

Higher Education Students' Perceptions of Psychological Aspects Following the Creation of T-Shirt Slogans

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Abstract—It has long been observed that pupils who speak Spanish feel more at ease expressing their thoughts and emotions in a language other than their native tongue. Following their completion of a project in which slogans were created for t-shirts, 142 students from a Peruvian higher education institution provided their opinions for the current study. To achieve this, the students completed a survey that employed a structural equation model to quantify the impact of the latent variables Autonomous Learning (AL), Self-Efficacy (SE), Technology (T), and English Competencies (EC) on Psychological Aspects (PA). One of the most noteworthy results was that students' PA may be favorably and considerably influenced by SE and EC (0.60 and 0.73, respectively). In contrast, the other two variables have either a positive but insignificant impact (T: 0.16) or an inverse influence (AL: -0.45). In terms of the qualitative component, it emphasizes the possibility of conveying sentiments and emotions in the finished production, as well as the favorable perceptions of improved productive English language proficiency. Learning the grammar and syntax of a language that is entirely different from Spanish, as well as the potential time required to become proficient in it, presents one of the challenges faced by the pupils.

Index Terms—T-shirt slogan, English productive skills, self-efficacy, autonomous learning, technology

I. INTRODUCTION

The positive impact of educational experiences on students' psychological well-being has been well-documented. Consequently, enhancements in self-esteem, motivation, willpower, self-efficacy, and our interpersonal relationships are notable outcomes of personality that are observed following recent and significant learning experiences (Fandos-Herrera et al., 2022; Kim et al., 2013). It has also been demonstrated that one of the most crucial elements in enhancing the previously described psychological aspects is the development of learning activities. Therefore, the teacher's preparation, implementation, and oversight of new learning can also play a critical role in guaranteeing that the aforementioned are done (Eysenck, 1996). The primary personality traits of Spanish-speaking pupils can improve as a result of learning English. In particular, they are more likely to feel more secure speaking English, be more motivated to master other subjects in this language, or even have higher self-esteem (Mandokhail et al., 2018). Other elements that might affect the psychology of the English learner have been taken into account in this study.

We will begin by discussing Autonomous learning. According to Boonma and Swatevacharkul (2020), the first step in achieving this is to develop projects that encourage autonomy and are pertinent to the student's context. Encouragement of reflection on the pupils' finished creations is the next stage. Students will feel proud and satisfied upon completing this project, and they will begin creating assignments independently. It is crucial to note that learning autonomy may be viewed as the final stage of the teaching-learning process and is typically attained after a considerable period, which can take several months. Psychological expressions such as self-esteem, motivation, hope, thankfulness, and even a higher level of interest can be observed in students once they possess this competency, which is viewed as one of their strengths (Macaskill & Denovan, 2013).

According to Bandura's theory, self-efficacy—the second latent variable in this study—is the belief that one can accomplish certain activities, including academic ones. Rahemi (2007) suggests that pupils need to be taught English using creative and practical approaches. They can be repeated. This situation enables pupils to increase their confidence and communication abilities significantly. Teachers are recognized for helping students develop self-efficacy by supporting them when they take on new academic difficulties. This includes consistently responding to questions that, in some circumstances, hinder students' development or lead them to quit when there is a significant likelihood that they will struggle and fail the course. In this way, students who attain self-efficacy see that there are methods to enhance their academic performance and that learning involves ups and downs, which they view as opportunities for growth rather than as negative experiences (Martin & Mulvihill, 2019). The student's mental health benefits greatly from this condition as they start to realize that they can create more challenging academic tasks, which boosts their drive and self-esteem (Otondo-Briceño & Medina-Hicks, 2023).

On the surface, technology enables any student to access current, high-quality knowledge. The internet's numerous platforms and apps have enabled the instantaneous collection of vast volumes of data. Since the student is aware of their

academic accomplishments because of these internet tools, it appears that this provides them with some emotional stability. Although there are many opportunities to enhance academic performance, it is also true that employing this technology can make a person feel stressed and demotivated, which can ultimately result in anxiety and dissatisfaction. However, it has been demonstrated that all of the aforementioned computer tools can be distracting (Taha & Abdulrahman, 2023). Since software and applications have never previously played such an active role in students' academic lives and learning, technology and user psychology are very complicated subjects these days. As a result, it is recommended that they be used sensibly in conjunction with particular pedagogical concerns, including the encouragement of creativity, motivation, and self-efficacy—all of which are not necessarily the outcome of utilizing these digital tools (Salomon & Almog, 1998).

Numerous scientific studies have discussed the link between a learner's psychology and their ability to acquire a foreign language. In addition to meeting other prerequisites, such as speaking with native speakers or managing anxiety when presenting in front of an audience, mastering a language requires a strong drive to acquire and enhance both receptive and productive skills in the language (Shishova, 2020; Roslan et al., 2017). Once a student reaches a particular level of proficiency in English as a foreign language, they also exhibit a variety of emotions, many of which are positive. As a result, there has been a greater propensity to maximize different language proficiency and a feeling of well-being when academic and communication skills have improved (Li, 2019).

Although the beneficial effects of education on students' personalities and psychology have been extensively documented, few published studies have assessed how an academic activity involving the creation of t-shirt slogans affects students' psychological aspects while accounting for concepts such as autonomous learning, self-efficacy, technology, and English competencies.

II. METHODOLOGY

In this study, a group of students from a higher technology university was asked to rate the impact of four latent factors on psychological effects (PE): autonomous learning (AL), self-efficacy (SE), technology (T), and English competencies (EC). Similarly, research was conducted from March to mid-July this year.

It is for this reason that the following null hypotheses were proposed:

H01: The SEM, which measures how AL, SE, T, and EC affect students' PA, is not appropriate.

H02: AL does not significantly influence the PA of the students.

H03: SE does not significantly influence the PA of the students.

H04: T does not significantly influence the PA of the students.

H05: EC does not significantly influence the PA of the students.

Design and approach

To this end, a non-experimental design has been considered. Likewise, the approach was mixed, meaning that the first part (quantitative) aimed to validate a Structural Equation Model (SEM). In contrast, the second part (qualitative) sought to categorize the responses given to a proposed open-ended question.

Participants

Of the 142 students who took part in the current study, 77 were female (54.2%) and 65 were male (45.8%). They were between the ages of sixteen and forty-five. There were 81 students studying accounting (57%), 26 students studying administrative support (18.3%), 22 students studying automotive mechanics (15.5%), and 13 students studying electrical engineering (9.2%), in order of their professional career interests. They all finished the first level of the foundational English course. Furthermore, it is crucial to note that these kids are native Spanish speakers with an intermediate level of ability. These students' signatures on an informed consent form made it possible for this study to be published.

Features of the research

The current investigation consisted of four phases, which were carried out using the facilities of a public institute in the northern Peruvian city of Piura. The students enrolled in the foundational English course during the first phase. After three weeks of theoretical instruction, they decided to create a project called "Slogan on my t-shirt," where they would use Spanish to rapidly communicate thoughts, sentiments, emotions, or any other expression they often do not write or share due to fear of ridicule or interrogation. In the second stage, the students recorded videos in which they appear wearing the polo and reciting the respective slogan, briefly explaining why they chose to write that slogan and providing reasons in the English language. In the third stage, the students created social media accounts (Facebook, WhatsApp, and a YouTube channel) to upload their respective videos and comment on their classmates' videos. As we can see, in this project (which was chosen by the students among other projects), the development of productive competencies in the target language was fostered. A survey comprising the aforementioned latent variables was completed by 142 of the 150 students who took part in the project's final phase.

Instrument

A survey developed by the author, based on the theoretical elements of previous studies, served as the data collection tool for this study. This took into account three elements. In the first, the participants' age, sex, and occupation were among their sociodemographic details. Six latent variables were thought to be measured by the second 40 Likert-type items. Autonomous learning (AL), Self-efficacy (SE), technology (T), comments (C), English competencies (EC), and

psychological aspects (PA). I should point out that not every participant left a remark on their peers' videos; therefore, this construct was not taken into account for the sake of this study. The six components that made up the AL variable were dependent on what Du (2020) stood for. The seven things that made up the SE variable were dependent on what Zheng et al. (2010) had said. The seven elements that made up variable T were based on Harper's (2009) suggestions. The variable EC, on the other hand, included seven things and was based on Archer and Nickson's (2012) recommendations. The six components that made up the variable PA were based on Qureshi et al.'s (2020) proposal. There are two open-ended questions in the third section of this poll. In this section, the project's benefits and drawbacks are discussed. Lastly, to protect each participant's privacy, the survey was anonymous. Additionally, because it makes the process of filling it out faster, it was written in Spanish, which is their native tongue.

Data analysis

Four steps were involved in the data processing once the survey was finished. The SPSS version 27 software was utilized first. Here, Cronbach's alpha, the KMO, and Bartlett's test were used to determine the instrument's dependability. We can evaluate the consistency of the survey's results using the first metric. The following two steps include assessing whether a Confirmatory Factor Analysis (CFA) is feasible. The JASP software was then used to perform the CFA. The matching structural equation model (SEM) is run in the same application after the fit indices in the CFA fall within the proper range. Classifying the students' answers to the survey's open-ended questions is the fourth and final stage in processing the collected data. It is worth noting that the classification was completed manually.

III. RESULTS

The great majority of the films created (Appendix) dealt with life guidance (56%), family and happiness (38%), and sports and preferences (6%). These were posted on WhatsApp, YouTube, Facebook, and other social media sites.

The findings that demonstrate the applicability of the modified model are presented below. The EFA would come first, followed by the CFA, before the SEM, which is the primary goal of this endeavor, takes over. In this way, Cronbach's alpha was used to assess the data collection instrument's reliability (0.927), and the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's sphericity test were used to determine the viability of doing a CFA. They were 0.881 and 2,607.797, respectively, with 780 degrees of freedom and a p-value of <0.001. These indicators demonstrate the survey's high reliability, and the second results—which are a component of an EFA—indicate a high likelihood of doing a CFA. We shall then examine the CFA's primary adjustment measures.

TABLE 1
MAIN FIT MEASURES

X ² /df	CFI	TLI	IFI	RNI	GFI	NNFI	RMSEA
1.14	0.978	0.973	0.979	0.978	0.907	0.973	0.032

X2: Chi-Square; df: degrees of freedom; CFI: Comparative Fit Index; TLI: Tucker Lewis Index; IFI: Bollen's Incremental Fit Index; RNI: Relative Noncentrality Index; GFI: Goodness of Fit Index; NNFI: Bentler-Bonett Non-normed Fit Index; RMSEA: Root Mean Square Error of Approximation.

Since the chi-squared (X²/df) fit of the preceding table is less than 3, we can conclude that it is sufficient overall. The fit indices listed below, namely CFI, TLI, IFI, and GFI, should exceed the bounds of a decent model fit (Taasoobshirazi & Wang, 2016). Additionally, as demonstrated by the findings of the accompanying study, measures RNI and NNFI are markers of the coherence between latent and observable variables (Yaşlıoğlu & Toplu Yaşlıoğlu, 2020). It is also important to note that the factor loadings are above 0.4, ranging from 0.676 to 0.911, suggesting a suitable model. The properties of latent and observable variables are shown in the following table.

TABLE 2
VALIDITY AND RELIABILITY OF OBSERVABLE VARIABLES

Autonomous Learning (AL)	Indicator	KMO	Factor Load	Coefficient α	Coefficient ω	AVE	CR
I have sought additional information to ensure that the slogan communicates exactly what I want.	AL1	0.879	0.703	0.681	0.677	0.357	0.82
I have been assessing my English language skills while working on this project (t-shirt slogan).	AL2	0.916	0.891				
I have received timely guidance from my English teacher to help me complete this project.	AL3	0.903	0.68				
I have been able to collaborate with other colleagues on tasks related to the project.	AL4	0.870	0.620				
Self-Efficacy (SE)							
With this project, I have realized personal skills that I was not aware of before (for example, organization, planning, creativity, and others).	SE1	0.898	0.784	0.783	0.781	0.423	0.85
Now I know how to manage my stress better in case I have projects like this (slogan on the t-shirt).	SE2	0.855	0.785				
Now I can make a better decision about whether to choose a slogan for another t-shirt.	SE3	0.903	0.757				
I feel that after this project, my ability to persuade and convince has improved.	SE4	0.922	0.784				
I created the published slogan.	SE5	0.917	0.676				
Technology (T)							
I have used various applications to design my final product for this project.	T1	0.800	0.636	0.575	0.558	0.309	0.75
I am convinced that technology enables you to transform your idea into something amazing.	T2	0.864	0.697				
I have access to basic technology equipment, such as a cell phone or a computer, which allows me to create a very creative final product design.	T3	0.826	0.802				
English Competencies (EC)							
The slogan project on the t-shirt has allowed me to improve my writing in English.	EC1	0.842	0.911	0.809	0.796	0.581	0.887
The slogan project on the polo has allowed me to improve my oral expression in the English language.	EC2	0.855	0.826				
The slogan project on the t-shirt has allowed me to improve my English grammar.	EC3	0.837	0.821				
Psychological Aspects (PA)							
The slogan project on the t-shirt has allowed me to activate my creativity expressed in English.	PA1	0.864	0.823	0.713	0.720	0.459	0.767
The slogan project on the t-shirt has allowed me to express thoughts that I would hardly share in my mother tongue (Spanish).	PA2	0.914	0.729				
The slogan project on the t-shirt has allowed me to be satisfied with what I have learned in the English language.	PA3	0.930	0.832				

Coefficient α : Coefficient alpha of Cronbach; Coefficient ω : Coefficient omega of McDonald; AVE: Average Variance Extracted; CR: Composite Reliability

The KMO values are above 0.7, as shown in the preceding table, indicating that the data is appropriate for factor analysis, or can be condensed into a small number of factors. Second, the items' factor load is more than 0.4, ensuring that the most relevant information from the data is utilized. Thirdly, the technology variable is the only one where the dependability values provided by α and ω fall short of the desired level (0.7). Therefore, a thorough evaluation would be advised for future research. Fourth, we can see how the observable and latent variables are convergent based on the AVE statistics. Reviewing the AL and T variables might be wise in that regard. Lastly, all the observable variables, along with their corresponding latent variables, exhibit a highly sufficient CR condition; in other words, there is optimal internal consistency.

TABLE 3
HETEROTRAIT-MONOTRAIT RATIO

	EC	PA	T	SE	AL
EC	---				
PA	0.880	---			
T	0.380	0.563	---		
SE	0.537	0.757	0.847	---	
AL	0.538	0.561	0.726	0.807	---

The HTMT results clearly show that none of the latent variables has discriminant validity, meaning that each one is a separate or independent component from the others. This is based on the findings (less than 0.9) (Henseler, 2017). As indicated by both tables, we may reject H01 using the findings from Tables 1, 2, and 3 to conclude this section of the results; the SEM created from the data is, in fact, suitable.

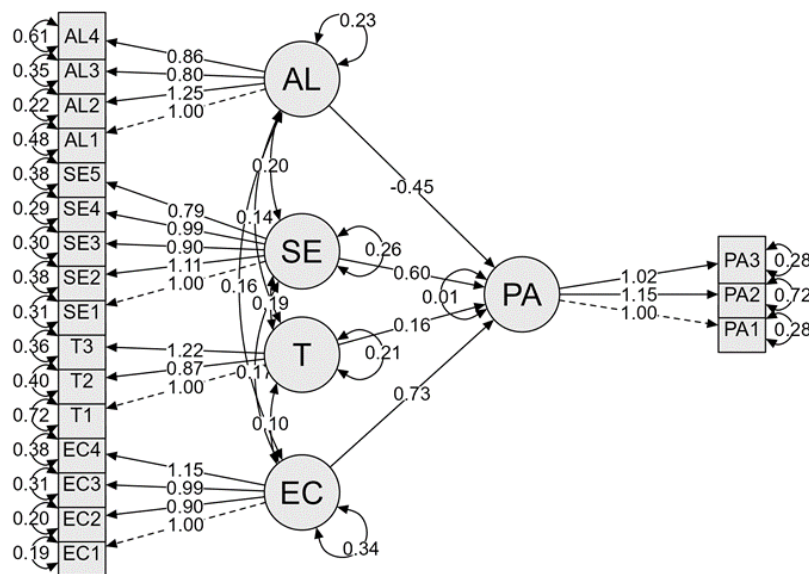


Figure 1. The Current Study's Path Diagram

As can be seen in this picture, the latent variable AL has a relatively substantial inverse relationship with PA (-0.45). This means that even when students are given autonomy over their learning outcomes, they still experience stress or anxiety. While SE has a favorable and considerable impact on PA (0.60), it also gives pupils the impression that they can accomplish learning objectives since they are nearly convinced of their skills. The impact of T on PA (0.16) is the other noteworthy statistic in this graph. This may be understood as T's potential to make PA feel worried and stressed. Lastly, it can be seen that EC has a significant effect on PA (0.73). This may be seen as the beneficial effects that controlling one's receptive and productive English language skills can have on motivation and creativity, in particular. Given everything indicated above, we may accept H02 since AL has no discernible effect on the pupils' PA. Since SE has a significant and favorable effect on the pupils' PA, we may thus reject H03. On the other hand, we can reject H04, as T does influence, albeit very limitedly, the PA of the students. And finally, we must reject H05, as possessing EC positively and significantly influences the PA of the students.

The students' answers to the survey's final open-ended question about the benefits and drawbacks of the completed program have been categorized for the qualitative portion of this study.

Productive skills in English after completing the t-shirt slogan project.

Let us begin this section by noting that a slogan has the potential to evolve into a powerful message that readers will find memorable (Kohli et al., 2007). Furthermore, to achieve that effect, slogans also serve as writing prompts, as the student (in our example) expands their vocabulary in the process of identifying the best phrases. This simultaneously allows him to expand on how he might convey his intended message (Odell & Katz, 2009). The research participants also stated that creating a video in which they explained the origins of the t-shirt's slogan had helped them enhance their oral communication skills. The fact that the video was shared on the three social media sites that students use the most these days—YouTube, Facebook, and WhatsApp—and that this led to an improvement in oral abilities is unquestionably the second noteworthy aspect of this section. This is a result of the student's desire to do well in front of

an audience that will observe and offer feedback (Huancayo, 2025). Expressions like these can be found in the context described:

"I improve my English writing. I can also communicate and make others understand me." (student 10).

"It is, on the one hand, a rewarding and enlightening experience in many ways. For example, I may enhance my ability to interact with individuals from around the world by expressing my ideas and emotions in a language other than my native tongue. Additionally, writing in English helps me improve my spelling, grammar, and vocabulary—all of which are essential in both academic and professional settings." (student 15).

"Writing in another language, in this case English, is good because I learn new words and also become familiar with the grammatical structure, which helps me speak better." (student 16).

"One of the primary benefits is that it makes it possible to enhance English language skills in a useful and significant way. Real grammatical structures and emotive terminology are employed while writing ideas and feelings, which promotes correctness and fluency. Additionally, communication is possible when speaking English." (student 21).

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"It allows me to have mastery of the English language, helps me think differently, and develop creative writing skills." (student 30).

"One benefit is that I can use the language in a more meaningful and intimate way. Writing about my thoughts and feelings, such as my love of the outdoors, allows me to express my emotions and improve my language skills. It also aids in my writing improvement and vocabulary growth" (student 40).

"Since most individuals are hesitant to speak in front of others, writing allows us to communicate ideas and thoughts that we may find difficult to articulate. This can be due to our fear of criticism or simply our shyness and reluctance to speak out or voice our opinions." (student 48).

"Above all, learn more about this language and how to utilize it. It is crucial, in my opinion, for someone who wants to travel the world to be able to communicate with others and, with practice, sound more natural rather than robotic." (student 52).

"Writing down my thoughts and feelings in English helps me get better at the language and express myself more clearly. It also aids in my acquisition of new Spanish vocabulary and expressions that I do not already utilize. Additionally, I will find it simpler to interact with individuals from different nations if I ever wish to." (student 117).

"Writing what you think and feel in English improves your vocabulary, helps you think in English, boosts your confidence, organizes your ideas, and allows you to express yourself better in another language." (student 129).

I can convey sentiments, emotions, and other psychological expressions in the t-shirt slogan that I could not in my mother tongue.

One element that guides the design of slogans on t-shirts is that they can convey a range of thoughts, emotions, and other psychological expressions that influence the readers (Pogner et al., 2014). Another crucial aspect is the idea of communicating emotions and wants in a language other than your own, as if you wished to encrypt the message so that most people would not understand it. For a Spanish speaker, this is accomplished when the message is delivered in English (Viafara, 2016). The following are phrases about the previously mentioned:

"I am not self-conscious about what other people think of my ideas. I enjoy learning new English words and phrases, and I am fascinated by how my thoughts and feelings are expressed in writing and speech." (student 3).

"Throughout the project, I was provided with the chance to express myself freely and to discuss my ideas with other people." (student 4).

"It is ideal for those who tend to keep their feelings to themselves since putting them in writing, especially in a foreign language, allows them to communicate with their teachers and peers more effectively." (student 6).

"It is, on the one hand, a rewarding and enlightening experience in many ways. For example, I may enhance my ability to interact with individuals from around the world by expressing my ideas and emotions in a language other than my native tongue. Additionally, writing in English helps me get better at spelling, grammar, and vocabulary—all of which are critical in both academic and professional settings." (student 9).

"I have the benefit of being able to write what I believe, while I was previously unable to express myself much due to my fear of criticism." (student 22).

"One benefit is that I can use the language in a more meaningful and intimate way. Writing about my thoughts and feelings, such as my love of the outdoors, allows me to express my emotions and improve my language skills. It also aids in my writing improvement and vocabulary growth." (student 34).

"Writing in English about my feelings and ideas may be an effective way for me to learn about myself and grow as a person. It enhances my English language proficiency, allows me to analyze my feelings more objectively, and introduces me to new possibilities and cultural viewpoints. (student 44).

"Writing down my feelings is beneficial since it allows me to understand better who I am and what I am experiencing. It was fantastic to put my emotions into a phrase." (student 48).

“There are some benefits to writing in English, even if it is not your first language, about your thoughts and feelings. It facilitates improved language comprehension, encourages creativity, facilitates emotional processing, and may even be used therapeutically. It also enhances English spelling, grammar, and recall.” (student 54).

“Writing down my thoughts and feelings has several benefits, like helping me become a better communicator, allowing me to express myself without fear or insecurity, improving my mood, and maybe even helping me learn more about the language and grow.” (student 58).

“Writing what I think and feel in English helps me practice the language in a more personal and real way. Not only do I learn grammar or vocabulary, but I also manage to express emotions and thoughts in another language, which improves my fluency, my confidence, and prepares me to communicate better.” (student 73).

“I am ecstatic and delighted; in fact, it has been a great chance to share something I do not always talk about or that others are unaware of about me. Sharing my early years with my peers is a charming experience. I am grateful for this wonderful chance.” (student 76).

To be unsure whether the slogan's grammar accurately conveys the student's true meaning.

Many students find that their initial encounters with a new language can be unpleasant, especially when they are still learning the grammatical rules and trying to decide what to write. To facilitate rapid learning, it is therefore best to choose themes that are contextualized for the student (Rizal et al., 2022). In that regard, phrases like these are highly likely to be found:

“Making grammatical and lexical errors might be the cause if one's mastery of the language is not fluent. The potential loss of linguistic nuances and subtleties is another drawback. It can be challenging to translate one language into another, as every language has unique subtleties and traits. Furthermore, compared to writing in one's native tongue, writing in English might be slower and more difficult. Words and phrases may need to be looked up in dictionaries or online translators, which might disrupt the writing process.” (student 11).

“The fact that I could find it hard to express the spirit and feeling of my culture and experiences in a language that is not mine is, I believe, a drawback.” (student 16).

“A drawback may be the restricted vocabulary and grammar, particularly if one is not yet proficient in the language. This may lead to misconceptions or make it challenging to convey sentiments accurately. Furthermore, the original message's emotional depth or subtleties may be lost throughout the translation process. Writing in a foreign language can occasionally cause annoyance or nervousness if the appropriate expression is not discovered.” (student 24).

“A disadvantage is that sometimes I do not know how to exactly express what I feel because I lack words or structures in English.” (student 32).

“Many times, what we feel is closely connected to our native language. When writing in English, you might not connect with your emotions as deeply, as if you were using a filter or emotional barrier.” (student 36).

“Writing in English about my feelings and thoughts might have certain drawbacks, albeit being helpful for practice. Misunderstandings or less efficient communication may result from the expression's potential lack of precision or fluidity compared to your native tongue. Furthermore, the process might become slower and less spontaneous when ideas must be translated into English. The last concern is that the English language's grammatical structure or word choice would not adequately convey the nuanced nature of ideas or feelings, which would reduce the expression's authenticity.” (student 42).

“Misunderstanding risk: Depending on the cultural setting and the reader's level of language proficiency, English literature might be interpreted differently. A person from a different culture or with a different level of English proficiency may not understand what is being said.” (student 54).

“Frustration because, as a result of my poor language skills, I frequently feel that I am unable to articulate my ideas clearly because I am unable to find the appropriate words. As a non-native English speaker, my language can sometimes come across as emotionally detached. This is a result of my difficulty expressing my feelings in words.” (student 67).

“I sometimes struggle to find the perfect words to accurately convey my innermost thoughts and feelings when I write them down in English. I feel like my writing seems simple or does not fully express what I truly want to say because it is not my first language.” (student 96).

IV. DISCUSSION

The primary objective of this study was to assess the opinions of a group of college students from Peru after they completed a project that involved devising English slogans for t-shirts. Using a SEM, it was confirmed how four latent variables—autonomous learning (AL), self-efficacy (SE), technology (T), and English competence (EC)—influenced another latent variable, psychological aspects (PA). We will talk about these findings below.

AL has a moderately detrimental impact on the PA of this student group.

Once students can organize, carry out, and assess their learning processes independently, it is evident that AL has a good impact on their PA. Thus, academic maturity is a condition that depends on several factors, including the amount of time spent with an adult, the student's mastery of developed subjects, and the proper use of critical thinking. When asked if they can study without a teacher's assistance, it is clear that a student who has not achieved the aforementioned academic standing may experience stress or some adverse psychological effects (Masouleh & Jooneghani, 2012). The

benefit of the current project (slogan on a t-shirt) is that it encourages creativity while also being a fun activity. These are important components for MehdiYev (2020) in developing autonomy in learning the English language, but it is a journey that takes time. The instructor encourages independent learning through activities created both within and outside the classroom, as a summary of this first section. According to Hsieh and Hsieh (2019), learning activities that are mostly completed at home are crucial in helping students achieve the autonomy they so desperately need. In our finished project, that is precisely what was encouraged.

SE considerably and favorably impacts PA.

A student with self-efficacy in their studying is driven and confident in their ability to succeed in future studies. To foster self-efficacy in our students, educators must support competencies that give them the self-assurance they need to take on progressively more challenging assignments. The English teacher's encouragement and ongoing feedback on their pupils' achievements provide them with the self-assurance to pursue new academic objectives (Mahyuddin et al., 2006). Authors such Dogan et al. (2013) have examined the intimate connection between self-efficacy, happiness, self-esteem, and well-being, supporting a link between these aspects of an individual's psychological makeup.

T influences PA in a favorable and negligible way.

Although some reports suggest that technology can improve students' well-being during the learning process (Bravo & Gámez, 2021), there is also evidence of the stress that using technology can cause, given that there are constantly new applications available in various formats and that not all of them are open access, which can lead to frustration and discouragement when thinking about technology (Lei & Zhao, 2007). It is also important to note that technology has, for the most part, created a virtual reality that differs from the natural learning environment students encountered twenty years ago and beyond. The student may experience stress in that situation since they are surrounded by alternatives and programs that provide them instant access to information. However, some of the individuals who live with them have a natural aptitude for academics. When utilizing technology, the two situations may lead to paradoxes and a poor feeling of well-being (Al-Bataineh et al., 2016; Romero-Ruiz et al., 2017).

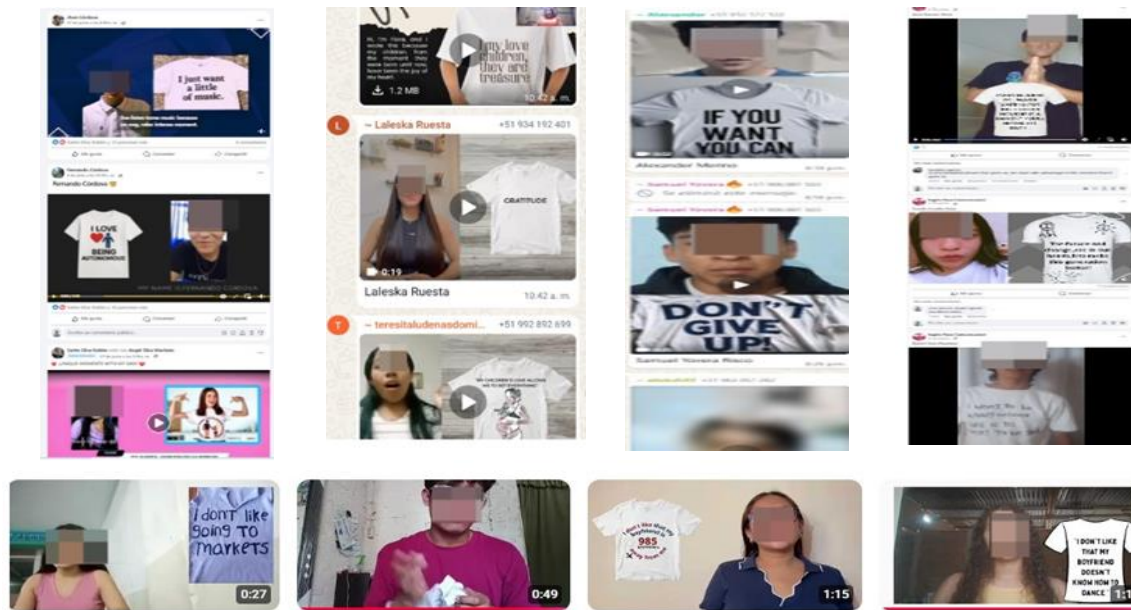
EC significantly and favorably impacts PA.

Numerous studies have shown that EFL students who are proficient in English can communicate across borders, become familiar with cutting-edge science and technology, learn about various cultures, and, most importantly, become more motivated and creative when speaking a language other than their mother tongue. According to Gutiérrez-Huancayo (2022), pupils who are proficient in English are more likely to be motivated by both internal and external factors, as well as by their self-worth and creativity. Additionally, being proficient in English enables pupils to communicate with people from diverse cultural backgrounds and broadens their knowledge of academic subjects. It is also true that an English class's ability to be emotionally positive depends on the activities that are conducted in the classroom or at home; that is, by considering the context and interests of the students without pressuring them to learn things that they do not find appealing or enjoyable (Parra et al., 2014).

V. CONCLUSIONS

This study's SEM suggestion in this study is suitable. It concludes that AL had no discernible impact on PA (-0.45), primarily because t-shirt slogans, although useful for English language acquisition, were insufficient to provide students with the autonomy they needed to master the target language. Similarly, the suggested model favored PA (0.6) and found that the students had enough SE to create projects similar to the one in this study. On the other hand, the model suggests that T has a minimal influence on students' PA (0.16), likely because, despite students' strong relationship with T, it can also promote stress and distraction, hindering effective learning. Lastly, the suggested model indicates that EC has a significant effect on PA (0.73). This method is predicated on the idea that speaking a foreign language well not only enables pupils to communicate with others but also boosts their motivation, self-esteem, and other positive psychological traits. Regarding the qualitative results of the present study, it is highlighted that the developed experience allowed students to express emotions and feelings while improving their English language skills. Likewise, the main limitation of our work is that fewer than 200 students—the number required to conduct a SEM—completed the survey.

APPENDIX SCREENSHOT OF THE VIDEOS POSTED TO VARIOUS SOCIAL MEDIA SITES



In these films, the kids explained how the slogans they created came to be.

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