Abstract

The objective of this study is to analyse the results of an educational intervention with adolescent immigrant students, focusing on the degree of influence that the affective factor, attitude, school adaptation and the use of Web 2.0 tools, specifically video blogs, have on oral practice within the process of teaching-learning a second language. Both quantitative and qualitative techniques were used for data collection, management and analysis. Out of all the results obtained, the most relevant is that carrying out a language teaching-learning process based on the aforementioned variables promotes a more positive attitude in adolescent immigrant students towards oral language practice and a greater involvement at school and in their teaching-learning process. By way of conclusion, respecting these affectivity-related variables gets these types of students, who are new to the education system, on the right track to a more satisfactory oral practice.

Keywords: blog, school adaptation, attitude, affectivity

Introduction

Respecting the affective factor is one of the main bases for the success of both learning and teaching second languages to immigrant students (Arnold, 2000; Cabañas Martínez, 2008; García Mateos, 2008; Instituto Cervantes, 2006, Garay, 2011). Many studies have analysed different aspects of the affective dimension in second language acquisition: self-esteem and oral production (Heyde 1979), self-esteem and listening comprehension, or self-esteem and performance in L2