

**Intervention to Strengthen Fourth-Grade Students' Oral Production in English Through
Emotional Pedagogy**

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Dedictory

This investigation is dedicated to my father Jorge who sent me strength from heaven, I am who I am thanks to you. To the ones who are always by my side supporting me, my mother Martha and my brother Daniel. Thanks to each person who believed in me and encouraged me to do it, Marly, Natha, Karent, Lina, Henry, Santi, Dani, Anyi, Maye, Vane, Marce, Andrea, Paula, my lovely twins Dayana and Jessica. To my teachers Yehicy, Gudrun, Viviana Román and Viviana Neira. And thanks to Richie, he was a great support, who made me feel I could do it.

Abstract

This qualitative action research project was carried out with 30 fourth graders in an EFL classroom at the CEDID Guillermo Cano Isaza School. This research is designed to implement an intervention focused on improving English oral production with the strategies proposed by the Emotional Pedagogy which involves not only the emotional intelligence aspects, but also the interaction into the curriculum being aware of primary, secondary, and background emotions and learning how to regulate them according to the situation. To do so, questionnaires, field-notes and workshops were used to collect information through the process. Four stages were implemented to determine an issue, check previous studies, propose and work on a possible solution; and see the process, results and future considerations. This project endowed students and teachers with strategies to manage their emotions in favor of learning, improving their oral production management.

Key words: Emotional Pedagogy, oral production, emotional awareness, empathy development.

Resumen

Esta investigación cualitativa de acción participación fue llevada a cabo con 30 estudiantes de cuarto grado en clase de inglés del colegio CEDID Guillermo Cano Isaza. Esta investigación fue diseñada para implementar una intervención enfocada en mejorar la producción oral en inglés con la ayuda de las estrategias propuestas en la Pedagogía Emocional que abarca no sólo aspectos de la inteligencia emocional, sino también la aplicación de ésta en el plan de estudios siendo consciente de las emociones primarias, secundarias y de fondo, aprendiendo cómo regularlas dependiendo de la situación. Para llevar a cabo esta investigación, cuestionarios, diarios de campo y talleres se utilizaron para recolectar la información necesaria a lo largo del proceso. Cuatro etapas fueron implementadas para determinar un problema, revisar estudios anteriores, proponer y llevar a cabo una posible solución; y evaluar el proceso, los resultados y tener en cuenta futuras consideraciones al respecto. Este proyecto dio a los estudiantes y maestros estrategias para manejar sus emociones a favor del aprendizaje y mejoramiento de su producción oral en inglés como lengua extranjera.

Palabras Clave: Pedagogía Emocional, producción oral, conciencia emocional, desarrollo de la empatía.

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Chapter I: The problem

A detailed contextualization will be carried out about the CEDID Guillermo Cano Isaza School from Bogotá in the following section. It was possible to provide crucial information for the educational and pedagogic processes. This section describes its positioning, educational model and some academic features focused on the English area. Likewise, some information about the schedules, curriculum, and population description will be given to understand the influence and implications they may have within the specific English class and the current research.

The CEDID Guillermo Cano Isaza Technical School is located at Ciudad Bolivar locality, the southwest area of Bogotá city. In addition, the locality boundaries are Usme, Sumapaz, Tunjuelito, and Soacha; its neighborhood Meissen is located close Tunjuelito's boundary. The Tunjuelito River, Meissen Hospital, Guillermo Cano Isaza Technical school, and some ecological paths can be found in this neighborhood along with several recycling stores, groceries, carpentry shops. Regarding the present school, there are main avenues nearby such as Boyacá Avenue and Ciudad de Villavicencio Avenue which ease transportation from and to.

Furthermore, CEDID Guillermo Cano Isaza school was created in the 80's attending the needs of social inclusion supported by Banco Interamericano de Desarrollo which ended up creating the Ciudad Bolivar's Plan. This Plan aimed to face health, educational, structural, and security dilemmas in the locality. Currently, there are five CEDID (Diversified Education Center by its initials in Spanish) Schools constituted; in that way it has preschool, elementary school, high school, and vocational high school education on morning, afternoon, and evening schedules.

As indicated in its mission and vision, the school also offers three technical specialties, commerce –accounting and finance-, Industry –food agro-industry, Electromechanics and Design- in collaboration with SENA. Its mission focuses on endowing students with essential work skills to address their life outside of school. However, not only focuses on technical abilities but also human competencies to healthy coexist in society as responsible and self-sufficient citizens.

One of the purposes of the school is to develop projects that benefit the community and the school by integrating the curriculum and the study plan. The present study will be focused on the English subject, it is important to mention that by the end of each year (October), the students should make an English presentation; for instance, most of them present dances or sing English songs. In addition, there is a contest called *Spelling Bee*, where students compete; as for the presentations, they train for months with the teacher to learn how to pronounce different words and spell them.

In other matters, the English curriculum for fourth graders is focused on teaching the students mostly vocabulary to describe characteristics, moods, objects within the class, and animals. The curriculum is divided into four terms, the first term is dedicated to describing their classroom, learning the vocabulary of animals, and some physical adjectives. The second term is dedicated to expressing their feelings, and to describing their classmates, and themselves with physical adjectives and moods. The third term is dedicated to talking about their likes and dislikes regarding food and activities. The fourth, and last term, is dedicated to recognizing the most common professions and the use of the verb to be.

Furthermore, the audiolingual method and copying from the board are the most common strategies used by the teacher within the classroom. Through observations, it was possible to see that as teachers must teach a variety of subjects, they are not specialized in English, it was evidenced, as pronunciation and vocabulary were not as strong on the teacher's end as they should be at fourth grade needs. For example, based on field journals it was possible to evidence that when teaching the days of the week, for example, the title on the board was written as '*The days of the weed*', and when letting them know the pronunciation, words like 'Tuesday' or 'Wednesday' were mispronounced and repeated the same way by the students. Students copy and repeat what they are told, based on their gestures, they seem not to understand too much, but still, they do what the teacher indicated to them. In despite of this, they are very perceptive and show enthusiastic when learning new words in English.

Fourth-grade students take two hours of English class during the week, Wednesdays from 10:30am to 11:30am, and Fridays from 9:40am to 10:30am. These two hours are taken almost at the end of the day, which may impact their experience in the class due to earlier classes. The classroom where students take their lessons has a TV, however, it is not commonly used, instead, the board is always used in the English lessons. They are always required to sit in lines, there are a total of six lines between 4 and 5 students.

Population

This section will characterize the population participating in this study carried out in grade 403 from CEDID Guillermo Cano Isaza School. A survey (see annex 1) was implemented to determine the main characteristics of the participants such as age, gender, family composition, free time activities, likes and dislikes, and their emotional experience within English class.

Based on the results it was found that there are 20 boys and 10 girls, aged 8 to 10 years old, which means, most of the population is male (66%) and the minority is female (33%). Most of the students live with their mothers (96.7%), more than half with their fathers (60%), and a third of the students live with their grandparents (35%), half of them live with their siblings (51%), and most of them have pets (70%). In the survey, students expressed they preferred Listening (36.7%) and Reading (26.7%) activities rather than Speaking (20%) and Writing (16.7%); however, most of them expressed they like to speak in English class (76.7%) (see annex 2). Thanks to observations during the first part of the project, it was possible to evidence they love to repeat English words and show enthusiasm and curiosity when a new teacher talks to them in English; however, most of them are quiet and introverted as the teacher usually asked for silence during the lessons.

Although the students were shy, nervous or embarrassed at the beginning, in the presence of an unknown person, they were willing to repeat after the teacher every time she asked for it. Apart from repetition, it was hard for the students to articulate a sentence or give a clear response about any topic (name, age, likes, and dislikes), it was always necessary to ask in Spanish for them to understand what was asked, it was necessary to test their knowledge to know where to start and propose this intervention.

Diagnosis

A diagnostic test was applied (see annex 3) to the students along with observations to determine their communicative skills related to the main English competencies such as reading, writing, listening, and speaking according to the expected knowledge they should have, starting fourth grade determined by the MEN on its *Foreign Language Proficiency Standards*. It was found that it was hard for half of the students (50%) to use appropriate vocabulary to express

their ideas, their pronunciation is not clear and some of them seem to be bashful when they must speak loudly. When understanding an instruction or a sentence orally given, more than half of them (50%) do not know what is being asked, even though, they recognize the teacher is speaking in English, it is hard for them to understand a dictation of vowels and some consonants, it is necessary to turn the instructions to Spanish for them to understand what to do. In terms of writing and reading, most of them are supported by the text they have in their sheets to accurately answer the information that is being asked for.

In general terms, it was found that there are knowledge gaps in the speaking and listening abilities as well as it was evidenced some lack of comfort and some nerve when trying to perform any activity in English class. Nevertheless, students' attitude towards English activities is positive, they show interest in the activities and with the help of *Emotional Pedagogy*, their awareness of emotions and the regulation of them during the English class will be promoted.

The information gathered allowed this research to understand and bring an initial diagnosis which will be expanded in the following section. Moreover, it permitted us to identify the importance of emotions in the learning process, not only for the students, but also for the teachers. Being aware of their emotions and using them in favor of the learning process will help to overcome learning barriers. The oral production is key, as well, since students must succeed in their communicative process in English as a foreign language.

Chapter II: Theoretical Framework

Research Background

This chapter will describe the investigations made in different contexts around oral production and Emotional Pedagogy -Emotional Intelligence- to present contributions and differences to and from this current study. This study considered five previous investigations, three of those were international, one national, and one local carried out at the Universidad Pedagógica Nacional carried out between 2018 and 2022.

The first research, called *Working on the Identification and expression of Emotions in primary schools for better oral production: an exploratory study of links between emotional and language skills* done by psychologists and professors Aurélie Pasquier, Guillaume Ponthieu, Lola Papon, Vincent Bréjard and Nathalie Rezzi (2022) from the Aix-Marseille University in France, was conducted to test the effect of an emotionally-focused educational program on the language and emotional skills of 67 children aged 9-1. It was quantitative-explorative research where the researchers decided to randomly split the group into two groups: the experimental and the controlled group.

The studied population came from a disadvantaged socio-economic background, in that way, the first group was trained in oral-based moral and civic education focused on identifying and expressing emotions. The second group was trained in ‘traditional’ moral and civic education based on republican institutions and values. The researchers obtained as a result that just the learners who took the emotional education program evidenced a significant improvement in oral production. In addition, the outcomes evidenced that educational settings encourage orality in real situations which contribute to the development of oral language, listening, and empathy

skills. This research is crucial for this investigation, as it connects the two main aspects of the current study, oral production and emotional expression. Based on the results we could confirm that emotional education fosters English oral outcome so that the Emotional Pedagogy may be an effective resource to strengthen this speaking skill.

A second work, called *Group Dynamic Assessment and EFL Learners' Oral Production, Motivation, and Classroom Anxiety* (2020) was carried out by professors Sheilan Sohrabi and Mohammad Ahmadi Safa from Bu Ali Sina University in Iran. It was qualitative-quantitative research done by these two professors who, after dividing the group of 77 female students between ages 12 to 20 into 4 smaller groups and carrying out some experiments and observations, obtained as a result the relative positive impact of G-DA (Group Dynamic Assessment) on EFL learners' oral proficiency development and classroom anxiety reduction. However, compared to NDA (Non-Dynamic Assessment), G-DA did not have any positive effect on the participants' motivation level. The investigators used some mediation strategies in the experimental groups (A and B) and then non-Dynamic assessment in the other groups (C and D). This investigation provides some pieces of advice considering anxiety reduction through different mediation strategies to overcome obstacles.

The following article by Parisa Abdolrezapour is called: *The relationship between emotional intelligence and complexity, accuracy and fluency in EFL learners' oral performance* (2018) was done in Salman University of Kazerun in Iran. This quantitative research was focused on better understanding how to develop a greater understanding of Emotional Intelligence might correlate with L2 task performance. Researcher Abdolrezapour used the Trait emotional intelligence questionnaire-adolescent short form to measure the students' EI, then an oral

narrative task was assigned to them, and some measures were considered such as complexity, accuracy, and fluency measures.

After experimentation and observation, it was found that Subjects' emotional intelligence is positively correlated with their performance in speaking activities. Learners identified as high-EI were related to more complex syntactic complexity and syntactic variability, more accurate of correct verb form, and more fluent compared to those with no low-EI. The level was identified via *Trait EI (emotional intelligence)*. This study connects emotional intelligence with the accuracy and fluency in EFL learners' oral performance. It is necessary to mention that emotional intelligence is part of Emotional Pedagogy as it involves EI and education.

Getting to the National investigations, Maria Amell, Cinthya Hernández, and Isamar Vanegas carried out the study called Using emotional intelligence to promote students' oral skill development in English class in 8th graders at a public school in Sincelejo-Sucre (2018) aimed to explore how to project-based learning and emotional intelligence will help students feel more confident in order to improve their oral skills when speaking in English within a learning environment. This study combined quantitative and qualitative perspectives in action research as it was necessary to observe, find out an issue, and start working on possible solutions. It was found that at the beginning of the study, students were not interested in the English oral projects, however, throughout the project the attitude was changing as intended, by the end of the projects, more students were autonomously participating on the oral activities, and they showed more enthusiasm and less fear of making mistakes. This study is a great help for this current investigation as it contributes with crucial theoretical frameworks, however, it differs from the population as the ages are completely different, so that the activities will be focused on the current participants.

Locally, Cristian David Murillo, graduated from Universidad Pedagógica Nacional, where the current study is being carried out, presented for his bachelor's thesis a study called *Multiple intelligences: A way to overcome speaking anxiety and improve speaking skills* (2020). The main purpose of this qualitative-action research was to describe the students' responses to using a set of activities developed under the principles of *Multiple Intelligences* proposed by Howard Gardner to overcome speaking anxiety. While this research is connected to emotional skill and provides useful author perspectives, it differs from the current work as it misses the Emotional Pedagogy aspect.

The studies above mentioned the importance of the main aspects this research will take care of the importance of emotions and English Oral Production. They show the importance of focusing on what emotions learners feel while learning a foreign language and the impact it may have on strengthening their oral production. These studies provide valuable authors to describe, investigate, and have various ideas on the actions to take in this current study. While the studies provide us with a positive vision of using emotional techniques to enhance English oral production, they do not consider Emotional Pedagogy specifically, as understood as the connection between emotional intelligence and learning environments, which the current study will do.

Chapter III. Statement of the problem

This section will provide an overview on the requirements established by the Colombian government, the Education entities such as Ministry of Education, Secretaría de Educación, and CEDID Guillermo Cano Isaza School's PEI in comparison to the findings and weaknesses found during the observations.

As mentioned in the *Ley General de Educación* (Law 115 of 1994, p.6), the acquisition of communicative skills, such as conversational and reading skills in at least a foreign language is one of the general objectives in Colombian education. The importance of acquiring a foreign language is important not only for academic purposes but also to find more opportunities to improve the quality of life as specified by MEN (National Ministry of Education, 2020) the National Government is committed to creating the proper conditions for Colombian citizens to develop their communication skills in another language. It has been said that employment opportunities are easier when having a good level of English and it may help to improve the quality of life.

There are multiple skills to be developed by learners to reach the main goal of having a bilingual country, as proposed in the Bilingualism National Program (PNB for its initials in Spanish) was to be accomplished by 2019. MEN is following the CEFR (Common European Framework of Reference) to accomplish this goal, therefore MEN (2020) emphasized on the English proficiency to be able to communicate effectively in this foreign language to follow the requirements of a globalized world, to play a decisive role in the development of the country.

In the same way, *The Foreign Language Proficiency Standards* stated that English is intended to develop well-known skills (speaking, listening, writing, grammar) and also to apply them in real-life settings; their *Suggested Curriculum* was intended to determine a standard English as a foreign language level per grade depending as well on the development of their personality as a human being, and the interaction with others. It is mentioned that the learning of a foreign language supports students in the practice of social interaction, and the social interaction in the negotiation of meanings; it also improves their ability to establish relationships with other people and to overcome difficulties in new situations.

The *Secretaría de Educación* mentions the importance of the “ability to understand and express, orally and written, different types of texts, opinions, and emotions. As well as having the skill to interact in conversations about their culture and their personal life project.” (2020, p.23). Therefore, not only is it important to express oneself in a foreign language, but also to manage their emotional competencies to succeed.

As this investigation is being done by a teacher in training from the Universidad Pedagógica Nacional, it is crucial to consider the *Language Program Educational Project* (PEP) (2018) view which mentions that activities involved in speech acts are given their meaning due to the context and they exist in a great variety of social contexts. Results will be gotten making specific use of the subjects’ competencies. It also encompasses the important role emotions and cognition play in this scenario as social agents.

Based on field notes, observations, the survey mentioned above, and a diagnostic test carried out at the beginning of the observation phase, it was possible to determine the students’ weak and strong competencies. It was evidenced that students do not express their ideas clearly,

their speech is not clear, and pronunciation of words is usually not accurate, and the students were nervous when taking the test. When someone is speaking in English, they understand it is a different language from their native one, however, spelling is not clear to them. When reading a text, it is hard for them to understand some information, nevertheless, most of them go back to reading as an aid to respond to any required information. It was found that they make some mistakes when writing the words even though they are written in the text, and they can go back at any time.

Getting into their closest environment, according to Guillermo Cano Isaza's curriculum for fourth grade students, they should be able to express their feelings and emotions using words that describe their mood. It mentions that they are expected to have the capability to create sentences describing their own and their pairs' emotions and they should also respect the turn and response of their classmates. This specific topic is expected to be achieved by the second term of the year; however, this study will present the importance of using it throughout the entire school year.

Based on the quotations we just mentioned, it is crucial to highlight the importance of recognizing and managing emotions in the learning process. Furthermore, we would like to emphasize this research on the importance of implementing Emotional Pedagogy to succeed in oral production goals to be achieved during this grade by understanding the students' differences to tailor different activities and workshops focused on making them aware on their emotions and how to handle them to have a positive meaningful learning.

Rationale

Nowadays, learning a foreign language is not only a school requirement but also a necessity for the whole life in terms of academic and labor opportunities. This idea is supported by Baker and Westrup (2003) who mentioned that some students put a huge effort into learning English to have a better job when finishing secondary school. Taking this into account, the present study will reinforce the oral production of the students along with the Emotional Pedagogy to develop communicative skills within a harmonious environment strengthening students' confidence taking into account the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*, and the four pillars of education proposed by UNESCO (1996): *learning to know, learning to do, learning to live together, and learning to be*, which indicate the requirement of learning a foreign language and being able to communicate depending on the learning level, this is why this study is relevant for the education environment in fourth graders. At this stage, students should be able to describe themselves physically and emotionally as individuals, this project encourages students to be able to do so, making sure they acknowledge and understand the emotional aspect is crucial on every individual at any age; thus the strategies from Emotional Pedagogy play a significant role, as they not only acknowledge learners emotions, but also applies them into the curriculum to take advantage of any action that may influence the learning process; as recent studies have shown –will be found in the Theoretical framework section-, the emotional area is getting more important from time to time.

What makes this intervention different from others is that we are aware of these previous studies and their results to reinforce any possible weaknesses; furthermore, consider specifically the population and their context to shape a practical proposal based on their needs that could be evidenced in the observation phase.

Research Question

How do Emotional Pedagogy strategies contribute to improving English oral production of fourth grade students from Guillermo Cano Isaza school?

General Objective:

- To determine how workshops based on the Emotional Pedagogy contribute to strengthen the English oral production of fourth grade students from Guillermo Cano Isaza school.

Specific objectives:

- To identify the competences in English as foreign language from fourth grade students.
- To apply workshops based on the Emotional Pedagogy to contribute to the students' English oral production.
- To assess the enhancements in students' oral production throughout the Emotional Pedagogy intervention.

Chapter IV. Conceptual Context

Considering that theory is crucial to any research, this chapter will present the two main aspects leading the study: Oral Production and Emotional Pedagogy. Therefore, this research starts by presenting some definitions of oral production from different authors, such as Walter Ong (1967), Penny Ur (1996), Rod Ellis (1994), and Boyd et al. (2011) who also highlighted the importance of pronunciation, fluency, and performance in learning settings. Regarding Emotional Pedagogy, this study will be based on the theory proposed by Daniel and Michael Chabot (2004) aimed at the Emotional Intelligence theory proposed by Salovey and Mayer.

Speaking Skill

Communication is a fundamental aspect of human existence. It is often achieved through various means, with oral production being one of the most important and natural methods. This early-developed skill plays an essential role in our ability to convey thoughts, feelings, and ideas, making it a crucial area of study in the field of language learning and pedagogy. It is vital to mention that human beings use all their senses to communicate (touch, taste, smell, sight, and hearing).

Oral production makes communication more accessible as it allows for effective communication, as Walter Ong (1967) stated, as oral production is a more natural communicative skill –rather than writing for example- it is important to enhance this ability when learning a foreign language to help students get a successful exchange of meanings, feelings, and thoughts. Ur (1996) stated that oral production is the active use of spoken language where learners can express themselves, the author emphasized on practical strategies for developing skills in learners since it is important to mention that students are learning English as a foreign language, different

strategies should be implemented to succeed. Ellis (1994) states that oral production refers to the ability to produce spoken language in a communicative context.

The present study will be led by the considerations provided by Boyd et al. (2011), who stated that a classroom speech is built by the learning environment. Teachers express and discover what they expect and appreciate through talk patterns, and at the same time, learners come upon the importance of aspects in terms of learning, knowledge, and knowing. As the author mentioned, it depends on the environment and the expectations and values from both sides, learners and teachers. So, oral production involves the attitude of both participants, and the environment created by them within the sessions. Based on the quotes mentioned above, oral production, in this research, is understood as the ability to communicate effectively in EFL language to express thoughts, feelings and ideas through all the senses.

Nowadays, speaking skills are one of the most used skills in the teaching of a foreign language environment since learners want to maintain effective communication, be understood, and understand the orders in real-time conversations and oral presentations. As indicated by MEN (2020), it is essential to have an effective communication for academic and life purposes to get better opportunities in life.

Within the learning environment orality is key, since it allows learners to exchange knowledge with their peers and teachers, as indicated by the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* (2006), learners should follow teacher and peer instructions given on a game or activity within the classroom, and they should be able to describe themselves and others orally. As indicated by Ur (1996), the oral practice in EFL learning settings is fundamental since it aims for the students to internalize the language and develop

communicative skills. To better understand what oral production collates, it would be crucial to mention its features such as pronunciation, fluency and non-verbal communication.

Pronunciation

The way letters are pronounced in a word, words are pronounced in a sentence, and sentences in a speech when talking facilitate or hinders the communicative process. The way ideas are orally expressed when having a conversation, presentation, or speech impacts the message recipients receive. As defined by Maximiano Cortés (2002), “The concept of pronunciation is not limited to the mere vocalization or articulation of sounds of a language, but also includes the prosodic component (accentuation, stress, intonation, and pauses) [...] In short, pronunciation is phonic production.” (p. 66). Based on this definition, pronunciation is not only the sound of isolated sounds but the way they are enunciated, which might be influenced by the expression of feelings; it means sentences may have a tone, depending on the emotions learners are experiencing. As Ellis (1994) mentioned, pronunciation is a crucial element of communicative competence, and it plays a significant role in ensuring intelligibility and effectiveness. Not only can the pronunciation be influenced by the speaker's emotions, but also its fluency might be affected in an oral presentation at school; this is why it is crucial to define fluency.

Fluency

Fluency is the connection between oral production and harmony in speech. It evidences not only good English knowledge—in terms of vocabulary, grammar, and confidence—but also the expression of any emotion the speaker is experiencing at the time of talking.

The Institutional English Language Testing System IELTS (cited by Hernández and Arturo, 2019) defines fluency as “the ability to speak with a level of continuation to be coherent and to connect speech.” So, it is important not only to express ideas and feelings but to connect them harmoniously. Ellis (1994) highlights the importance of Fluency as it refers to the ability to produce speech with ease, rapidly, and without hesitation. It is often considered a key component of communicative competence, and it mostly indicates spontaneity in speech.

Another essential element of oral production is performance or the way those messages are shared, not in terms of grammar, coherence, or connection but in terms of the nonverbal features that may have a particular influence on the speaker. These other ways to express themselves are crucial to identifying how the student feels about the specific subject or topic and analyzing and stimulating them to feel comfortable and confident within the learning environment.

Performance/ Non-Verbal Communication

Gestures, body movements, eye contact, facial expressions, and any message transmitted nonverbally is an element of communication and is relevant to educational settings to unveil non-verbally said messages and help students to learn. According to Smith (1979), Nonverbal communication is conceived as “all those elements of a communication which are not essentially linguistic in nature.”

As expressed by Ur (1996) non-verbal communication plays a critical role in enhancing understanding, fostering engagement, and providing additional context to verbal interactions, it can improve class performance and the student comprehension, since teachers may read their feelings not only through words, but also through their non-verbal performance.

Verbal and nonverbal communication plays an important role in speaking scenarios since these two ways of expressing thoughts, ideas, or feelings are performed simultaneously on oral production, unveiling emotions, too.

This research defines oral production with the aid of Maureen P. Boyd and Lee Galda (2011) as the process by which students articulate their thoughts, ideas, and feelings verbally. This practice is crucial for literacy development and enhances student engagement and critical thinking. The authors highlight that oral production involves not just speaking but also active listening and responding, which creates a dynamic and interactive learning environment. The participation of both learners and teachers is crucial for developing this speaking skill, which will reinforce the students' confidence and empathy. The elements within the oral production such as pronunciation, taken as the ability to pronounce words in a speech to show intelligibility and effectiveness, might be influenced by the speakers' feelings, as well as fluency, which is considered as the ability to produce speech with ease, rapidly, and without hesitation. Lastly, the vital element is non-verbal communication which is defined as the ideas, feelings, and thoughts transmitted through gestures, body movements, eye contact, facial expressions, and any non-verbal message it is an element of communication and is relevant to educational settings as it helps to get deeper into the learners' messages and feelings.

Emotional Pedagogy

Emotional Pedagogy is a concept that has been developed much more in recent years. Before proceeding with a definition of this term, it would be necessary to mention its precedents, such as Emotional Intelligence (EI). EI is defined as the group of competencies that allow human beings to identify themselves and other people's emotions, to express themselves and help other people express their feelings, and administrate those emotions to effectively communicate, make

correct decisions, administrate priorities, motivate themselves and others, and keep healthy interpersonal relationships.

It is crucial to mention that Chabot and Chabot (2004) considered the definition proposed by Salovey and Mayer in 1997 about the four-branch model by Mayer and to Salovey (1997), which characterizes emotional intelligence as a set of four related abilities: perceiving, using, understanding, and managing emotions. Having the EI definition clear, it is possible to proceed with the Emotional Pedagogy definition, which plays a remarkable role within the learning environment.

Emotional Pedagogy is Emotional Intelligence applied in the learning environment to stimulate and use emotions in favor of learning. It is necessary to mention that Emotional Pedagogy does not teach students what to feel, or how to feel, it encourages learners and teachers to be aware of their emotions and utilize them in favor of learning by recognizing their peers' emotions, too. The teachers should learn to read their students, their personalities, their reactions, their silences, their gestures, their likes and dislikes, and much more to promote a positive learning environment. Emotional Pedagogy, then, considers not only the emotional acknowledgement, but also the inclusion of it within the academic environment through some strategies that do not only involve the learners' emotions, but also the teacher analysis, curriculum adaptation and awareness of several facts that may impact the learning environment and how to handle multiple situations.

Chabot and Chabot (2004) stated that in Emotional Pedagogy, the teaching and learning processes go beyond the mere educational processes and includes the mastering of the understanding and managing emotions in the learner. The role of teacher is crucial to accomplish

this learning process since "the teacher will be able to help students overcome the emotional blocks that hinder their learning, and they can also help them manage their emotions tremendously [...] to help them identify, express, understand, and manage emotions that can alter their learning process" (p.p. 105-106). The authors then proposed some strategies and competencies taken from emotional intelligence theory to identify, analyze, and take further action on the emotional situation of their students to improve the learning process.

They first talk about the five essential emotional intelligence competencies to understand the connection with the academic strategies, where it is considered to identify emotions through nonverbal expressions, physiological changes, adaptative behaviors, and cognitive evaluations, then to express emotions, to understand emotions, and to manage emotional feelings –or background emotions-. Empathy is critical in this process as the teacher and the students will identify others' emotions and comprehend them by putting themselves in the other's position.

The research made by the authors implies that emotional competencies play a fundamental role in the learning process for both teachers and students because they influence motivation, engagement, coexistence and the learning process in general. The techniques exposed in Emotional Pedagogy are:

Emotional awareness

Teachers and students are motivated to be aware of their own and their classmates' feelings. This recognition is based on the expression emotions within the classroom, and the achievement of goals in learning. The way students can be aware of their emotions and their peers' emotions can be discovered based on their gestures, body language, eye contact, tone of voice and other indicators that can provide any hint.

Regulation of emotions

It refers to emotional balance to establish the proper range of academic learning. This management looks for the reduction of stress, anxiety, and any other emotional reactions that can affect learning progress. By being aware of the emotions, they can be managed in favor of learning, whether they are positive or negative emotions. Some strategies to regulate them is to first comprehend them, to reevaluate the situation, and act in accordance with that reevaluation. Some physiological strategies that will help are to breathe deeply, to stretch some parts of the body to feel relaxed or to foster a harmonious environment.

Empathy development

To recognize, understand, and respond to the emotions of others in a way that fosters learning, emotional growth and positive relationships is key for this strategy. Teachers and students should have support and encouragement to learn and build empathy in an environment where they will be able to have healthier relationships by improving their communication and understanding in the classroom. There are some important features on this strategy, such as recognizing their peers' emotions, understanding the reason behind them, to have an affective resonance, which involves showing genuine care, to respond empathetically as validating their emotions and making them feel supported, and promote the regulation of boundaries maintaining professional and personal limits without overwhelming.

A positive emotional climate

Ensuring an excellent emotionally charged environment in the classroom is a crucial task. This environment is essential as long as it makes students feel valued and respected, so that they can be more motivated and enthusiastic within the English lessons.

Interaction in the curriculum

Emotional pedagogy is not separate, it can be integrated into several disciplines. The smart combination of education with emotional pedagogy will help the attitude students express within their classes and can help to create a meaningful learning process.

Training and development for educators

It should not be taken for granted that teachers already know how to identify and know how to guide others in managing their emotions. It is also necessary for them to learn more about emotional intelligence to know how to face struggling situations so that they can demonstrate to their students they also experience different feelings such as them. Emotional Pedagogy cannot be implemented without this kind of training as teachers should recognize their students' personalities and attitudes and develop an appropriate environment for learning considering any kind of emotion.

As mentioned, this research will be guided by Daniel and Michel Chabot (2004), who indicated that emotional learning is done by association as the brain has an emotional memory. The authors define three types of emotions that handle the learning process to implement the strategies mentioned above: the primary emotions, the secondary and social emotions, and the 'background' emotions.

Primary Emotions

Primary emotions are the first emotions felt in reaction to an event and have their own behavior in response; these emotions are felt in response to survival. Chabot et al. cited Paul Ekman, who established six primary emotions and one additional, their triggers and their behaviors in response. These six primary emotions and the additional ones are fear, anger,

sadness, disgust, contempt, surprise, and joy. These emotions are strongly expressed non-verbally through gestures, body language, and physiological responses.

Secondary and Social Emotions

Secondary emotions are derived from primary emotions; they may last longer and are also expressed through non-verbal communication; even though they last longer, they are felt less intensely than primary ones, these types of emotions are learned. For example, Fear may build the following secondary and social emotions: concerned, frightened, guilty, horrified, insecure, jealous, intimidated; anger may build exasperated, frustrated, furious, hateful, hostile, impatient, offended; joy may build cheerful, comfortable, confident, content, enchanted, enthusiastic, excited and so on.

Secondary and social emotions also have their triggers and behaviors; taking it to the learning environment, discomfort in the school, difficulties with particular subjects, failure, or negative feedback from a teacher may bring negative emotions, insecurity, frustration, deception, contempt: which may lead to negative behaviors as, dropping out (fight), criticizing the system (attack), demotivated (withdrawal), the student replies disrespectfully to their teacher (condescending).

'Background' Emotions

These emotions are permanently present, while primary emotions peak and then go away, background emotions are the ones that remain for a more extended period. For example, the news triggers anger when a lousy grade upsets a student. Once that emotional peak of anger has subsided, a feeling of irritability could remain throughout the day; this is a 'background' emotion. These background emotions can be stimulated by four kinds of pleasure: physio pleasure, socio-

pleasure, psychopleasure, and video pleasure. These pleasures were implemented in the current study through different activities that stimulated the students' emotions within a scholarly environment for them to learn and at the same time experience these kinds of pleasures like their vision of the future, their goals, their senses, and so on.

This project will use the recommendations provided by Daniel and Michel Chabot (2004) in their book *To feel in order to Learn* which defines Emotional Pedagogy as the Emotional Intelligence (awareness and management of emotions) applied in educational settings to work in favor of the learning process. It describes some strategies for students and teachers to be carried out recognizing the importance of three types of emotions, primary, secondary or social, and background emotions as well as the implementation of empathy in the classroom, not only on the teacher's end, but also on the peers end to create a harmonious learning environment which facilitates the knowledge exchange.

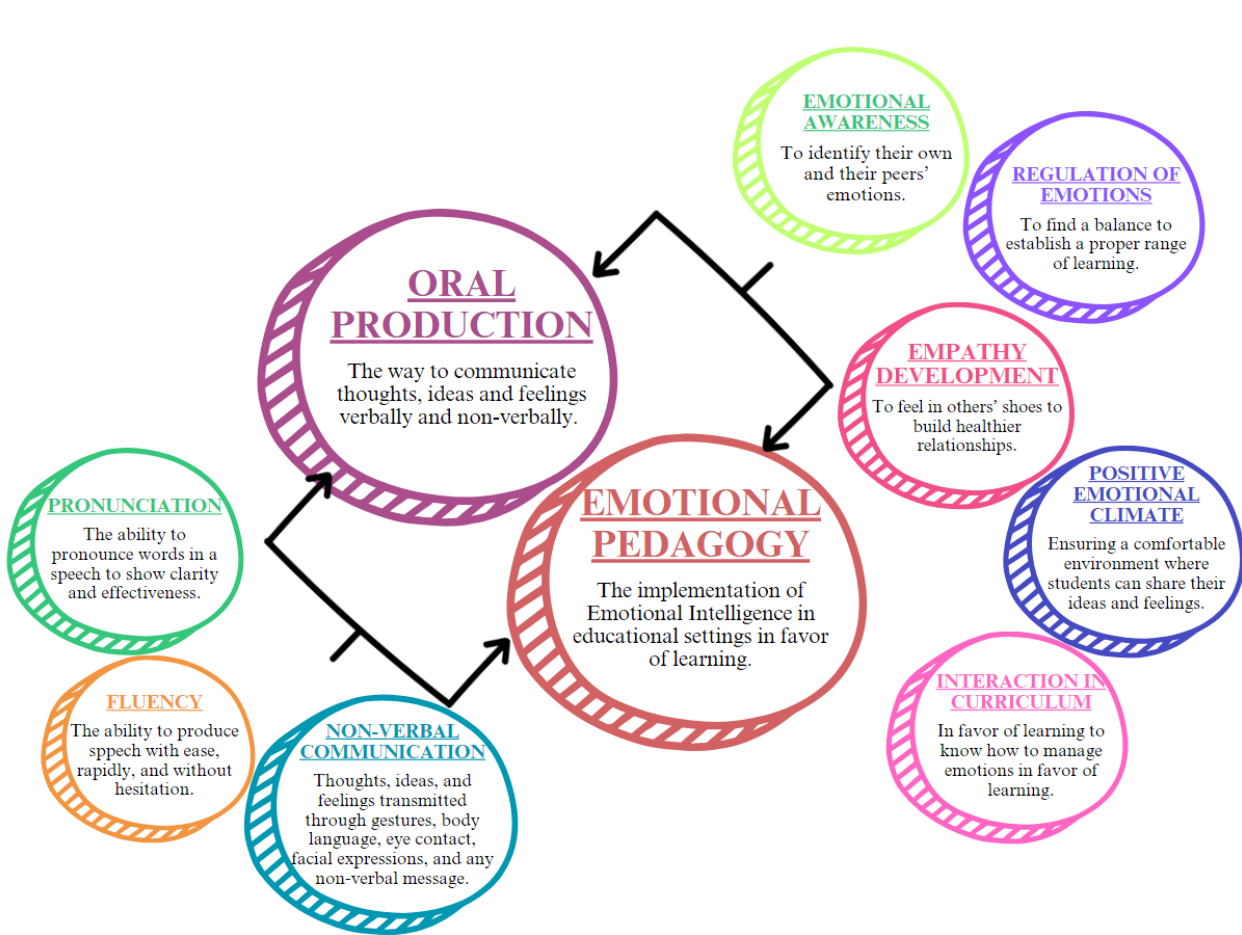
As it has been mentioned by *The Foreign Language Proficiency Standards* on its Suggested Curriculum, EFL learning, apart from the acquisition of a foreign language is focused on the development of learners' personality as human beings, and the interaction with others. The suggested curriculum also indicated that the learning of a foreign language supports students in the practice of social interaction, and the social interaction in the negotiation of meanings, which improves their ability to establish relationships with other people and to overcome difficulties in new situations.

The *Secretaría de Educación* (2020) mentions the importance of understanding and expressing thoughts, opinions, and emotions to be able to share their project of life (visualization of the future) and their culture. As above mentioned, Emotional Pedagogy and the present study

focus their attention on implementing emotion into the curriculum; so as it is important to acknowledge and understand what is felt, it is also crucial to use these experiences in favor of learning, whether they are positive or negative, the main goal is to use them smartly to make sure learning is happening. In addition, supported by national entities (MEN, *Secretaría de Educación*) the role emotions play in the learning environment is crucial to succeed in the communication process, as it allows the learners and teacher to make them clear and be aware of their own leaning experience.

Figure 1.

Intervention integration



Note. Integration of Oral Production and Emotional Pedagogy.

Chapter V: Methodological Design

This chapter describes the methodology used to develop the present Qualitative study, it discloses the approach and type of study, the unit of analysis, the categorical matrix, the instruments, and the data analysis plan to present how this investigation was organized and carried out following authors indications such as Wilson and McNeal (1994), Parsons and Brown (2002), Casas, et al (2003), Given (2008), Merriam (2009), and Kemmis and Wilkinson (cited by Cresswell, 2013).

Getting deeper into this study, the qualitative approach is an action-research project, so it is aimed at describing the problems related to oral production and creating a pedagogical intervention that could improve those shortcomings, thus creating a possible solution to the students' obstacles. Based on the interaction that students have, they can experience successful development of their knowledge. The primary purpose of this action-research project based on Kemmis and Wilkinson (cited by Creswell, 2013) was to “help individuals free themselves from constraints in the media, language, work procedures, and the relationships of power in educational settings. Participatory studies often begin with an important issue or stance about societal problems, such as the need for empowerment. (p. 26)

Based on Parsons and Brown (2002), the current active research will be divided into four phases. The first stage begins with an examination process where it is possible to determine a research question, this stage was carried out in 2023 when observations in the English class were carried out. With the help of observations and the field notes instrument, the observer determined the class's weaknesses. Later, based on these observations made during the first stage, a literature

review was carried out to gain a deeper understanding of the topic and what has been done so far to see whether this is a pertinent study. This stage was carried out between 2023 and 2024 where the researcher could identify whether it was an appropriate study and found authors to support her project.

The second stage is the action section where experimentation and data collection were performed in 2024 when this pedagogical intervention was implemented with fourth-grade students. This is when the knowledge acquired in the first stage is put into practice to execute the intervention process. Workshops and field notes were crucial to developing this stage since this study is descriptive. Several lesson plans were implemented based on the theory to accomplish the objectives of this research.

The third stage is the analysis section, in which the gathered information should be organized and analyzed to finally initiate the fourth phase, in which the results, conclusions, and recommendations are presented for future studies. To carry out this study and the phases described above, it is necessary to count on different data collection instruments described in the following section.

Regarding the research paradigm, this study is considered Qualitative Research since, according to Denzin and Lincoln (cited by Creswell, 2013), it is crucial to interpret practices that show the real world. This world can be described through field notes, interviews, conversations, photographs, recordings, and memos to the self. Qualitative research involves an approach to the world; it studies things in their natural settings, attempting to make sense of or interpret phenomena regarding the meanings people bring to them. So, this study is intended to unveil an

aspect that needs to be understood, taken from a natural setting through different observation techniques and instrument application.

Data collection instruments

Instruments and data collection tools are used to collect participant information and data. They play an important role for the study since they provide all the information to be gathered, in addition, the researcher should use them cleverly. The qualitative approach aims to get insights into participants' feelings, beliefs, and other meaningful experiences. do so, field journals are essential since observations are the first source of information, along with questionnaires, workshops, and surveys. Not less important, their parents were informed and asked for approval to carry out this pedagogical intervention.

To do this study, field notes throughout the sessions will be employed, a pre and post-test to have a way to measure the process and workshops during the entire process to be analyzed and adjusted from time to time depending on the needs and finds. A questionnaire to start with a contextualization of the subject of study, some surveys to get in touch with the community and artifacts to carry out the proposal.

Survey

The survey was an important instrument in this research since, thanks to this instrument, it was possible to unveil the students' context, their preferences, and likes and dislikes about the English class, as well as relevant information to make a proper characterization. Casas, et al (2003) defined the survey as a technique that employs a set of systematized research procedures in which responses are collected and analyzed. Also, a perception survey will be carried out by the end of the pedagogical intervention to gather different students' perceptions of the process to

evidence their development and difficulties that students may have experienced and any positive or negative feedback of their personal experience throughout the project, also.

Active Observation

Observation is crucial in any investigation to determine where to start, what to investigate, how the environment influences population learning, and so on. However, an active observation goes beyond, since it not only focuses on the mere description of events and places but also engages the researcher with the environment and participants to gain deeper insights and understanding of the context and behaviors observed as explained by Malchiodi (2008).

Field Notes

The field notes were crucial to carrying out this study since it was possible to first determine the characteristics of the learners' environment in EFL class, to determine a common issue when speaking in English, to think about a pedagogical intervention that might help them to improve their skills, and finally to evidence the English learning process of the fourth-grade students. It allowed to identify the weaknesses within the English lessons to propose a pedagogical intervention focused on strengthening the oral production through the Emotional Pedagogy. Field journals have been used throughout the investigation (see annex 4), since the observation phase, going to the intervention phase and will be also used by the end of the study when findings and conclusions are being determined. This instrument is important as indicated by Given (2008) as qualitative researchers can record deeply descriptive details of people; places, things, and events and it can be carried out throughout the entire investigation process.

Questionnaires

The questionnaires were and will be used at different stages of this research project. The questionnaires helped to propose this pedagogical intervention based on their findings. As indicated by Wilson and McNeal (1994), questionnaires are a useful instrument for collecting data and help to compare and analyze the gathered information (p. 3). Based on this, questionnaires were applied to analyze students' perceptions about the process of working on their speaking skills with the aid of Emotional Pedagogy (see annex 5).

Rubric

Rubric is understood as a qualifying instrument used by researchers and teachers while grading students' tasks and analyzing them according to the predetermined criteria and performance levels. Rubrics are an essential tool for teachers in the form of a tool for consistent and fair evaluation. Rubrics were mostly used during the intervention as a tool for determining improvement. Rubrics were created not only considering the general oral production and the Emotional Pedagogy, but also the requirements for fourth graders recorded in the *Estándares Básicos De Competencias En Lenguas Extranjeras: Inglés*. (see annex 6)

Artifacts

These instruments will provide physical evidence of what the students are doing through the different moments of this study. As defined by Merriam (2009), artifacts are a palpable item produced by the students, which can provide different insights in several contexts (cultural, social, personal). The significance of artifacts is relevant to this research since the information gathered on them will provide information about the population's experiences and will help them to better understand their thoughts and feelings when words are probably not enough.

Ethical issues

Before initiating this investigation, and as children's safety is a must, parents and teachers were informed and asked for permission to carry out the current study (See annex 7). They were informed about the important role their children play in the investigation, and about the confidentiality and security of their information to guarantee their children's safety.

Schedule

This project started with the observation phase in early 2023 when students were in third grade, the implementation is being carried out in 2024, so that students are currently fourth graders.

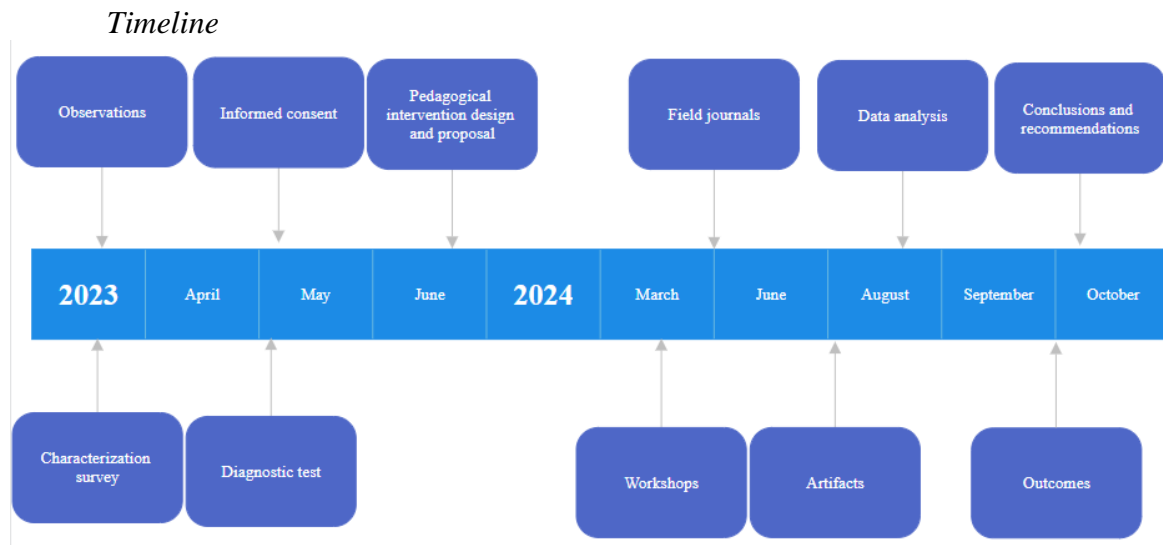
Observations, informed consent, characterization survey, and diagnostic test were done in early 2023 (April – May 2023). Within this time, the first stage began with the examination process where it was possible to determine a common difficulty in English oral production and listening among students. In this phase, a literature review started being carried out to gain a deeper understanding of the topic and recent studies to determine whether it was a viable study.

Later, pedagogical intervention started in early 2024, mostly once a week with the availability provided by the principal teacher. The second stage was carried out, the action section, where experimentation and data collection were performed.

From March to June 2024, eight workshops, observations, lesson plan design, data gathering, and analysis were held. The first applied lesson plan was carried out in March, the other three workshops were carried out in April, three more workshops held in May 2024, and the last one at the beginning of June.

From June to early September some other workshops were carried out simultaneously held with outcomes, data gathering, analysis, findings, conclusion and recommendations, so the fourth stages were organized and developed to present the whole investigation. The following picture will present the timeline of the carried-out activities:

Figure 2.



Note. Research activities timeline

Conceptual Matrix

The Conceptual matrix is a method which provides the structure and examination of the information. It allows the researchers to graphically represent the contributions of the main concepts and sub-concepts of the study. It also permits the connection between the categories and subcategories with the objectives of the study and the performance indicators. As indicated by Glaser and Stauss (1967), conceptual matrices facilitate the constant comparison of data and the development of theoretical insights. The following table is the conceptual matrix for this research:

Category	Subcategory		Performance indicators
English Oral Production	Pronunciation		Pronounce words in a speech to show intelligibility and effectiveness, this might be influenced by the speakers' feelings.
	Fluency		Express their ideas clearly, the speech is clear, and pronunciation of words is accurate. Produce speech with ease, rapidly, and without hesitation.
	Non-verbal Communication		Move according to the speech with confidence, use their body and gestures to transmit their ideas and feelings. Communicate their thoughts, ideas and feelings through gestures, body movements, eye contact, facial expressions, and any non-verbal message.
Emotional Pedagogy	Identification of primary, secondary and 'background' emotions from one-self and others.		To recognize the emotions that emerge depending on the event, situation, experience. Identify which emotions take longer and which ones just come and go.
	Techniques for emotional	Awareness of emotions	To be able to be aware of oneself and others' emotions through body language, tone of voice.

	managemen t		To understand how they can use their emotions in favor of the learning process and oral production.
		Regulation of emotions	To use their bodies to transmit the message with confidence. To promote emotions that are favorable for the learning process and know how to handle not so favorable emotions.
		Empathy development	To promote a friendly environment for their peers through active listening. To promote a visualization of themselves in the future based on their dreams.
		Positive emotional climate	To create a harmonious environment where learners can share their thoughts, ideas, and feelings, making sure that they will be respected and will be actively listened to by their peers.
		Interaction into curriculum	To integrate the English contents, oral production and its elements with the strategies of emotional pedagogy to enhance the communication and the learning process.

Chapter VI: Pedagogical Intervention

This chapter will present the pedagogical intervention proposal carried out in the first and part of the second semester of 2024. It was designed based on the research problem with fourth-grade students from CEDID Guillermo Cano Isaza School and attending each one of the objectives of this research. This pedagogical intervention considers the English oral production and the Emotional Pedagogy to be developed. Different workshops throughout the year were carried out to work on the students' oral production with the help of Emotional Intelligence within different techniques described by Chabot et al (2009) in the Emotional Pedagogy Theory.

Instructional Design

The current pedagogical intervention aims to help students to improve their oral production in EFL through the strategies proposed by the Emotional Pedagogy book *To feel in order to Learn* written by Daniel Chabot and Michel Chabot in 2004, it was consulted as the primary resource after considering the Emotional Intelligence as an important aspect in the recent years. As it was necessary to set the Emotional Intelligence in a learning setting –as this is a Pedagogical intervention-, the book mentioned above written by Daniel and Michel Chabot aims to provide the tools and precise information to work on it.

To draw up this intervention, three phases were implemented to identify the strongest improvement areas and get to know the opportunities we had according to the objectives of this research. The action itself to improve these weaknesses through specific workshops focused on the strategies from Emotional Pedagogy, and lastly the outcomes and enhancements, obstacles of this study, and recommendations for future teachers in training. These phases were determined considering the specific objectives of this research.

Observations and field notes were made before the implementation of this pedagogical intervention, so the first phase consisted of one workshop focused on the identification of the competences in English as a foreign language from fourth grade students.

The second phase of this study was implemented within eight workshops focused on contributing to the students' English oral production supported by the Emotional Pedagogy strategies. Apart from the application of these workshops, field notes and participants', head teacher, and researcher feedback were crucial for this qualitative research in which rubrics were implemented to evaluate the enhancements or difficulties through the implementation along with the feedback above mentioned. Each workshop had its own lesson plan focused on improving the learners' oral production in English implementing some techniques proposed by Chabot et al (2004) such as creating a harmonious environment where students respect each other and motivate them considering the different emotions –primary, secondary, and background- through several activities considering their previous experiences. Each lesson plan and workshop implemented the same rubric considering each activity and goal as follows:

CRITERIA	PERFORMANCE		
	High	Medium	Low
Vocabulary	Use appropriate vocabulary to express their ideas and feelings.	It is hard to use appropriate vocabulary to express their ideas and feelings.	Do not use an appropriate vocabulary to express their ideas and feelings.
Pronunciation	Express their ideas clearly, the speech is	It is hard to express their ideas clearly, the	Do not express their ideas clearly, the

	clear, and pronunciation of words is accurate.	speech is not completely clear, and pronunciation of words is quite accurate, with some few mistakes.	speech is not clear, and pronunciation of words is not accurate, there are many mistakes.
Fluency	Connect the words fluently in a sentence, connect ideas without hesitating.	Connect some words fluently, however, pauses are recurrent.	Do not connect the words in a sentence, pauses and silence are frequent.
Non-verbal communication	Move according to the speech with confidence, use their body language and gestures to transmit their ideas and feelings.	Rarely use their body to express their ideas and feelings and show some confidence.	Do not show confidence, gestures and movements express anxiety, discomfort or negative emotions.

The third and final phase of this study was focused on determining the enhancements in students' oral production throughout the intervention. Obstacles, observations and recommendations were described in this phase. A final survey was taken by the students to help provide information, perceptions, and their experience of this implementation (Annex 8).

Phase	Estimated date	Activity name	Objectives	Content	Resources
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PH ASE 1	March 15, 2024	I introduce myself	Get in touch with students, being able to introduce themselves, know their free times activities and a brief context of their immediate relatives. Observing their body language, tone, pronunciation, use of vocabulary.	Likes and dislikes	Several food and activities presented in flashcards
				Professions	Hoarding with pictures and profession name below
				To be to introduce yourself through the structure "My name is ... I am ... years old. I like... I dislike... My father is ... My mother is ..."	Board, markers, template
				Emotions/Mood vocabulary	Flashcards
PH ASE 2	April 5, 2024	What sounds remind me of	As emotional competence is guided by association, the students will be able to associate different sounds with their experience, they were able to express their feelings around some sounds and will connect them with different emotions.	Likes and dislikes	Structure shown on board
				Verb to be	Is, am, are explanation
				To be able to use the structure "it reminds me of..."	Main resource: memory Additional resources: structure on board, speaker, several chosen sounds
				Emotional expression	A set of cards where participants could express their feelings

	April 19, 2024	When I grow up, I want to be	One important aspect of Emotional Pedagogy is the 'background' emotions' administration of pleasure. This workshop focused on reinforcing the sociopleasure and psychopleasure through a group activity and how the students visualize their future	Professions	Hoarding with professions
				To be able to use the structure "when I grow up, I want to be..."	Structure on board, imagination, goals
				Future visualization	Imagination, goals, verbal and written examples
April 26, 2024	The world smells like.	One important aspect of Emotional Pedagogy is the 'background' emotions' administration of pleasure. This workshop focused on reinforcing the physiopleasure, ideopleasure and psychopleasure through group activity and how the world smells like	To be able to use the structure "It smells like", "It makes me feel", and "It reminds me of"	Presentation of structures on board	
			To understand instructions (TPR)	Speaker, teacher instructions	
	It makes me feel.		To be able to express their thoughts	Notebook, oral responses	
			Ask for hints	Closed bags with different odors (pleasant and unpleasant ones). Hidden content.	

			and makes them feel.		
May 3rd, 2024	What I like, what I dislike, how I feel with things I do not like	Stimulate favorable emotions to the learning process, provoking interest in what is being taught. While the learning process is not always harmonious, it is necessary to take advantage even of the negative emotions.	Likes and dislikes	Notebook, preset vocabulary about activities, emotions, and food. Round table - talk aloud.	
			Emotion/Reaction vocabulary		
			Food vocabulary		
			Activities vocabulary		
May 9, 2024.	Tongue twisters and riddles	Stimulate the favorable emotions to the learning process, provoking interest in what is being taught. Following the <i>Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés</i> for 4th graders, students will practice some tongue twisters to improve their	Basic Tongue Twisters	Hoarding with tongue twisters to practice	
			Basic Riddles	Hoarding with riddles twisters to practice and pictures to understand	
			Hard words pronunciation	Teachers' gestures	

			speaking skills and riddles.		
	May 17, 2024.	I perform, they guess	Empathy is key in Emotional Pedagogy as it makes the students identify, understand and know how to help others in struggling situations. This lesson plan is dedicated to developing empathy and cooperative learning.	Action verbs Pronunciation Performance of actions	TV, action verbs video from YouTube Video repetition and teachers' guidance TPR – Imitation - Body
	May 31, 2024.	A summary of my preferences	Students are aware of their existence by telling others about themselves, their preferences, and their own physical and emotional description. They will prepare an artifact to talk about themselves.	Likes and dislikes Favorite animal, profession and food Mood today and self-description	Cardboard wheel, lid, colors, markers, preset vocabulary about activities, emotions, and food.
PH ASE 3	June 5, 2024	How I perceive my process	Gather students' perceptions about their learning	Pronunciation Experience	Perception survey

			process to have a source to show the results (Survey)	Learning of new words	
June 5, 2024	Let's see what we have learnt	Apply a questionnaire to test the students' improvements and check if the purpose of the pedagogical intervention has led to an enhancement in their competences.	Learning process	Test, oral questions about their preferences, evaluation (rubric)	
			Speaking, writing, listening and reading skills		
			Outcome observation		
September 6, 2024	Learning Review, Preparation for Spelling Bee contest	Do a learning review since students were in vacation time to see if they learned and remember the topics. Practice for Spelling Bee contest	One-self presentation	After vacation time check – Oral presentations	
			Spelling Check		
September 13, 2024	Students Feedback	Ask students about their experience throughout the process of oral production.	Round table	Conversation time with students – necessary to use mother tongue	

Chapter VII: Data Analysis and Findings

This chapter will show the analysis of data and findings gathered throughout the pedagogical intervention, how these findings support the objectives of this research, and the setbacks and enhancements found. It provides a detailed process of data analysis and demonstrates the report results given the outcomes from the part of our research based on the Grounded Theory proposed by Corbin and Strauss (1990). This is a qualitative and inductive research approach that focuses on examining the meanings and implications of social interactions and experiences within a specific group of individuals in a particular setting. This theory aims to provide clear guidelines on how the categories and subcategories are being constructed throughout the study and they are not set by default at the beginning of the research, so the researcher, the investigation, and the intervention can build them. This construction of theories during the research works as a guiding framework to identify, connect, and establish relationships among the categories, which results in an understanding of the objectives and purpose of the investigation.

It is unavoidable to understand the concept of *category* within the *Grounded Theory*. It is a must for researchers to identify aspects within the data that can be set together for analysis, once these aspects are identified they should be coded, which sets apart the differences and similarities among categories, by doing so, these categories can be interconnected and here is where subcategories may show up.

This investigation was also led by the *Emic Approach* discussed by Riazi (2016) stating that in qualitative research the focal point is set on understanding the cultural phenomena from viewpoint of the subject, prioritizing the participants' perspectives, meanings and experiences involved in their cultural context. The researcher in this approach should engage with the population through participant observation getting involved in the context.

Data analysis procedures

The organization of the data during the implementation was crucial to present this study in detail and be an aid for future reference. The data analysis was organized in the following steps: collect, code and analysis.

Data was collected as presented in the Methodological design chapter, where active observation, field notes, workshops, and artifacts were considered. Besides it, code the data was necessary, so information could be properly organized and stored, making sure that it was possible to get back to it when needed. Pictures of the activities, artifacts, field notes, and questionnaires were gathered and stored as part of the outcomes on the project, and they are crucial to understanding the purpose of this research. Field notes were crucial to keep all the information as integral as possible, they were written within or right after each session. They do not only contain lesson plan development information, but also challenges found, obstacles, time management and any unexpected situation faced during the intervention. They aimed to record progress throughout the time and any setback.

To analyze the gathered and coded information, categories were vital to proceed, so that information could be better organized and presented. It is necessary to mention that even though

the categories were built throughout the process, this study followed its objectives presented above.

This study was intended to initially identify the participants' competencies in EFL first, so that the application of workshops based on the *Emotional Pedagogy* principles could contribute to their oral production improvement, and lastly an appraisal of the entire process could be done presenting the entire experience for future reference. Based on the *Emotional Pedagogy* principles and Oral Production categories, some subcategories were developed during the entire process which were found thanks to the specific objectives of this research.

Research question and general objective	Specific objectives	Categories	Sub-categories
<p>How do <i>Emotional Pedagogy</i> strategies contribute to improving English oral production of fourth grade students from Guillermo Cano Isaza school?</p> <p>To determine how workshops based on the <i>Emotional Pedagogy</i> contribute to strengthen the English oral production of fourth grade</p>	<p>To identify the competences in English as foreign language from fourth grade students.</p> <p>To apply workshops based on the <i>Emotional Pedagogy</i> to contribute to the students' English oral production.</p> <p>To assess the enhancements in students' oral production throughout the Emotional Pedagogy intervention.</p>	<p>Oral Production</p>	Pronunciation
			Fluency
			Non-verbal communication

students from Guillermo Cano Isaza school.		Emotional Pedagogy	Identification of primary, secondary and ‘background’ emotions from oneself and the others. Techniques for emotional management
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Analysis categories

As categories are crucial to unveil the findings on this pedagogical intervention, we proceeded with letting the readers know how they were developed within the study. Instead of mentioning category by category, this study will present them through a timeline –the workshops in order- since more than one category was implemented in the different sessions. Explaining these categories one by one may result in a boring repetition of concepts, but over time, it is possible to expose the way they were implemented and evidence the improvement from the beginning to the end of the intervention.

Get to know each other

Students were given a set of activities and vocabulary that they could use to introduce themselves. The training teacher started by introducing herself and encouraged them to talk about themselves, their likes, dislikes, hobbies, and relevant information to create a harmonious

environment where they could share their lives. As the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* indicates, at this grade students should have the capability of describing themselves and their mood and preferences. By meeting them, the training teacher and researcher not only could know more about their lives, but also get closer to their personalities to adjust following sessions according to their needs. This first workshop was called “*I introduce myself*”. It was developed starting with an icebreaker between the students and the teacher, allowing the investigator to learn more about the students, observe their performance when speaking in English, and identify strategies to enhance their oral production by utilizing their emotions.

As this first activity started with the teacher introducing herself to the class; she tried to use easy vocabulary according to the fourth grader's knowledge so that they could catch the information. Emotional vocabulary was also implemented as the Guillermo Cano study plan entails the necessity of learning vocabulary to describe their feelings, too. Students were attentive and curious in this session, so they started asking for details about teacher's life; even though they asked in Spanish, the teacher pronounced the question in English and then replied in English. Later, she pasted some flashcards on the board and wrote their names so they would know their names and use them when introducing themselves. The observer evidenced that some students feel uncomfortable and nervous when asked to speak aloud in the classroom; this could be identified because most of them tended to move and see the floor when speaking, whispering, and shaking and touching their hands.

The lesson plan for this activity can be found in annex 8. This activity helped to find that these students are attentive and enthusiastic during the teacher's intervention. There was a specific group of children who had a higher knowledge of vocabulary in English. Students were

willing to participate and tried to speak in English. Unfortunately, most of the students were shy, the evidenced common trend is that students did not feel comfortable speaking in English as their body and gestures. As indicated by Allan Pease (2006) when people feel uncomfortable –not only in learning environments-, they also frequently attempt to shield themselves subconsciously, which may be expressed through body language like crossing their arms or avoiding eye contact. While students' disposition was positive, their English knowledge and development in oral production was low according to the implemented rubric (see annex 6) and the lesson plan goal which was that students were able to introduce themselves, they will be able to make a short paragraph where they had to mention something they liked, something they did not like and if they had a hobby being aware of the emotions they may feel (fear, happiness, surprise) when doing a short presentation.

Thanks to this first intervention, subsequent workshops could be adapted to learners' needs since the vocabulary was almost absent and their oral production performance was low. This decision was taken based on the observation and summary from the first field journal where the researcher identified that the students did not have much vocabulary related to introducing themselves, they tended to be pretty shy and some of them introduced themselves, but they just memorized a script and when asked for any specific detail, they did not know what to answer as they were not really aware of what they said. Their body language tended to be nervous or shy since they did not make eye contact neither with their peers and tried to cross their arms or move their feet several times (annex 4).

Using as a resource previous observation and the ongoing intervention, it was possible to gather information about the students' perceptions and personalities, so as Chabot et al stated (2004), with empathy, the educator can provide exceptional support to their students. They can

help them overcome difficulties, boost low motivation, and resolve emotional blockages related to certain subjects. The teachers play a crucial role, not only in terms of providing information to the students but being a support to them. During this first workshop, we could evidence that usually students are afraid of talking due to the head teacher as they did not want to be scolded, as documented in the first field journal, most learners were afraid of the head teacher, as she shouted every time they spoke aloud. She stated that she would end the class if they kept talking, which ended up inhibiting their willingness to speak (annex 4).

What sounds remind me of

On this second workshop, the training teacher started by explaining the activity by playing a lullaby, let them know what the song reminded her of, how she felt with the song. Some of the students let her know that the song reminded them of their younger siblings or when they were younger. This workshop was focused on associating their experience while expressing some ideas in English. As indicated by Chabot et al (2004), in the emotional brain learning is associated and it remains in the emotional memory, so the main goal of this workshop was to have the capacity of associating different sounds with their experiences, where they could express their feelings and some sounds to be connected with different emotions that might arise (annex 9).

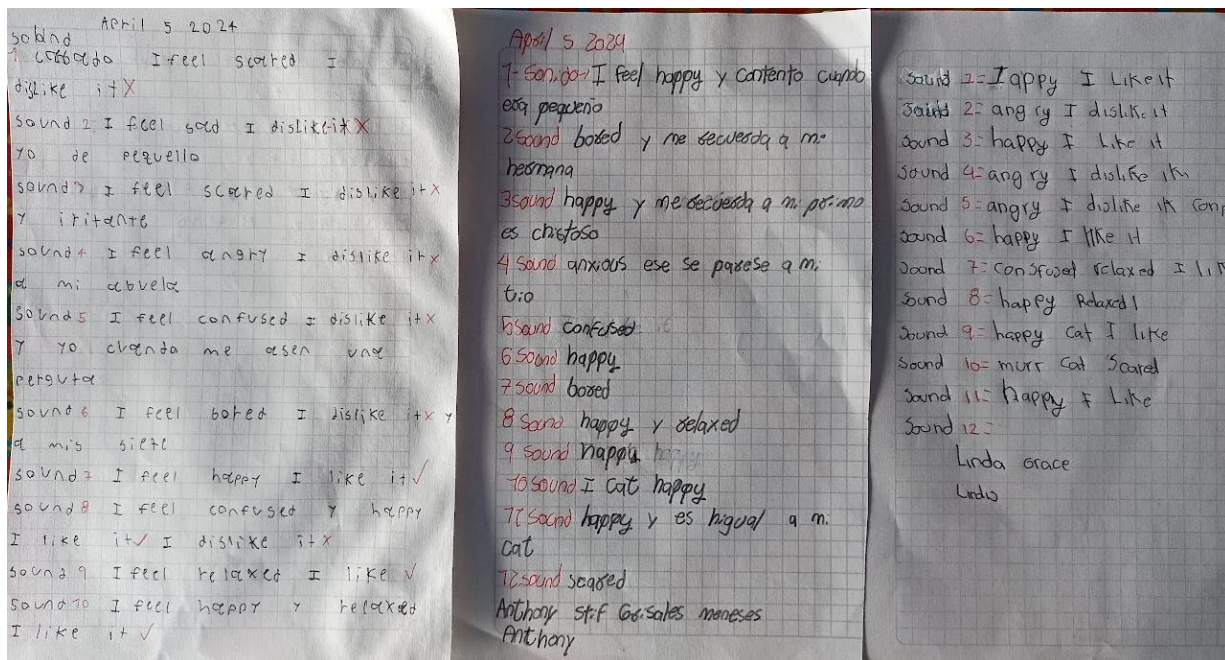
This workshop is intended to let students share more about their lives and personal experiences through a sensorial activity which focused on their daily lives. This activity considered the *Estándares Básicos en Lenguas Extranjeras: Inglés*, as fourth grade students should be capable of talking about themselves, their immediate context, and daily activities.

The teacher started playing the sounds proposed for the activity, sometimes the sounds were played twice. Even if the sounds were happy (someone laughing) or sad (someone crying) they laughed a lot and they let their speech flow naturally. Thanks to the rubric utilized on this session, it was found that they tended to make a lot of gestures showing if their approval or disapproval with these sounds. When they did not like a sound, almost all of them tended to put their hands on their ears showing disagreement. When they listened to common sounds (birthday songs) they started singing and dancing. This activity permitted a harmonious environment where students were more fluent and confident when talking, however, the vocabulary and sentence organization gaps were persistent, most of the students could not build a sentence by themselves, the teachers needed to give them some hints to succeed. As can be found in annex 9, which provides notes from class #2, there is a student who asked how to say the word *hermanito* since he related the sound with his immediate reality.

This activity encouraged students to talk more about their experiences and tell their stories to others, while creating a whole sentence was still hard for them, they kept asking how to say certain words or sentence and they tried to repeat these words/sentences as similar as possible. This permitted them to get more confident within the classroom and permitted the training teacher to shape the following sessions, identifying her students' personalities and the roles they played within the class.

Figure 3

Artifact class 2



Note. Students' responses to sounds.

When I grow up, I want to be...

This session started by playing the song *Count on Me* by Bruno Mars to create a harmonious learning environment. This song was presented on the English Day (October 22nd). After the song, the training teacher started telling them what she wanted to be when she was a child, some of them said "but you are a teacher" and she told them things changed on its way.

Then an audio was played -it was a video, but they did not have the TV's remote and there was no way to get it- about some professions children wanted to become when they grew up. This topic was proposed based on the Guillermo Cano Izasa study plan about professions, and the socio and psychopleasure focused on interpersonal relationships and self-fulfillment, any activity which implies the presence of other people, their exchanges warmly, and the vision of one-self in the future and their dreams. An example of this sociopleasure proposed in the

Emotional Pedagogy is the activities focused on teamwork and discussion sessions; about the psychoplasure, it invites the student to think about their long-term dreams, and how school contributes to their personal growth.

A poster was shared with the students showing them different professions. Their work was to find the profession they would like to carry out and let the class know the reason why they chose that specific one. This activity permitted the students to think about their lives as adults and the reason, they would like to become that specific professional and not other. It also allowed conversation with peers and their points of view. For them to organize their initial sentence, they were given the template *When I grow up, I want to be* on the board, and then they had to complete it and share with their classmates their reasons. This activity permitted them to share their thoughts, feelings, and conceptions of each profession. Through observation it was possible to evidence that they felt comfortable with this activity as they tended to talk a lot about what they would do, they proactively asked for some vocabulary related to their tasks and we found that most of the guys wanted to become football players, some others wanted to become what their parents are (security guard, accountant, nurse). It is necessary to mention that the class could not be performed only in English, it was necessary to repeat almost everything in Spanish. The students were curious about the professions, they asked "How do you say..." other professions that were not listed on the poster, and the poster was left there for future reference. They were curious about this vocabulary and after several repetitions, they were able to pronounce words correctly (annex 10).

Oral production was better than the previous workshops as students were motivated toward the topic. Based on the rubric, pronunciation and fluency were still within low and medium performance as the pronunciation of some words was forgotten during the class; however, their non-verbal communication showed they were getting more confidence and tended to do eye-contact with their peers and training teacher. An improvement could be evidenced as they remembered some learned vocabulary and looked more confident when speaking.

Figure 4

Professions poster



Note. Implemented hoarding during lesson #3 to acquire vocabulary.

The world smells like... It makes me feel...

This session started trying to avoid the use of Spanish during the class, however, students did not get any of the provided instructions. Then the training teacher started saying *hands up*, *hands down*, *hands up* and as it is a common instruction, they understood and followed it. This

activity focused on motivating their sense of smell through different pleasures proposed by Chabot et al (2004). The objective of this session was to reinforce their physiopleasure, which is the delight of their senses –but also some displeasure to make comparisons-; ideopleasure, which motivates the meditation, reflection and creativity; and the phycopleasure, mentioned in the previous workshop. This type of activity permitted primary emotions to rise, since as an immediate reaction to a stimulus arises, their minds may remind them of different situations that they can tell in a story.

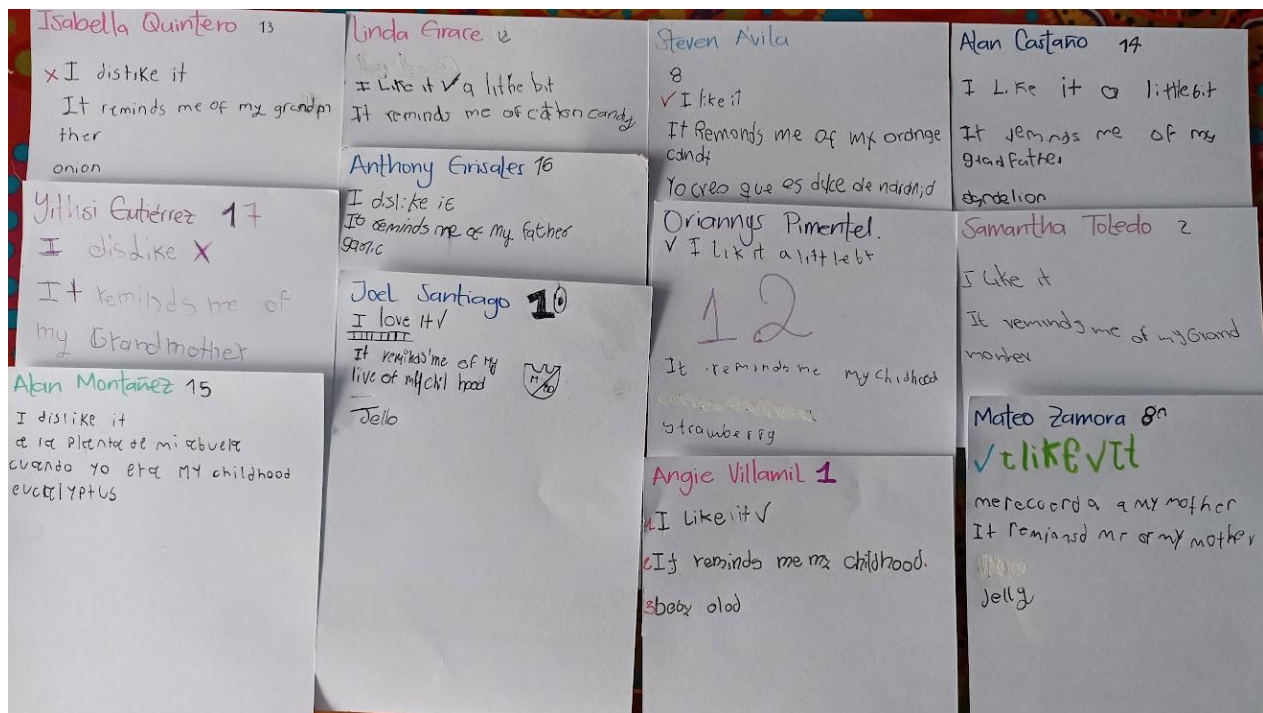
For the workshop, there were pleasant and unpleasant odors hidden in small bags so they could not see what it was but only smelled them (chocolate, woman perfume, man cologne, coffee, floor cleaner (*Sampic*), passionfruit, cinnamon, soap, vanilla, Vic VapoRub, lipstick, onion, rosemary, sorcilicum plant, peppermint, among others). Some odors reminded them of close people like their parents and grandparents, other students remembered their childhood and told stories based on that. An improvement can be made in around half of the students since most of them tried to pronounce words correctly and asked for help before saying anything aloud. They showed more interest in being understood and pronouncing the words correctly. However, as evidenced in the rubric, their fluency is still low, as they take a long time to connect words and use some pet words such as “*emm*”, “*amm*.”

Students wrote whether they liked or not the odor in a piece of paper and what that smell reminded them of (annex 11). Non-verbal communication was crucial on this type of activities, since the first reaction was a gesture or a movement, they were interested in a different activity as they associated these smells with their context even though they could not see what they were

smelling. Some of them associated these odors with their parents and asked for advice to properly pronounce the intended words.

Figure 5.

Smell experience



Note. Card experience written by fourth grade students.

Basic Tongue Twisters and Riddles

The teacher established a classroom atmosphere where students felt safe to express their thoughts and emotions without fear as they know mistakes are part of the process. To create this harmony, the teacher played a relaxing song and asked them to stretch their legs and arms, as they seemed not to get exactly the instruction, the teacher used TPR and started doing what was instructing, so students repeated her movements. Tongue twisters and riddles with the hidden answer on two posters were implemented during this workshop. This session aimed to let the students feel negative emotions as part of the learning process. Its main goal was to stimulate the

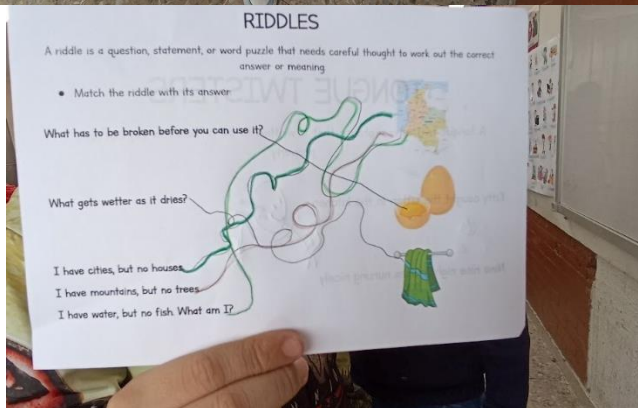
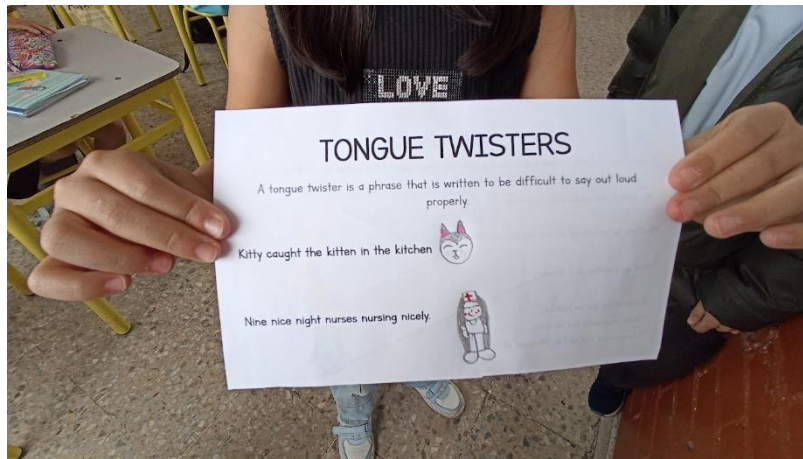
favorable emotions to the learning process, provoking interest in what is being taught. Following the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* for 4th graders, students will practice some tongue twisters to improve their speaking skills and riddles (annex 12).

As expected, students started feeling uncomfortable and frustrated once the tongue twister activity started as they could not pronounce the words the same way the teacher did. The training teacher explained that while it was normal to feel that way, they should put their effort into overcoming the situation to achieve the goal of pronouncing the words correctly. They received some worksheets to work on the tongue twisters and they also were given some riddles, the training teacher read them in English and explained them in Spanish for them to understand what they needed to do. After practicing the tongue twisters, they were asked to make a drawing and also connect the riddles with their response. The training teacher turned to overstated gesticulation of the words for them to practice it; at the end of the session, most of the students could say the tongue twister complete and for around half it was not possible yet, they had to split the sentence in two fragments.

This type of activity helped students to face situations where they might feel uncomfortable and will lead them to regulate their emotions to accomplish their class goals. This was also key for the training teacher as she could identify with the students that needed more support in this scenario. The training teacher explained it was part of the process and with practice, they could achieve their goals (annex 13).

Figures 6 and 7

Tongue Twister and Riddles



Note. Tongue Twister drawing from student S and Riddles association from student P.

Dynamic Verbs – Let's move together

In this session, the training teacher established a classroom atmosphere where students felt safe to express their thoughts and emotions without fear. She told them the importance of respecting each other's words and for them to understand their classmates.

This session intended to focus on empathy development as based on the *Emotional Pedagogy* strategies, it is a crucial tool for class development and success. As indicated on this lesson's goal (annex 14), as empathy is key on Emotional pedagogy to make students identify, understand and know how to help others in struggling situations. The lesson was focused on improving empathy and cooperative learning.

The session started by doing a round table, the training teacher stood in the middle of the circle and started acting like crying, students looked at her without any clue and then she asked the question “*What am I doing?*” they started replying in Spanish, she said the word in English and wrote it on the board, too, for them to have the reference.

During the class performance, as soon as the teacher started ‘crying,’ some of them were confused, others started laughing, and some others seemed to be worried. Once the teacher asked, “*What am I doing?*” Nobody replied, then she asked in Spanish *¿Qué estoy haciendo?-What am I doing?* And some replied in Spanish ‘*estás haciendo que lloras, profe*’ and she replied ‘*estoy llorando, llorar es cry, so I was crying*’ and immediately wrote the word on the board and asked them to repeat the word after her to make them understand how the activity was going to be developed.

Then, they received a set of flashcards that contained actions and pictures of the verbs, at the back they had their translation. They were asked to perform the action they had on the flashcards so their classmates could identify what the action was and then they all pronounced them in English, and they were written on the board.

It was possible to evidence that for some students it was harder to perform the activities, some of them seemed to be shy and tended to avoid eye contact or cross their arms, however, the other students encouraged them to perform the activities. For example, when student R had his turn, he was nervous and looked at the teacher as if he was asking for help. The other students could read his anxiety and started using encouraging words to help him such as *hágale, usted es bueno actuando*, so it helped the student R feel confident and perform the action he was assigned. It was evidenced that the support from peers is important for them to be able to carry out certain

activities. When they felt supported, their body language and gestures were less tense, and they expressed they enjoyed doing that

An improvement in their oral skills could be evidenced since most of them tried to talk in English, and as they knew some action verbs in English, they tried to pronounce them correctly. The disposition of the students was a crucial tool for the class development as they were willing to perform and participate in the activity. More than half of the students proactively participated.

A summary of my life. Preferences, mood, self-description, likes and dislikes

The teacher set clear guidelines for respectful interaction among students. The teacher organized the classroom as a round table, she played a song to create a harmonious environment, she guided them on a brief meditation, so asked them to close their eyes, breath softly, and stretch their body.

Then, the teacher gave the students 2 pieces of paper (as a kind of wheel), one of the "wheels" was asked to be split into 5 sections and the second one will have a cover/lid so that the students could make a front page for their presentation.

They had to make drawings in each one of the sections with the following specifications: *A food I like, an activity I dislike, my favorite animal, my mood today and This is me.* After some time, they were asked to orally describe their drawings and favorite things. During this activity a relaxing sound was played in the background for them to feel comfortable. When they presented their artifacts, it was possible to evidence a huge change compared to the beginning of the pedagogical intervention, their sentences were solid, they did not hesitate that much when talking about themselves, their body language expressed confidence and so on. Even though there were

some mistakes, the general performance of all the students was between medium and high based on the implemented rubric (see annex 6).

As the *Secretaría de Educación* mentioned they have mentioned in their requirements, now they have improved their ability to understand and express, orally, different types of opinions and emotions. Also, as are more confident when sharing their personal life projects and details about their lives. The class performance evidenced that students were attentive to the activity and some of them wanted to go first to show their wheel. While still fluency and pronunciation are not the best, they have improved their skills and their attitude a lot. At the beginning students were shy and nobody wanted to participate, in the last sessions, many of them wanted to go first or right after their classmates, which showed an improvement in their motivation in the English class.

In addition to this activity, a perception test (see annex 8) was applied at the end of the session to determine their attitudes towards the English classes and oral activities, showing that most of them (24 out of 30) are aware of their emotions while taking English lessons and use them in favor of the learning process. This survey permitted us to directly ask for emotional information, since through the rubric, it is not possible to set a grade or level for this emotional experience.

Figures 8 and 9

About me artifacts



Note. About me content and lid with drawings from 4 and 5 students.

Chapter VIII: Conclusions and recommendations

This chapter presents the conclusions of this project based on the workshops, data analysis, theoretical and conceptual frameworks, and how they worked together to make this intervention possible. In addition, consider the positive aspects and the setbacks for future research.

This qualitative research project looked for describing how the *Emotional Pedagogy* strategies could help improving the class environment and the students' oral production in English as a Foreign Language. To do so, the research question leading this project was intended to answer how the Emotional Pedagogy strategies could be implemented in the English class for fourth graders, and how it could help to enhance their oral production.

The present investigation was also led by the main objective and three subsequent objectives aiming to determine the competencies level of fourth grade students to locate weaknesses, second to apply workshops to enhance their oral production skills with the help of the Emotional Pedagogy strategies and finally, evaluate the entire process and whether it helped or not to improve their skills and attitude towards the English class environment.

Initially, it is possible to affirm that *Emotional Pedagogy* strategies contributed to enhance the students' speaking skills and confidence, so, they are now aware of their process and know how to manage their ideas, emotions, and thoughts endorsing and being aware of their learning process.

An issue found in the observation phase was the lack of guidance in the English area, some knowledge gaps made the students receive a few supports on their EFL development. This was one of the reasons why the present study was pertinent to be carried out. The lack of proper guidance in the English language area was identified early in the study as a critical issue. This study was relevant because knowledge gaps limited the support students received in their EFL learning. Through *Emotional Pedagogy* strategies, students were able to cultivate a better understanding of themselves and express their ideas more effectively, although fluency and pronunciation still showed room for improvement.

The intervention demonstrated that addressing students' emotional needs positively influenced their motivation and engagement, which led to improvements in oral production. The use of workshops that integrated *Emotional Pedagogy* strategies showed progress in students' ability to communicate in English with more confidence, better pronunciation and fluency.

Recommendations

The continuous application of *Emotional Pedagogy* within learning environments will help to strengthen students' oral production skills and attitude. If we focus on emotional awareness, self-regulation and confidence will help the students overcome their language barriers more effectively.

There should be professional development for teachers in Emotional Pedagogy and Emotional Intelligence, not only to learn how manage theirs, but to identify students' personalities and organize their lesson plans in favor of their effective learning, without leaving behind the suggested curriculum. It will also help students understand their emotional, academic growth, and become a supportive teacher for them.

Enhanced the teachers' knowledge to fill the gap in the teaching of English, as observed in the initial phase, as most primary teachers are required to teach all the subjects, they might not have a good English level to teach this subject. A project based on reinforcing their knowledge would be a great idea to enhance their English skills, too.

Organizing time and an alternative agenda is an important recommendation when carrying out a research project. Several factors may impact the time researchers have to observe or apply their project such as *Pedagogical day, Recess week, Report card handout*. So, an agenda for considering these factors might be useful.

Having good communication and relations with the head teacher is crucial for investigators as our projects are subject to their time and the allowed time, they provide us with. It is necessary for future investigators and teachers to clearly explain the purpose of their investigation to head teachers and try to look for a help in them. This project found this aspect difficult as English time during the week was too short and the head teacher was very strict with the schedule proposed by the school, so it was not possible to attend at other times or days during the week. Even though the teacher showed reluctance at the beginning, with talks and some explanations she agreed with the project.

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Annex

Annex 1. Diagnostic Survey



Universidad Pedagógica Nacional
 Facultad de Humanidades
 Departamento de Lenguas
 Proyecto de investigación
 Fase observación

The following questions are intended to gather some perceptions about the 3rd grader students from school Guillermo Cano Isaza to support the research carrying out by student Lilia Johanna Ramirez.

1. What is your name?
 My name is Ala Smith

2. How old are you?
 I am nine years old.

3. Your genre is:
 Male b. Female

4. Who do you live with? (Select all that apply)

a. Mother	f. Grandfather
<input checked="" type="checkbox"/> b. Father	g. Uncle
<input checked="" type="checkbox"/> c. Brother	h. Aunt
d. Sister	<input checked="" type="checkbox"/> i. Cousin
e. Grandmother	j. Pet

5. Do you like to go to school?
 Yes b. No

6. How do you feel at your English class?

<input checked="" type="checkbox"/> HAPPY	<input checked="" type="checkbox"/> SAD	<input type="checkbox"/> CALM	<input type="checkbox"/> ANGRY	<input type="checkbox"/> SCARED
<input checked="" type="checkbox"/> CONFIDENT	<input type="checkbox"/> TALKATIVE	<input checked="" type="checkbox"/> JOYFUL	<input type="checkbox"/> BORED	<input type="checkbox"/> INSPIRED

7. What is the activity you like the most at your English class?
 a. Reading c. Writing
 b. Listening d. Speaking

8. Do you like to speak in English?
 a. Yes
 b. No

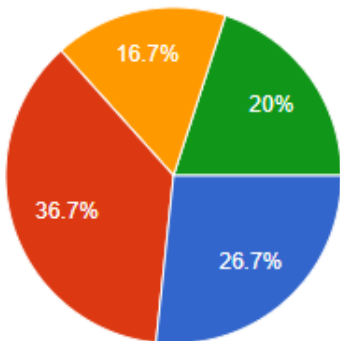
9. What are the topics you like the most?
 a. Seasons f. Friends
 b. Alphabet e. Clothing
 c. Family f. Other _____

10. What do you like to do in your free time?
 a. Sleep j. Share time with family.
 b. Read k. Watch movies
 c. Play l. Draw
 d. Sing i. Dance
 e. Play videogames. j. Other Jugar con mis amigos

11. What do you do when you feel sad/nervous/bored/scared in your English class?
 a. I talk to my friends about it.
 b. I try to think about a different thing
 c. I want to be alone
 d. I play with my classmates
 e. I tell my teacher
 f. Something else? _____

12. What do you do when you feel happy/confident/joyful/inspired in your English class?
 a. I talk to my friends about it
 b. I try to think about a different thing
 c. I want to be alone
 d. I play with my classmates
 e. I tell my teacher
 f. Something else? _____

Annex 2. Students' preferences



- Reading
- Listening
- Writing
- Speaking

Annex 3 and 5. Competences test – Diagnostic questionnaire



S
L
M
L
M
L

Universidad Pedagógica Nacional
Facultad de Humanidades
Departamento de Lenguas
Proyecto de investigación
Fase observación
Encuesta de diagnóstico



9. a. This is an apple ✓
b. This is a banana ✓
c. This is an orange

10. a. Sad
b. Bored ✓
c. Happy

The following questions are intended to gather some perceptions about the English Skills of 3rd grader students from school Guillermo Cano Isaza to support the research carrying out by student Lilia Johanna Ramirez.

1. What is your name?
My name is Amir Josue Inera ✓
2. Can you please spell it? ✓
A-m-i-r



3. Please read the text and answer the questions:
This is Megan. She is five years old. She is short. She is happy.
This is Ned. He is eight years old. He is tall. He is sad.
This is Kate. She is ten years old. She is tall. She is happy.

4. Megan is five years old. •
5. Megan is: •
 Tall
b. Short
6. Ned is nine years old. •
7. Megan and Kate are:
 ☹️ ✓
b. ☹️
8. Put the days of the week in order.

Wednesday	Friday	Saturday	Thursday	Monday	Tuesday	Sunday
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

7/7



11. Thin ✓
b. Fat
c. Angry

13. Name Spell
Anir ✓

14. How are you today? •
I am happy (didn't know)

12. Select the sound you hear.
a. ei •
b. bi •
c. ci •
d. di •

Annex 4. Field journal #1

Field Notes #1 - I introduce myself		UNIVERSIDAD PEDAGÓGICA NACIONAL	
Date: March 15, 2024		Trabajo de grado 1	
Goal: Get in touch with students, being able to introduce themselves, know their free times activities observing their		CEDID Guillermo Cano Isaza School	
Student: Lilia Johanna Ramirez Cruz			
OBSERVATION	Topic, Concept, Category	Analysis	Contribution to study - Questions Decisions
<p>The classroom was changed, it is now on the third floor, and it has a huge window. Students took class in a second floor classroom last year and it had a two small windows. The session started at 9:40 A.M right after students came back from break. The students have few time to take their seats as the head teacher indicates that class will start in a while. In the meantime, I am asked to wait outside while the head teacher shares some information with the students. Around 8 minutes later (9:48 AM) I am asked to join the classroom. I greet them in English and most of them in a chorus reply 'Good morning teacher'. Most of them smile as soon as I enter the class. The head teacher starts raising her voice asking for silence as the children started taking as soon as I arrived. Some minutes later I started the class. I let them know that we are going to continue our English classes, I start talking in English, however, most of them start doing different gestures, showing the understand nothing, then I give the instructions in English about the activity we are going to do. I do not identify new faces, however, I realized a guy is missing, her parents decided to stop sending him to school since he did not have the enough knowledge for fourth grade, this situation happened because this kid called Jhoneskey Ramirez came from the countryside and did not know how to read or write, unfortunately, instead of trying to balance him, they decided to stop his studies. I informed the teacher the activity I would perform and they told me that some of them know how to introduce themselves, she asked a student to introduce herself and I realized audiolingual method is still the strongest strategy in class as the student introduced her self without pauses, almost without breathing and probably not being sure what she meant. I then started introducing myself while the head teacher was helping me to paste some printed activities on the board. I did it first without writing any word on the board, I was just imitating certain activities I was mentioning, most of the</p>	<p>Oral production, pronunciation, fluency.</p>	<p>Students are attentive and enthusiastic when English class is performed. There is a specific guy who has a good knowledge of different vocabulary. Students are willing to participate and speak in English. Unfortunately, most of the students are afraid of the head teacher- my perception- as she shouts every time they start speaking aloud. She states that we will end the class if they keep talking which inhibits their willing to speak.</p>	<p>The new environment is more comfortable based on my perception which will be a positive aspect for this year. Another positive aspect is that students are the same so we know each other. A negative aspect is the available time to carry the activities out since the head teacher has English with the group on Wednesdays from 10:30AM to 11:30AM and Fridays from 9:40AM to 10:30AM. It is necessary to look for different schedule alternatives since 50 minutes are not enough for the planned activities.</p> <p>Another relevant aspect is that the head teacher and I agreed to work together on the English presentation by the end of the year (October). I agreed to look for a song for the children to learn it and perform a choreography. I am looking for options that also support my investigation.</p>

Field Notes #2 - What sounds remind me of		UNIVERSIDAD PEDAGÓGICA NACIONAL	
Date: April 5, 2024		Trabajo de grado 1	
Goal: As the emotional competence is guided by association, the students will be able to associate different sounds to their experience, they will express their feelings around a some sounds and will connect them with different emotions.		CEDID Guillermo Cano Isaza School	
Student: Lilia Johanna Ramirez Cruz			
OBSERVATION	Topic, Concept, Category	Analysis	Contribution to study - Questions Decisions
<p>The class started at 6:40AM. I greeted the students in English and in Spanish. I explained the activity and started playing a lullaby. I let them know what the song reminded me of, how I felt with the song and some of them let me know that the song reminded them of their younger siblings or when they were younger. Then I started playing the sounds I brought for the activity, sometimes I played them twice. Even if the sounds were happy (someone laughing) or sad (someone crying) they laughed a lot. When other sounds were played they tended to make a lot of gestures showing if they liked it, if it was confused for them or if they liked them a lot, when they liked it, they used to close their eyes. When they did not like a sound, they put their hands on their ears showing disagreement. When they listened to common sounds (birthday song) they started singing and dancing. This song reminded about the birthdays of some of their classmates. When some sounds were confusing for them, they again used gestures to show confusion, they asked for some words to express their feelings about the songs.</p>	<p>Background emotions, association, non-verbal communication</p>	<p>Students tend to express their feelings through gestures and body language. It is hard for them to understand an instruction given in English, it is necessary to repeat it in Spanish for them to understand. On Emotional Pedagogy, empathy is key to understand the others' feelings and behavior, however, when the sound or a crying girl was played, most of the students laughed at it. It is not an assumption the observer is doing, because students understood it was an activity and not a real scenario.</p>	<p>Look for strategies to develop empathy in the students to understand others emotions. Use different strategies to address different topics make the students pay more attention and enjoy the class. Time management is important because time is short for the activities.</p>

Annex 6. Rubric

CRITERIA	PERFORMANCE		
	High	Medium	Low
Vocabulary	Use an appropriate vocabulary to express their ideas and feelings.	It is hard to use an appropriate vocabulary to express their ideas and feelings.	Do not use an appropriate vocabulary to express their ideas and feelings.
Pronunciation	Express their ideas clearly, the speech is clear and pronunciation of words is accurate.	It is hard to express their ideas clearly, the speech is not completely clear and pronunciation of words is quite accurate, with some few mistakes.	Do not express their ideas clearly, the speech is not clear and pronunciation of words is not accurate, there are many mistakes.
Fluency	Connects the words fluently in a sentence, connects ideas without hesitating.	Connect some words fluently, however pauses are recurrent.	Do not connect the words in a sentence, pauses and silence are frequent.
Non verbal communication	Move according the speech with confidence, use their body and gestures to transmit their ideas and feelings.	Rarely use their body to express their ideas and feelings, and show some confidence.	Do not show confidence, gestures and movements express anxiety, no comfort, or negative emotions.

Annex 8. Perception survey

Nombre: <u>Juan Santiago Bernas Castro</u>		1 2 3		
Marca con una X a las siguientes afirmaciones en la casilla correspondiente:		☹️	😐	😊
1. Nada de acuerdo ☹️ / 2. De acuerdo 😐 / 3. Totalmente de acuerdo 😊				
1	Presto mucha atención a mis sentimientos cuando realizo mis presentaciones orales en la clase de inglés			X
2	Normalmente me preocupo mucho por lo que siento cuando hablo en inglés		X	X
3	Pienso que vale la pena prestar atención a mis emociones y estado de ánimo cuando preparo mis actividades para la clase de inglés			X
4	Dejo que mis sentimientos afecten mis pensamientos		X	
5	Pienso en mi estado de ánimo constantemente			X
6	Presto mucha atención a cómo me siento cuando estoy en la clase de inglés		X	
7	Tengo claros mis sentimientos cuando hablo en inglés		X	
8	Frecuentemente puedo definir mis sentimientos			X
9	Siempre sé cómo me siento		X	
10	Identifico mis sentimientos en diferentes situaciones			X
11	Sé describir cómo me siento			X
12	Puedo decir cuáles son mis emociones		X	
13	Puedo llegar a comprender mis sentimientos			X
14	Aunque a veces me siento triste, suelo tener una visión optimista			X
15	Aunque me sienta mal, procuro pensar en cosas agradables		X	
16	Cuando estoy triste, pienso en todos los placeres de la vida			X
17	Intento tener pensamientos positivos, aunque me sienta mal al hablar en inglés			X
18	Cuando estoy enfadado intento cambiar mi estado de ánimo			X
19	Trato de entender a mis compañeros			X
20	Trato de entender las emociones de mis compañeros		X	
21	Cuando estoy en clase de inglés relaciono los temas con mi vida	X		
22	Los temas que veo en inglés son asociados con mi vida y mis sueños			X
23	Relaciono las actividades en clase de inglés con mis gustos personales		X	

Nombre: <u>Carolina S. Pimenta</u>		1 2 3		
Marca con una X a las siguientes afirmaciones en la casilla correspondiente:		☹️	😐	😊
1. Nada de acuerdo ☹️ / 2. De acuerdo 😐 / 3. Totalmente de acuerdo 😊				
1	Presto mucha atención a mis sentimientos cuando realizo mis presentaciones orales en la clase de inglés			X
2	Normalmente me preocupo mucho por lo que siento cuando hablo en inglés			X
3	Pienso que vale la pena prestar atención a mis emociones y estado de ánimo cuando preparo mis actividades para la clase de inglés			X
4	Dejo que mis sentimientos afecten mis pensamientos			X
5	Pienso en mi estado de ánimo constantemente	X		
6	Presto mucha atención a cómo me siento cuando estoy en la clase de inglés			X
7	Tengo claros mis sentimientos cuando hablo en inglés			X
8	Frecuentemente puedo definir mis sentimientos	X		
9	Siempre sé cómo me siento			X
10	Identifico mis sentimientos en diferentes situaciones	X		
11	Sé describir cómo me siento		X	
12	Puedo decir cuáles son mis emociones			X
13	Puedo llegar a comprender mis sentimientos			X
14	Aunque a veces me siento triste, suelo tener una visión optimista		X	
15	Aunque me sienta mal, procuro pensar en cosas agradables		X	
16	Cuando estoy triste, pienso en todos los placeres de la vida	X		
17	Intento tener pensamientos positivos, aunque me sienta mal al hablar en inglés			X
18	Cuando estoy enfadado intento cambiar mi estado de ánimo		X	
19	Trato de entender a mis compañeros		X	
20	Trato de entender las emociones de mis compañeros			X
21	Cuando estoy en clase de inglés relaciono los temas con mi vida	X		
22	Los temas que veo en inglés son asociados con mi vida y mis sueños		X	
23	Relaciono las actividades en clase de inglés con mis gustos personales			X

Annex 9. Field journal #2

Field Notes #2 - What sounds remind me of

Date: April 5, 2024

Goal: As the emotional competence is guided by association, the students will be able to associate different sounds to their experience, they will express their feelings around some sounds and will connect them with different emotions.

Student: Lilia Johanna Ramirez Cruz

UNIVERSIDAD PEDAGÓGICA NACIONAL

Trabajo de grado 1

CEDID Guillermo Cano Isaza School

OBSERVATION	Topic, Concept, Category	Analysis	Contribution to study - Questions Decisions
<p>The class started at 6:40AM, I greeted the students in English and in Spanish. I explained the activity and started playing a lullaby, I let them know what the song reminded me of, how I felt with the song and some of them let me know that the song reminded them of their younger siblings and their younger siblings tend to cry a lot, they ask how to say "hermanito or hermano menor" or even reminded them of when they were younger. Then I started playing the sounds I brought for the activity, sometimes I played them twice. Even if the sounds were happy (someone laughing) or sad (someone crying) they laughed a lot. When other sounds were played they tended to make a lot of gestures showing if they liked it, if it was confused for them or if they liked them a lot, when they liked it, they used to close their eyes. When they did not like a sound, they put their hands on their ears showing disagreement. When they listened to common sounds (birthday song) they started singing and dancing. This song reminded about the birthdays of some of their classmates. When some sounds were confusing for them, they again used gestures to show confusion, they asked for some words to express their feelings about the songs. A student asked Teacher how do you say hermanito? Porque tengo un hermanito que llora peor que el sonido [...] ah, entonces my little brother cries a lot.</p>	<p>Background emotions, association, non-verbal communication</p>	<p>Students tend to express their feelings through gestures and body language. It is hard for them to understand an instruction given in English, it is necessary to repeat it in Spanish for them to understand. On Emotional Pedagogy, empathy is key to understand the others' feelings and behavior, however, when the sound or a crying girl was played, most of the students laughed at it. It is not an assumption the observer is doing, because students understood it was an activity and not a real scenario.</p>	<p>Look for strategies to develop empathy in the students to understand others emotions. Use different strategies to address different topics make the students pay more attention and enjoy the class. Time management is important because time is short for the activities.</p>

Annex 10. Field journal #3

Field Notes #3 - When I grow up, I want to be...

Date: April 8, 2024

Goal: One important aspect on the Emotional Pedagogy is the 'background' emotions' administration of pleasure. This workshop will focus on reinforcing the sociopleasure and psychopleasure through a group activity and how the students visualize their future.

Student: Lilia Johanna Ramirez Cruz

UNIVERSIDAD PEDAGÓGICA NACIONAL

Trabajo de grado 1

CEDID Guillermo Cano Isaza School

OBSERVATION	Topic, Concept, Category	Analysis	Contribution to study - Questions Decisions
<p>The class started at 6:30 AM, the students smiled at me when I arrived and proactively greeted in English. The organization of the class is always the same, by rows. The teacher asked them to keep silence. I started the class showing them the song "Count of me" song by Bruno Mars since this is the song the students will present in the English Day that will take place in October. After the song I started telling them what I wanted to be when I was a child, some of them told me "but you ended up being a teacher" and I told them things changed on its way. Then I played an audio -it was a video but they do not have any TV in the classrooms- about some professions children wanted to become when they grow up. After that, I pasted a poster I brought on the board showing them different professions. I wrote the sentence "When I grow up, I want to be" on the board for them to write it and let us know what they would like to become. Most of the guys want to be football players, many of the students want to have the same profession their parents have (security guard, accountant, nurse). It is necessary to mention that the class could not be performed only in English, it was necessary to repeat almost everything</p>	<p>Emotional Pedagogy - Background emotions: sociopleasure and psychopleasure</p>	<p>The idea of this workshop was to focus on reinforcing the sociopleasure and psychopleasure through a group activity and how the students visualize their future. The students were curious about some other professions and it was possible to evidence that most of them want to become what their parents are. Most of the guys want to become football players. The attitude of the students was positive when doing this activity. In addition, students proactively asked other professions than the ones on the poster, they were curious about certain vocabulary and asked what tasks some professionals had to perform. As there were some hard words, we repeated them several times for them to try to memorize them. Students were enthusiastic when talking about the vision of their future.</p>	<p>It was possible to identify that this projection to the future make the students feel valuable and make their imagination fly. It was possible to evidence that they are curious about new vocabulary and they like activities with images.</p>

Annex 11. Field journal #4

Field Notes #4 - The world smells like... It makes me feel...
Date: April 19, 2024

UNIVERSIDAD PEDAGÓGICA NACIONAL
Trabajo de grado 1

Goal: One important aspect of Emotional Pedagogy is the 'background' emotions' administration of pleasure.
This workshop will focus on reinforcing the physiopleasure, ideopleasure and psychopleasure through a group activity and how the world smells like and makes them feel.

CEDID Guillermo Cano Isaza School

Student: Lilia Johanna Ramirez Cruz

OBSERVATION	opic, Concept, Categor	Analysis	Contribution to study - Questions Decisions
<p>The class started at 10:00 AM, right after students' break. I greeted them only in English this time, I tried to avoid using Spanish, however, their gestures showed me they were confused. I asked them to stand up and stretch their arms and legs, I had to do it in Spanish, too, since even though I was doing the movements I was indicating verbally, they looked at me lost. I used my speaker to play a relaxing sound while we were doing this exercise. Once we finished this warm-up activity, I asked the students to sit down and wrote on the board the structure "It smells like..." and explained them what it meant. Initially on my lesson plan I proposed to bring a black bag and make them close their eyes and smell one by one the different odors, however, due to the time, I decided to make some small "envelopes" with a number on it and put the odor/object inside that envelope and use tape on it for them not to see it but only smell. Numbers were given from 1 to 15, since there are 28 to 30 students normally, 2 students will have the same odor. They were curious about the content in the envelope and some tried to open which I mentioned was not the purpose. Then I gave them a piece of paper with their names and they should write the number given to them - randomly, there was no specific order- and they should write on that piece of paper whether they like it or not, what it reminded them of and what they thought it could be. There were pleasant and unpleasant odors (chocolate, woman perfume, man cologne, coffee, sampic, passionfruit, cinnamon, soap, vanilla, Vic VapoRub, lipstick, onion, rosemary, sorcilicium plant, peppermint (hierbabuena), etc). Some odors reminded them of close people like their parents and grandparents, other students remembered their childhood. At the end of the class some students asked if they could keep the envelope, which I mentioned, yes. It is necessary to mention that during the class, the principal teacher was also given an envelope, some students wanted her to smell their envelopes but her gestures were of disapproval, at the end, she let me know she is so sensitive to odors.</p>	<p>Background emotions, physiopleasure, ideopleasure and psychopleasure.</p> <p>Oral production, pronunciation, non-verbal communication, fluency</p>	<p>The students were very receptive to this activity, they were curious and participative on this activity, they wanted to talk and also asked for words in English using the sentence "How do you say".</p> <p>Starting the class having them relaxed, help them focusing on the activity proposed for the class.</p> <p>Their imagination and perception of odor/things is huge, it will be useful for future workshops since it potentiate their willing to talk and ask.</p>	<p>The physico, ideo and physiopleasures are important for the development of possitive emotions that contribute to have a harmonious class environment.</p> <p>Their imagination and perception of odor/things is huge, it will be useful for future workshops since it potentiate their willing to talk and ask.</p> <p>Activities reinforcing different kinds of pleasure, motivate the students to talk, even if they do not know the English words, they show no shame when asking.</p>

Annex 12. Lesson Plan #6

Lesson Plan # 6 - Tongue Twisters and Riddles		
Estimated date May 9, 2024	Time: 1h30	
Topic: Tongue twisters and riddles - an introduction	Grade: 403	
<p>Observation: During the sessions, the teacher will identify through observations the enhancements in the oral production through the use of Emotional Pedagogy.</p>	<p>Goal: Stimulate the favorable emotions to the learning process, provoking interest in what is being taught. Following the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés for 4th graders, students will practice some tongue twisters to improve their speaking skills and riddles.</p>	
Grammar: Basic tongue twisters and riddles		
Warm up	Time	Material
The teacher will establish a classroom atmosphere where students feel safe to express their thoughts and emotions without fear. She will set clear guidelines for respectful interaction among students. To create this harmony, the teacher will bring a speaker, will play a relaxing song, will guide them to meditate and stretch their body so that they can feel comfortable. The teacher will start the session by showing them a tongue twister and a riddle with the hidden answer on two posters, she will let them take some minutes to see them and will start pronouncing the tongue twister first and providing some hints for the riddle before showing the answer.	20 minutes	Board, speaker, relaxing song, posters
Group activity		
After the warm-up activity students will be given a piece of paper where they will find a short and easy tongue twister and they will ask to draw what they understand (any word, any idea), then, we all will start pronouncing it. The students will have a space between lines to write the pronunciation they hear. After that, in the same piece of paper (at the back), they will find 2 easy riddles with two pictures in front of them, they will be ask to match each riddle with the image they thing is the answer. If time allows, the teacher will write sentence of a tongue twister on the board and they will be asked to organize it.	60 minutes	Board, piece of paper.
Wrap-up		
While observation is done, the teacher will identify the weaknesses and strenghts in the group, so that, she will let them know it is ok to fail on the first attempt, but practice makes perfect. So they will be asked to repeat it at home so we can see the improvement in future sessions.	20 minutes	

Annex 13. Field journal #6

Field Notes #6 - Tongue Twisters and Riddles

Date: May 9th, 2024

Goal: Stimulate the favorable emotions to the learning process, provoking interest in what is being taught. Following the Estándares Básicos de Competencias en Lenguas Extranjeras:

Inglés for 4th graders, students will practice some tongue twisters to improve their speaking

Student: Lilia Johanna Ramirez Cruz

UNIVERSIDAD PEDAGÓGICA NACIONAL

Trabajo de grado 1

CEDID Guillermo Cano Isaza School

OBSERVATION	Topic, Concept, Category	Analysis	Contribution to study - Questions Decisions
<p>In this session of Tongue Twisters, the teacher established a class atmosphere where students felt safe to express their thoughts and emotions without fear as they know mistakes are part of the process. To create this harmony the teacher played a relaxing song and asked them to stretch their legs and arms. As they seemed not to get the instruction, the teacher used TPR and started doing with her body what was instructed, so students repeated her movements. One of the goals of this session was to let them feel negative emotions as part of the learning process. Its main goal was to stimulate favorable emotions to the learning process for provoking interest in what is being taught following the Estándares básicos de lenguas extranjeras: inglés to fourth grade students so they had to practice some Tongue Twisters to practice their speaking skills and riddles to develop their critical thinking and read between lines.</p> <p>When the class started some students didn't know exactly what they had to do so the teacher explained first the activity in English and then she explained it in Spanish for them to make sure they did what was asked.</p> <p>Initially, the teacher started saying the Tongue Twister word by word so students had to repeat it after her. Then they had to pronounce half of the sentence and finally the whole sentence. It was found that some of them pronounced the words one by one correctly, but when they tried to pronounce the whole sentence they made mistakes. After several repetitions, most students were able to pronounce correctly the Tongue Twister, however, after some time they seemed to forget the words' pronunciation. As they seemed to feel</p>	<p>Primary and secondary emotions (immediate emotions), empathy, techniques to manage emotions.</p> <p>Oral production: Non-verbal communication, pronunciation, fluency.</p>	<p>Students tend to get disappointed, frustrated or uncomfortable when they cannot perform something easily. It shows that immediate emotions can handle their performance in English class affecting their results.</p> <p>Students are perceptive to the teacher messages and seemed to understand that frustration is part of the process, however, if they try several times, they will achieve the class' goals or their proposed goals</p>	<p>It was possible to see the students experiencing negative emotions which help identify their personalities and permitted to accommodate different techniques to motivate them throughout the class session,</p> <p>Emotional Pedagogy is perceived as crucial in any learning environment as emotions can easily handle the class environment and some students tended to get aggressive when they were not able to achieve the class' goals,</p>