and the assurance to communicate effectively with native speakers.
Low proficiency	Watched TV series centered on a deaf character	“I felt proud because I could follow most conversations despite not signing in a long time.”	This learner's reflection signifies satisfaction in recalling retained knowledge, focusing on the effort rather than advanced language skills.
Low proficiency	Aided a foreign tourist	“I felt proud because I could give her exhaustive directions to the Peggy Guggenheim Collection.”	The passage underscores the feeling of achievement when assisting someone in a language-centered scenario, showcasing the learner's assurance in fundamental communication abilities.

Table 2.1: Language learning reflections based on proficiency level

Table 2.1 exposes significant disparities in reflection depth and thematic exploration variation among learners of different language proficiency levels. Analyzing individual reflections within this table uncovers concrete examples showcasing how advanced learners engage in complex analytical reviews of their language progress. Through thorough examination of linguistic theories reflection on cultural interactions and critical evaluation of their developmental trajectory these individuals illustrate their ability to integrate linguistic insights with broader personal and intellectual expansion.

The analysis underscored the adept use of complex grammatical structures and varied vocabulary by students at different levels of mastery highlighting the significant impact of language skills on reflective writing. Proficient learners adeptly employ sophisticated language frameworks and an extensive vocabulary enabling them to articulate nuanced concepts effectively and engage more deeply in the reflective process.

<u>Proficient learners</u>	<u>Less adept learners</u>
<u>Grammatical constructions</u>	
Employing subjunctive mood: “If I were to master this language...”	Simple sentence structures: “I like to learn new words.”
Using complex sentence structures: “Engaging in academic discussions on linguistic theories, I realized...”	Basic verb conjugations: “I learn English every day.”
Utilizing participial phrases: “Having read multiple literature pieces, I discerned...”	Simple past tense: “Yesterday, I learned a new word.”
Incorporating conditional sentences: “If I had studied harder, I would have aced the exam.”	Present continuous tense: “I am learning English online.”
Employing relative clauses: “The book, which I read last month, was quite informative.”	Present perfect tense: “I have studied English for 10 years.”
Crafting complex subordinate clauses: “When the course concludes, I aim to apply for an advanced class.”	Future tense: “Tomorrow I will practice speaking English.”

Table 2.2: Comparison of grammatical complexity between proficient and less adept language learners

In the observations of both skilled and less skilled language learners, a clear distinction arises in the thoroughness and intricacy of their reflections. Proficient learners showcase a nuanced understanding of grammar, utilizing advanced language elements such as the subjunctive mood, complex sentence structures, participial phrases, conditional sentences, relative clauses, and intricate subordinate clauses. Their utilization of these elements showcases their capacity to articulate elaborate ideas, convey hypothetical scenarios, offer supplementary context, and communicate intricate concepts.

Conversely, individuals with lower proficiency in language tend to depend on uncomplicated grammatical formations and fundamental sentence structures, usually employing elementary verb conjugations, simple tenses, and direct sentence arrangements. Their expressions generally revolve around depicting daily activities, articulating immediate actions, or deliberating upon concluded events without substantial intricacy or profundity. The disparity in their selection of grammatical structures signifies a contrast in their linguistic acumen and their capacity to articulate subtle ideas or intricate experiences.

<u>Proficient learners</u>	<u>Less adept learners</u>
<u>Vocabulary</u>	
<u>Advanced vocabulary:</u> 1. “Comprehension of intricate linguistic nuances...” 2. “Engaged in nuanced conversations with native speakers, exploring socio-cultural facets of their homeland....”	<u>Basic vocabulary:</u> 1. “I like English class.” 2. “I talked to my foreign friend. We discussed our hobbies ”
<u>Sophisticated language constructs:</u> 1. “Nuanced understanding of socio-linguistic implications...” 2. “Engaged in nuanced conversations with native speakers, exploring socio-cultural facets of their homeland.”	<u>Limited language complexity:</u> 1. “Today I learned an English word.” 2. “Studied new words in English class and practiced using them in sentences.”

Table 2.3: Comparison of vocabulary proficiency and language expression between proficient and less adept language learners

Proficient students harness advanced vocabulary and engage in complex discussions that explore cultural elements, revealing a strong grasp of linguistic intricacies. In contrast, less skilled students often use basic vocabulary, express simple ideas, and engage in informal conversations. Their language use is limited to straightforward expressions and structures. This comparison highlights the clear disparity between the sophisticated language used by proficient students and the simpler expressions favored by less skilled students in their language learning endeavors.

The detailed examination of CBD entries, highlighting the differences in reflective practices across proficiency levels, clearly supports the hypothesis. It is confirmed that language skills is substantially associated with depth and complexity of self-reflection in language learning diaries. This particular confirmation shows that linguistic competence is vital for enhancing the quality and thoroughness of reflective practices amongst language learners.

5.2 Learners' perceptions on reflective practices and emotional well-being

Through a thorough examination of how language learners emotionally engage with their learning pursuits a recurring theme of emotional gratification and positive encouragement becomes apparent. This detailed analysis showcases the notable influence of introspective activities particularly CBD on the emotional states of learners throughout their language acquisition journey.

The table meticulously details the varied experiences and heartfelt reactions of learners engaged in a broad array of language learning activities. These activities range from full immersion in nonnative linguistic environments to interactions with a comprehensive variety of linguistic resources offering vivid instances of emotional satisfaction and achievements. The emotional feedback provided by participants reveals a broad spectrum of feelings – from happiness and contentment to a deep sense of accomplishment alongside reassurance and an increased drive for success. Each recorded occurrence reveals a different emotional response, revealing the varied effects of reflective practices on learners' emotional wellbeing. Examples where learners engaged in interesting linguistic environments created motivation, satisfaction and a high sense of achievement when linguistic progress was recognized. Likewise, exposure

to content-rich linguistic formats like movies, music along with sports broadcasts elicited delight, appreciation and anticipation of new linguistic and cultural discoveries.

The table underlines a wide array of emotional responses spotlighting how CBD enhances positive emotions in language learning. These insights not only mark individual milestones but also shine a light on the motivational effects fueling ongoing passion and commitment to mastering languages.

Reflective practices entrenched within the CBD are portrayed as pivotal for enhancing emotional wellbeing in the language acquisition journey. These practices not only foster a nurturing environment but also ignite continuous enthusiasm instill confidence and cultivate a profound sense of accomplishment in mastering a new language.

By delving into this examination the apparent conclusion is that the purposeful utilization of reflective strategies greatly enhances emotional strength and encourages a positive perception in the realm of language learning. This reaffirms the critical significance of such practices in facilitating all encompassing growth and emotional stability for learners. Observe the following table for a detailed portrayal of how specific language learning activities and the associated emotional responses underscore the integral role of reflective practices in bolstering learners' emotional well-being

<u>Activity</u>	<u>Emotional Feeling</u>	<u>Reflection</u>
Engagement in English-speaking environment (USA)	Encouraged, proud, motivated	Realizing linguistic progress and focusing on positive emotional outcomes.
Conversation with an English speaker	Enjoyed interaction, encouraged	Maintaining a positive attitude towards future linguistic
Watching English film without subtitles	Happy, proud of comprehension	Noticing language understanding improvement
Listening to English songs	Amazed by understanding lyrics	Discovering joy in recognizing language progress.

Watching NBA match	Excited for understanding content	Appreciating language skills opening new interests.
Translating English videos for family	Proud to assist, felt accomplished	Reflecting on contributing to others' understanding through language.
Interacting on social media in English	Surprised by effortless comprehension	Observing automatic language comprehension in daily activities.
Attending academic class in English	Satisfied with grasping content	Acknowledging improved focus and comprehension in academic settings.
Participation in online English conversation groups	Invigorated by active participation	Recognizing language skill improvement in conversational contexts.
Creative writing in English	Fulfilled by completing narrative	Motivated by tangible evidence of writing skill progress.
Engaging with English literature (reading "Jane Eyre")	Inspired by understanding complex texts	Gaining confidence in literary language comprehension.
Gaining confidence in literary language comprehension.	Enlightened, culturally enriched	Valuing the role of language in cultural understanding and personal growth.
Using English in a professional email	Empowered by effective communication	Realizing the practical utility of language skills in professional contexts.
Engaging in debates in English	Challenged, intellectually stimulated	Appreciating the complexity of language in expressing nuanced arguments.
Creating a video blog in English	Creative expression, sense of achievement	Exploring new ways to communicate and reflect on language learning journey.
Participating in a cooking class in English	Fun learning, enriched vocabulary	Combining language learning with personal interests to enhance engagement

Giving a presentation in English	Nervous initially, ultimately confident	Overcoming fear of public speaking and recognizing personal growth.
Reading and discussing news articles in English	Informed, connected	Using language to access global perspectives and engage in informed discussions.
Journaling in English about daily experiences	Reflective, introspective	Using language as a tool for self-expression and emotional processing.

Table 3: Emotional reactions to reflective practices

Table 3 demonstrates how CBD creates positive feelings toward language acquisition. The reflections within record these personal milestones and offer a means to continue the motivation to learn the language.

Analyzing documented activities and learners' psychological feedback shows the relevance of reflective methods to promote the emotional well-being of language learners. Engagement in English speaking environments and direct interactions with native speakers increase linguistic proficiency, pride and motivation to further language improvement. Additionally, participation in creative and academic writing tasks in English and exposure to English media with no subtitles demonstrates learners' linguistic competence and confidence. This highlights the importance of reflective practices in emotional aspects of language learning and the possibility of CBD to support students' psychological growth and resilience. Specific language learning activities and emotional impacts are looked at further.

Upon thorough investigation, the hypothesis has been substantiated, emphasizing a robust link between learners' persistent and deep involvement in contemplative techniques within CBD and their enhanced emotional welfare during language acquisition. Participation in reflective practices via CBD yielded heightened contentment, self-assurance, sustained fervor, and refined approaches for managing language learning hurdles. These results underscore the fundamental significance of thoughtful contemplation in molding learners' emotional well-being and perspectives on their language learning endeavors.

5.3 Impact of multimodal integration on reflective practices in CBD entries

Following on from the prior section, this part examines the way the inclusion of various media types in CBD entries contributes to more meaningful reflective practices by language learners. The hypothesis was evaluated that incorporating media forms including videos, images and audio clips into language learning activities enhances students' reflective processes.

The analysis discovered that multimedia elements support even more detailed exploration of language learning experiences. Students expressed more detailed descriptions of their learning journeys through auditory and visual enhancements. This enabled a deeper inquiry into emotions and subtle details and also helped overcome the limitations of text-only reflections.

Multimodal entries offered a more realistic description of language acquisition. For instance, visual aids enabled learners to describe experiences, feelings, and challenges better. Audio enhancements enriched reflections by permitting additional review of emotional particulars, technical language points and experienced difficulties. The collective use of various media types supported the study theory and shown that such blending improves the thoroughness and excellence of reflective practices in language learners.

Moreover, six diaries were discovered to document daily language learning using different media tools by students. These diaries illustrated exactly how using multimedia enabled deeper understanding of the lessons and also triggered reflection on the learning process itself.

<u>Activity</u>	<u>Reflection</u>
Day 1: Watched American movie in English	Feelings: Happy to understand everything, improved listening comprehension, progress in weakest point
Day 2: Watch Margaret Atwood's story	Feelings: Satisfied, proud of progress in understanding English literature
Day 3: Participated in an online group	Feelings: Overcame fear, proud of

chat devoted to a common project	personal intervention, growth in confidence
Day 4: Listened to new album in English	Feelings: Content, happy to understand lyrics without translations
Day 5: Spoke English via WhatsApp	Feelings: Excited to use English, content with communication, overcoming shyness
Reflection Questions:	<ol style="list-style-type: none"> 1. Using different media encouraged thinking about how my language skills grew. This inspired me to carefully watch my abilities 2. Media engagements sometimes led to satisfaction or joy, showing how using media can help with language learning and increase motivation overall.
Day 1: Watched YouTube video in English	Feelings: Satisfied with understanding, confidence in vocabulary
Day 2: Spoke English with an internet bot	Feelings: Recognized importance of speaking a foreign language
Day 3: Helped write an email in English	Feelings: Enjoyed choosing words effectively, satisfaction in aiding colleague
Day 4: Dealt with airline customer service	Feelings: Felt helpful after resolving issue
Day 5: Read article in English	Feelings: Comfortable reading specialized content
Reflection Questions:	1. Reading different types of texts in class helped me to notice how authors vary sentence lengths and complexity. This helped me recognize progress in understanding different kinds of

	<p>material.</p> <p>2. The language media activities helped to see the progress, which motivated me to work harder. Some parts were easy to understand, while others challenged more.</p>
Day 1: Used Duo Lingo	Feelings: Satisfied with improved comprehension
Day 2: Watched movie in English	Feelings: Highly satisfied, eager to watch more English movies
Day 3: Listened to English song	Feelings: Proud of understanding, appreciation for using music to learn
Day 4: Read book in English	Feelings: Happy to learn new words, motivated to speak better
Day 5: Attended a workshop in English literature	Feelings: Encouraged, proud after conversation
	<p>1. Highlighted advancements while stressing happiness in online content, noting applications for vocabulary growth.</p> <p>2. Some language exercises through media were recommended to stay positive. Talking with others regularly could help language skills progress step-by-step.</p>
Day 1: Watched TV show in English	Feelings: Happy listening skills allow for subtitled viewing
Day 2: Taught English to sister using an online platform	Feelings: Proud and satisfied with instructional language skills

Day 3: Discussed cultures in English	Feelings: Found joy in learning about cultures, amusingly described home country
Day 4: Sent an email to professor	Feelings: Happy for improved writing efficiency
Day 5: Listened to singer's interview	Feelings: Motivated to improve English by listening more
Reflection Questions:	<p>1. Media content promoted focusing on achievements, emphasizing successes and deemphasizing failures. Progress was monitored to encourage strengths and minimize weaknesses.</p> <p>2. kept a positive mindset involved making lists, setting targets, and relating material to my personal interests to boost participation.</p>
Day 1: Worked on a biography in English	Feelings: Fun collaboration with classmates, successful in finding useful information
Day 2: Watched TED Talk without subtitles	Feelings: Enjoyed the humor, emotional and linguistic understanding
Day 3: Learned about UK history watching BBC	Feelings: Interested, focused on understanding, frustrated at lack of speaking accuracy
Day 4: Read academic paper aloud	Feelings: Comfortable reading silently, struggled but enjoyed reading aloud for practice
Day 5: Watched a movie, had a conversation	Feelings: Relaxed dinner chat with flat mates, enjoyable movie viewing
Reflection Questions:	1. Focused on the bright side:

	embracing success despite challenges 2. Interacting more and switching up activities inspired students to learn the language
Day 1: Watched American TV series	Feelings: Proud of language fluency, happy with understanding
Day 2: Learned about report writing	Feelings: Satisfied with understanding, proud of teamwork
Day 3: Code-switched between English and Italian	Feelings: Fun, interesting, struggled with monolingual conversations
Day 4: Sang English songs with guitar	Feelings: Peaceful, content with musical use of language
Day 5: Read book "They Both Die at the End"	Feelings: Comfortable, gratified with language comprehension
Reflection Questions:	1. CBD has helped to emphasize the importance of positive language experiences by connecting them to personal happiness and satisfaction. 2. Recommendations included connecting language learning to enjoyable activities and seeking interactions as motivational factors.

Table 4: Students' daily language activities and reflections using various media tools

This detailed table unveils the spectrum of activities that captivated students intertwining their introspections and emotive reactions when employing a variety of media tools on their language learning voyage. From immersing themselves in English movies to lively virtual group chats and interactive sessions on English literature students expressed a myriad of emotions – ranging from satisfaction and pride to thrill calmness and more. These reflections shed light on the profound impact of multimedia in elevating the reflective essence of CBD entries prodding learners to explore their language learning escapades through a more critical and holistic lens.

The findings of this analysis not only validate the significance of merging different media types into CBD entries but also emphasize the deep impact of these practices on improving reflective habits. The perceptive reflections shared by students in their entries unveil their views on language learning the discoveries they have made and the hurdles they have confronted. These observations unequivocally endorse the advantages of integrating multiple modes of expression thereby greatly enhancing the reflective process.

Enhancing CBD entries with diverse media forms such as videos and audio recordings significantly enrich language learners' reflective practices. This approach not only deepens their understanding but also enhances their capacity to reflect on their progress challenges and emotional journeys. The outcomes from this research unequivocally validate the importance of multimedia in elevating reflective practices within CBD entries. Consequently this integration fosters a more comprehensive language learning experience underscoring the significance of using multimodal elements in educational settings to augment reflective practices. Through enriched reflections learners are better prepared to navigate their language acquisition journey contributing to more effective language education methodologies.

The insights from this particular chapter offer a framework for talking about how factors such as proficiency, emotional well-being and multimedia use within reflective diaries shape language learning. It seems that reflective depth is connected to a learner's command of the language, and more competent participants offer far more nuanced insights. As pointed out previously, reflective practices can help navigate and enrich the emotional process of acquiring a brand new language and are thus essential for both learners and educators.

Furthermore, including multimedia in these diaries has not been a novelty. It supports reflective practice by enabling learners to express diverse learning experiences. This particular chapter discusses the importance of including varied reflective methods and multimedia resources in language learning curricula for more stimulating, effective and emotionally supporting learning environments. Overall, findings highlight the importance of utilizing reflection and multimedia to enrich language learning and gaining new insights to enhance practices.

This chapter presents the key results relating to the study's research questions. It reveals specific reflective practices seen in CBD entries, how they differed between learners with varying language skills, and the connection between these reflections and emotional well-being during language learning. Additionally, it examines how including different forms of media within CBDs impacted the thoughtfulness and quality of reflective practices. These outcomes lay the foundation for an in-depth discussion in the next chapter, addressing what the implications are for teaching methods in language acquisition.

Chapter 6

DISCUSSION

Synthesizing results described in chapter 5, chapter 6 will try to capture the heart of the research and open the door to future academic inquiry to enhance language education and learner experiences.

6.1 Interpreting the results.

Key findings regarding language learning are reviewed in this part of the chapter. It highlights a few of the layers beyond mere mechanics associated with learning a new language. Here the emphasis is on separating out the cognitive from the emotional-related aspects of language learning. From the data we reveal the complexity of language education, thinking about how various teaching strategies affect learners emotionally and mentally. This comprehensive analysis seeks to emphasize the interactions between emotions and cognition in language learning and therefore promote brand new, much more holistic educational practices.

6.1.1 Reflective practices and proficiency levels

The research reveals just how language proficiency levels meet up with reflective practices in learners CBD entries. A pattern emerges from the analysis where higher language proficiency students pursue deeper reflections and much more analytical thinking. This finding indicates a curious connection between language and introspection abilities. A progression in the nature of reflection is revealed in examining the CBD entries. Early learners of a language concentrate on basic issues including vocabulary acquisition and basic sentence structures. Their reflections at this stage are mainly descriptive and include their daily successes and challenges in language learning.

There is a change in learners' reflective entries as they move to intermediate levels. The emphasis moves beyond the acquisition of language constructs to

understanding the language in contexts. This might include reflections on the usage of particular phrases in conversation or insights from reading certain texts. At this stage learners demonstrate an emerging awareness of the language's complexity and applications.

The deepest reflection occurs in learners with advanced proficiency. These individuals often combine language learning with broader cultural, idiomatic and metaphorical understanding. Their diary entries are usually holistic, covering linguistic details and their practical applications in daily life. This demonstrates coupling of language learning with bigger, much more abstract concepts, indicating higher cognitive processing and linguistic mastery. For instance, an intermediate learner may write, "I now realize that subtle variations in language can influence discussions greatly." On the other hand, an advanced learner's reflection could read, "I appreciate the cultural underpinnings of historic texts in the target language." These ranges of introspection and analysis suggest a developmental track in reflective thinking consistent with theories of language acquisition which link linguistic and cognitive development simultaneously.

This gradient in reflective depth across proficiency levels demonstrates the reciprocal relationship between language development and reflective thinking. Further along the language learning path, critical analysis and reflection on learning experiences become more prominent. This indicates that reflective practices are more than a language learning aid - a reflection of cognitive development and language mastery.

6.1.2 Emotional well-being in language learning

The study done in this particular thesis has pointed out a previously unappreciated facet of language learning: the emotional journey which accompanies the cognitive process. A good link between reflective practices and emotional well-being stressed the intricacy of language acquisition. This connection between emotional health and reflective practices indicates the need to nurture the psychological as much as the intellectual elements of language learning.

Exploring reflective entries of learners found a common pattern of expressing joy at understanding a challenging idea or disappointment with a linguistic hurdle.

These entries did more than track progress; they were more than that. They were windows into learners' emotional states and gave evidence of just how their feelings connected with learning. For instance, cases where learners felt accomplished after mastering a certain part of the language were noted. This accomplishment frequently enhanced motivation and a renewed interest in language use. On the other hand, moments of struggle and confusion reflected possibilities for learners to confront and work through hurdles, creating resilience and tenacity.

This linking of emotion with cognition in language learning conforms with educational psychology concepts which stress the need for emotional intelligence in learning. Recognizing, expressing and controlling emotions are a crucial skill in a setting for learning. Emotional waters need to be negotiated in language education contexts where emotional barriers can be quite challenging.

These findings imply a paradigm shift in language education methods. A far more holistic strategy combining emotional understanding with conventional language instruction might alter the way languages are taught and learned. Such an approach allows cognitive understanding in addition to emotional attachments to the language. The evidence indicates a learning environment which values and supports emotional as much as intellectual growth. Including reflective methods that facilitate emotional exploration might help language educators achieve balanced and effective learning. This approach allows for language acquisition as well as emotionally intelligent learners.

6.1.3 Enhanced engagement through multimodal integration

These study findings emphasize the advantages of multimodal integration in language learning. Using several forms of media in CBD entries enhances learners' reflective experiences. This approach utilizes media in various ways and also caters to various learning styles, making language acquisition more dynamic and engaging.

Multimodality refers to learning that involves multiple senses and therefore catering to a variety of learning preferences. For instance, visual learners retain information better using images and videos. Auditory learners, however, want musical components and audio clips. Interactive components that call for active involvement are helpful for kinesthetic learners. Including these diverse formats makes reflective

practice in language learning more inclusive and stimulating. The data from the research demonstrate that learners' engagement with the multimodal content in their CBDs is enhanced. For instance, learners who enhanced diary entries with videos or audio recordings offered much more nuanced reflections on experiences. They could state their linguistic progress alongside their emotional responses to the content. Moreover, various media forms appeared to encourage learners going beyond the conventions of the language. Learners using multimedia resources frequently mentioned cultural details, idiomatic expressions, and practical language applications. This suggests enhanced language and cultural comprehension and empathy through multimodal integration.

These findings hold broad ramifications for language pedagogy. They propose a break with monomodal conventional teaching and embrace integrated multimodal strategies. Such an approach might make language learning much more exciting, relevant and effective for modern learners used to a media rich environment. Additionally, it supports the viewpoint that learning a language entails more than simply understanding grammar and vocabulary - it involves a web of cultural and linguistic experiences. Lastly, the study reveals that language learning with multiple media forms provides a far more dynamic and rounded technique of language education. It is in line with current educational theories aiming at diverse and stimulating learning environments and aiming at making language education better, pleasant and culturally rich knowledge.

6.2 Implications for language teaching methodologies

The results concerning the relationship between language proficiency and depth of reflection in CBD entries suggest parallels to Bandura (1997) idea of self-efficacy. In language education, this correlation suggests a relationship between enhanced language skill confidence and capacity for reflective reflection. This understanding is helpful to teachers who could utilize it to enrich language learning. For instance, activities that simultaneously develop language proficiency and build learners' confidence might increase language engagement. This echoes Bandura (2001) social cognitive theory that self-belief is vital for highly effective learning outcomes. Furthermore, the study notes

the need to promote learner autonomy, as per Cotterall (2017). In language education, autonomy is required for lifelong learning. Including reflective methods like guided self-reflection exercises within language curriculums can be a strategy here. Various proficiency levels are supplied with exercises which accommodate diverse learning needs. Through self-reflection, students gain understanding of learning preferences, difficulties and progress and become more connected with the language. The interaction between reflection and language proficiency also spotlights the value of structured peer discussions and tailored feedback. Peer discussions enable learners to talk about experiences and insights to improve learning and community. This is in accordance with Deci and Ryan (2000, 2016) Self-Determination Theory which emphasize relatedness alongside autonomy and competence as crucial motivators for learners. These discussions enable learners to explore various perspectives and strategies.

Just as important is individualized feedback in language education. It enables educators to meet up with the individual learning requirements and strengths of every student. Personalized feedback focuses on particular areas of language development and encourages or guides learners to move ahead or overcome barriers. The study also suggests that reflective practices that incorporate multimodal resources could enrich language learning. As an example, audio-visual materials, interactive applications and real life language scenarios may make reflection more engaging and dynamic. These resources present various contexts for language application and increase learners' appreciation and understanding of the language.

6.2.1 Towards holistic curriculum design

The key role of technology integration is apparent when considering a holistic curriculum of language education. This integration genuinely personalizes learning. For instance, interactive applications that cater to the individual learning rhythms and preferences offer various customized exercises and feedback. Imagine a language learning app which identifies where a student has struggled and then develops practice sessions which meet those needs. This individualized learning journey which simplifies learning and also keeps learners consistently motivated aligns with the self-determination theory conceptualized by Ryan & Deci (2000, 2017). The language must

be experienced in real world scenarios. This hands on method could include language cafes or virtual exchanges with native speakers. These authentic scenarios offer invaluable linguistic and cultural contexts which increase learners' understanding and appreciation of the language, an area of research emphasized in Dewaele (2019) on affective factors in language learning.

Diverse media formats including podcasts, films and literary works in the target language must also form part of a holistic curriculum. Such media provide a range of contexts and cultural perspectives which enrich language learning. For instance, hearing a podcast in the target language might improve auditory skills, and films might uncover idioms and cultural curiosities. Artistic elements like music and visual arts also promote emotional engagement in language learning. Imagine the pleasure and connection of learning songs in a brand new language or seeing art from locations in which the language is spoken. This method is consistent with Damasio (2000) findings that emotion is crucial to cognitive tasks, which includes language acquisition.

Moreover, peer-learning activities and group projects promote learning. Creating a short film or even organizing a multilingual newsletter among other pursuits better language skills but also teamwork, cross-cultural and problem-solving communication abilities which are becoming more and more essential in a globalized world. Equality in approaches to reflective practices and critical thinking is as well a prerequisite for the curriculum. Activities like debate clubs, reflective essays or global problems in the target language build analytical skills and engagement with the language and cultural contexts.

A highly effective holistic curriculum in language education should embrace various forms of teaching and resources. This might include utilizing technology, exposing students to real world scenarios, utilizing multiple media, merging artistic components, fostering critical thinking and collaboration. Such an approach accelerates language acquisition and ensures emotional engagement, cultural awareness and pragmatic communication of the target language.

6.2.2 Emotional intelligence in language education

Checking out the role of emotional intelligence in language instruction reveals that cultivating the emotional journey of language learners is as crucial as the cognitive one. This particular well balanced approach which incorporates intellectual and emotional growth is the true secret to a good learning environment.

Emotions in cognitive processes (including learning) are deemed crucial based on Damasio (2000) insights. In the language education domain it generally means that educators should be attuned to learners' emotional states. From anxiety to happiness, emotions are involved in language learning. Understanding these emotions might permit teachers to alter their teaching styles to better assist pupils.

Language learning, as described by Dewaele (2019) can be an 'emotional rollercoaster'. The journey can be uncertain and vulnerable - two common feelings related to a new language. Educators must recognize these emotional obstacles and react appropriately to learners expressing themselves and taking risks in language acquisition. Such a supportive atmosphere, where errors are viewed as learning opportunities, could lessen anxiety and promote a good learning environment. To echo the views of MacIntyre, Mercer and Gregersen (2019), language teaching should go beyond merely linguistic knowledge transfer and include techniques for supporting learners' emotional health. Activities that encourage self-expression and reflection might help learners negotiate feelings about language learning. Group activities which promote peer support might also be useful in building a feeling of community and belongingness, which helps lessen feelings of isolation or aggravation related to language learning.

Emotional support mechanisms are hence indispensable to be embedded in language education. Celebrating every bit of effort and step by learners can boost self-assurance and motivation. Consistent encouragement and empathetic acknowledgment of their problems might make language learning more gratifying and less overwhelming. These methods are consistent with the methods of positive psychology of language education (Seligman, Steen, Park, & Peterson, 2005; Sin & Lyubomirsky, 2009). Emotional well-being as a focus for educators might boost language teaching effectiveness. Additionally, integrating emotional intelligence in language education might involve supporting individual learners in addition to developing understanding

and empathy among learners themselves. Activities which involve learners sharing their experiences and difficulties with other people in language learning might promote empathy and mutual support. This approach helps people handle their emotions and also builds a supportive learning community.

6.3 Acknowledging the limitations

This section summarizes the different limitations which we identified across our research and outlines the problems and future directions for language learning research. Participant diversity shows the range of reflective and emotional happenings related to language acquisition and underscores the importance to think about two separate cultural and linguistic contexts to be able to understand language learning. Reliance on self-reported data from CBDs introduces subjectivity and possible biases and highlights the need for careful interpretation of these private reflections and additional objective data collection methods to support research findings.

Moreover, the primarily short study duration captures immediate responses and adaptations in learners' language processes but not the longitudinal perspective needed to examine sustained educational intervention impact and language proficiency evolution as time passes. To accomplish this, extended research timelines are demanded to better understand language learning trajectories and the ongoing effect of reflective methods on language acquisition.

Lastly, qualitative analysis of CBDs while offering rich insights into learners' emotional and cognitive journeys has limits related to generalizability and bias and a discussion is held about the merits of utilizing mixed procedures. By merging qualitative insights with quantitative measures, future research can offer a more balanced and holistic account of language learning processes and therefore overcome the methodological constraints identified and promotes enriched language education research which embraces the full complexity of learning a brand new language.

6.4 Closing Remarks

Chapter 6 concludes with a reflection on the different strands of language learning examined. It describes the links we discovered between self-reflection, emotional experience, and also the role of various media in language learning. The study at Ca' Foscari University highlights these connections and provides new perspectives on how they may affect teaching methods. Although admitting the limitations of the research, the chapter also suggests possible applications and testing in some other educational settings. This suggests room for additional research to enrich the knowledge of language education. The chapter concludes by explaining the next steps on this academic journey. It offers a bridge to future discussions and applications of these findings in practical language teaching scenarios and a direction for new and effective language education practices.

Chapter 7

RECOMMENDATIONS FOR FUTURE RESEARCH IN LANGUAGE LEARNING

Chapter 7 details the results of the Ca' Foscari University study: how reflective practices, emotional well-being and multimodal learning interact in language education. This particular chapter presents these elements in a wider view to language learning.

We first talk about the need for longitudinal research at paragraph 7.1. This section discusses how sustained observation might reveal the time - enduring effects of reflective methods and diverse media on language skills. Then paragraph 7.2 expands the scope of participant diversity. It highlights the need to include learners from diverse backgrounds to capture all aspects of language learning. The chapter then proceeds to using quantitative techniques in point 7.3. We here illustrate just how objective measures combined with reflective insights can offer an integrated picture of language learning progress. Paragraph 7.4 turns to certain media types and their effects on language learning. This part discusses how contemporary tools including virtual reality and social media may transform conventional language teaching. Lastly, paragraph 7.5 addresses the significance of emotional intelligence in language training. It considers how developing emotional skills might affect language acquisition and cross-cultural communication. Chapter 7 links these themes and proposes new directions for language education research and practical teaching methodologies based on the Ca' Foscari study.

7.1 Longitudinal studies to explore long-term impacts

A major recommendation of Ca' Foscari University study is the longitudinal studies of language learning research. A lengthy exploration phase is essential to understand how the reflective methods and multimodal integration affects language learning as time passes. Such kind of studies with durations of months or years might offer information about language improvement and persistence of various learning techniques with regard to affective well-being.

One area where longitudinal studies could be especially informative is language proficiency chronicling. Tracking learners from novice to advanced phases demonstrates just how sustained reflective practices shape language acquisition trajectory. This approach would look at language skill development along with how emotional well being improvements noticed in learners early in language study develop as time passes. Are these improvements fixed emotional characteristics or are they changing with the learner?

Additionally, the long-range acquisition of superior language skills including cultural sensitivity and idiomatic expressions should continue. This is crucial above all because it concerns a full language mastery beyond basic linguistic competences. How learners use such advanced features of language over time would guide design of highly effective language education. Such longitudinal studies might also investigate evolution and persistence of multimodal learning strategies. Do learners retain access to other media forms as language proficiency expands? Does their strategy of utilizing these tools change, and if so how does this impact their learning experience and outcomes?

Finally, the need for much longer longitudinal studies to reflect more dynamic and temporal account of language learning is justified. Such studies are going to contribute to improved understanding of language learning and may function as grounds for better and adaptive teaching methods.

7.2 Broadening the participant base

The study on CBDs and language learning at Ca' Foscari University highlights the need for research with a wider scope in terms of parameters. Such expansion is geographical, cultural, age-related and linguistic and could allow greater understanding of language learning dynamics. Diverse participation from linguistic and cultural backgrounds would offer rich data on the way these factors influence reflective practices in language learning. Different cultures approach, emotional expression and reflection differently and this might influence how learners from these backgrounds engage with CBDs. Investigating these differences would inform reflective methods and offer guidelines for adapting language learning methods to particular cultures.

The second crucial point concerns the future studies involving various age groups. Language learning is a process which continues and the utility of reflective techniques and their effects on affective well-being might differ across time and space. Growing the inquiry to include children, adolescents, adults and elderly might reveal exactly how reflective methods and emotional encounters in language learning change as time passes. This approach will be applicable to teachers and policy makers worried about lifelong learning and language education in all ages.

Parallel studies in some other world regions would also enable a comparison of the results of the Ca' Foscari study. Such a global approach will allow examining the universality or specificity of the study outcomes. Are the impacts of reflective practices and multimodal integration on language learning worldwide or perhaps local or culturally dependent? These kinds of comparative studies might confirm or perhaps contradict the findings of Ca' Foscari University and advance a more nuanced and international-informed understanding of language learning processes.

7.3 Incorporating quantitative methods

In language learning research, multimodal learning and reflective practices combined with quantitative techniques might yield a far more objective account of learning. This approach complements qualitative data collected using tools like CBD. A critical use of quantitative methods concerns the objective measurement of language proficiency. The inclusion of standardized language tests in the study design collects concrete data on language skills development. These tests are benchmarks that can objectively evaluate the influence of reflective methods and multimodal learning strategies on actual language learning progress. This data validates the efficacy of these educational approaches and informs additional refinement for better outcomes.

Another significant area where quantitative techniques are helpful will be the evaluation of emotional health. Psychometric evaluations which quantitatively evaluate emotional states can produce helpful information about the emotional factors of language learning. Relating these measurements with language proficiency level and intensity of reflective practices indicates a way of investigating the link between emotions and language acquisition. This approach offers a richer picture of just how emotional well-being influences language learning.

Statistical and correlational analysis may also support the findings from language learning studies. By investigating interactions between the depth and frequency of reflections in CBDs and quantitative language proficiency metrics, researchers might empirically support qualitative observations. Such statistical analysis may reveal hidden patterns and relationships that enrich and nuance the way factors interact in language learning.

The future research on language learning might benefit from this particular blend of qualitative and quantitative techniques. This particular holistic approach confirms the qualitative insights and also offers a wider view on the impacts of reflective methods and multimodal learning methods on language education. This kind of holistic approach is required for more efficient and responsive language teaching methodologies.

7.4 Exploring the impact of specific media types

The role of various media types including VR, social media and specific audio-visual aids is drawing more and more attention in the dynamic field of language education. These tools give new perspectives and can shed light on language learning, reflective practices and emotional wellness.

Virtual reality and other interactive tools are immersive and closely mimic real life in the target language. Such research could examine how VR and similar technologies stack up with traditional media - in language skill development, learner engagement and motivation. Studies might also investigate how such advanced tools make language learning more concrete and relatable.

The ubiquitous nature of social media also calls for considering how it might impact language teaching. It is interesting to see how the informal, conversational nature of social media platforms may impact language acquisition - proficiency, cultural nuances, and idiomatic expressions. Moreover, how social media influence reflective practices and learners' emotional states offers a research question mark. Such exploration might investigate how learners use social media for reflection, sharing and feedback in language learning.

Furthermore, studies examining the impact of particular media types like podcasts, songs, language learning apps, films, interactive infographics and educational

videos are needed. Such research might identify which media formats are most effective for language learning goals such as vocabulary acquisition, listening comprehension, speaking fluency or cultural understanding. Knowing the strengths and limits of these media types could help educators to strategically use them in language courses.

To sum up, understanding the role of these various media types in language education is essential in an increasingly digital world. Future research should consider how these contemporary tools can be used to support language learning, linguistic proficiency and the overall learner experience.

7.5 Focusing on emotional intelligence in language education

Emotional intelligence as a role in language education creates a stimulating field of research due to the interaction of emotions, cognitive processes and learning. Just how emotional intelligence learning impacts language acquisition, how EI levels relate to language skills and the cultural implications of emotional intelligence in language learning environments are questions to ask.

Research on emotional intelligence training in language education could improve existing teaching. Such studies might examine how learning to recognize, understand and balance emotions along with empathy for others affects learning a brand new language. This particular research may focus on specific elements of emotional intelligence training (mindfulness practices, emotion regulation methods, empathy development exercises) and their effects on language learning outcomes. The aim would be to establish if language skills improve with EI training, better EI during language learning or better interaction and empathy in a target language.

A second critical component concerns the relationship between emotional intelligence and language proficiency. This area of investigation might explore whether greater emotional intelligence predicts better acquisition of language skills or whether language learning enhances emotional intelligence. Research might examine emotional intelligence components (self-awareness, self-regulation, motivation, empathy and social skills) and relationships with elements of language (grammar, pronunciation, conversational skills) and vocabulary.

Emotional intelligence across cultures in language learning is equally fascinating. Emotional expression and understanding may be highly culturally diverse and language learning typically involves negotiating these cultural differences. Such study might investigate how emotional intelligence skills are applied and adapted in different cultural contexts of language learning. It may consider which domains of emotional intelligence are more appropriate or effective in particular cultural settings and how language learners modify their emotional intelligence to be empathetic with other languages. Such research is used to explain culturally sensitive language training courses highlighting the role of emotional intelligence in bridging cultural gaps.

Emotional intelligence in language education research generally may provide much more insight into language learning from an emotional standpoint. It may contribute to more holistic language teaching methods integrating cognitive and emotional aspects of language acquisition. Moreover, media-specific impact studies are essential. Focusing on particular media effects (podcasts, songs, language learning apps) or visual aids (films, informative videos or interactive infographics) can provide a more nuanced account of how media effects shape language learning. Such studies might investigate which media types are most effective for language learning objectives such as vocabulary acquisition, listening comprehension, talking fluency or cultural understanding. Recognizing media formats' strengths and weaknesses may help teachers to make informed choices about including such resources in language curriculums for maximum academic impact.

Finally, considering the influence of these specific media types on language learning is an appropriate issue in a digital era and an imperative task for developing engaging, effective and new language education methodologies. Such studies might be useful to know how contemporary media could be used to improve language learning linguistic proficiency and learner knowledge.

7.6 Closing remarks

At the end of Chapter 7, some insightful directions for future language learning research are suggested in light of the Ca' Foscari University study. This chapter provided a roadmap for explorations which are crucial for language education. We

discussed the need for longitudinal research first. Such studies are required to recognize the continuing relevance of reflective practices and of diverse media in language education. Such insights are vital for comprehending the process of change in language learning and impact. The chapter also suggested including a broader range of participants in language learning research. A spectrum of linguistic, cultural, and age diversities is essential to get an inclusive viewpoint on just how various individuals use language learning. This approach ensures that future studies include diverse experiences and viewpoints. Then we considered quantitative techniques combined with qualitative analysis. Such a balanced approach is essential to understand language learning, integrating objective measurement with personal experience and reflections. Particularly considering the role of certain media types such as for instance social media and virtual reality in language education is of special importance in this digitally oriented world. This particular investigation acknowledges the potential for these technologies to enrich language learning. Lastly, the chapter highlighted emotional intelligence in language education. How emotional competencies connect with language learning might open up pathways for much more sympathetic and effective teaching which accommodates the holistic development of learners.

In general, the chapter synthesizes the findings of the study and opens new study and training options in language education. These forward looking recommendations provide a basis for future studies which will enrich both practical and theoretical language learning.

CONCLUSIONS

The presented research offers a multifaceted view of language learning that combines motivation theories, positive psychology, and reflective tools like CBD.

The central finding is the role of reflective practices in language education. Such practices are not just academic exercises which help improve linguistic proficiency and promote emotional wellbeing of learners. The dissertation additionally discusses the significance of emotional intelligence of language learning which is not merely considered a complement to cognitive development but as an important aspect in an empathetic and holistic academic approach.

Additionally, modern media possibilities like social networking and virtual reality point to a future for conventional language teaching methods. This particular exploration points towards a learning environment which deviates from conventional methods and adopts digital innovations for much more interactive and engaging learning environments.

The research acknowledges limitations (participant diversity and study duration) and calls for broader and more longitudinal studies. This acknowledgement confers credibility to the research and opens the door to potential academic inquiry of language education.

As a whole, this particular thesis comes with a fresh outlook on language education and advocated for a much better blending of psychological insights with brand new teaching strategies to satisfy the digital era. Conclusions drawn from this study enrich both practical and theoretical areas of language learning and teaching.

This particular thesis thus constitutes a significant scholarly contribution in the advancing field of language education. It calls for additional research on language learning and teaching factors and also for techniques which acknowledge the variability and intricacy of language acquisition. These insights are hoped to guide better, engaging, and holistic approaches to language education down the road.

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