

**Identifying and Expressing Emotion to Improve Written
Production in EFL**

Samantha Geraldine Agualimpia Linares

Advisor

Diana Martinez Cifuentes

Faculty of Humanities

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To Rambo, you came into my life as soon as this journey started, and had to leave before this section of the path was over. Regardless, you'll always be with me.

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Abstract

This qualitative research is framed within the paradigm of action research, and its purpose is to know the impact of identifying and expressing emotions in the development of written production in EFL with third graders of the CEDID Guillermo Cano Isaza. The statement of problem arose from the observation sessions, where a certain level of aggressivity, and little to no use of the written foreign language in the English class besides the vocabulary acquisition were identified. It aims to improve students' emotional identification and expression while enhancing their written production skills. The data collection instruments used in this research were participative observation, field notes, artifacts, and interviews. In the end, students went from using loose vocabulary to creating full sentences with pronouns, verbs, and complements.

Keywords: emotion, emotion identification, emotion expression, written production, English as foreign language, third-graders, qualitative approach, PPP.

Resumen

Esta investigación cualitativa se enmarca dentro del paradigma de la investigación acción, y su propósito es conocer el impacto de identificar y expresar emociones en el desarrollo de la producción escrita en inglés como lengua extranjera con alumnos de tercer grado del CEDID Guillermo Cano Isaza. El problema surgió de las sesiones de observación, donde se identificó un ligero nivel de agresividad y poco o ningún uso de la lengua extranjera escrita en la clase de inglés además de la adquisición de vocabulario. El objetivo es mejorar la identificación y la expresión de emociones de los estudiantes al tiempo que mejora sus habilidades de producción escrita. Los instrumentos de recolección de datos utilizados en esta investigación fueron la observación participativa, notas de campo, los trabajos de los estudiantes y entrevistas. Al final, los estudiantes pasaron de usar vocabulario suelto a crear oraciones completas con pronombres, verbos y complementos.

Palabras clave: emoción, identificación de emociones, expresión de emociones , producción escrita, inglés como lengua extranjera, estudiantes de tercer grado, cualitativa, PPP.

Chapter 1: Contextualization and Research Problem

Introduction

This first chapter presents the main aspects related to this research project, such as the contextualization of the institution, mentioning relevant aspects like its location, specialties, and mission; the description of the population that was taken into account for this research; the diagnosis found according to the different instruments that were used; the statement of the problem; the rationale; the research question, and the research objectives.

Context

This research study was developed in the school CEDID Guillermo Cano Isaza in Meissen, Bogotá. This institution is one of the five diversified educational institutions (CEDID) in Bogotá. The school was born in the late 80s as a response to a plan to address health, safety, and education issues in the surrounding area of social strata 1 and 2. It offers three specialties on the daytime academic day: Accounting and Finance, Food Agribusiness and Electromechanics and Design, and a standard academic focus on night time. The institution's PEI (Institutional Educative Project in Spanish) is named 'Guillermist community, a lifelong project', and it intends to help students to create their life projects by forming people who know themselves, know where they go and what they want.

Population

The population that participated in this research belonged to third grade, this and the group was composed of 33 children: 16 girls, and 17 boys. All of them are between 7 to 10

years old. The participants are the students whose parents signed the informed consent for this research, and who took the diagnostic test (see annex number 1).

To characterize the population, a questionnaire was designed and applied showing the following results: Of the 27 students that answered the questionnaire, 19 were 8 years old, 4 were 7 years old, 2 were 10 years old, and 2 were 9 years old. All the respondents to the sociodemographic questionnaire resided in the Ciudad Bolívar locality, which is the area in the city with the highest concentration of households belonging to socioeconomic stratum 1. Out of the participants, 23 individuals commuted to school by foot. 18 of the students lived with both of their parents, 6 students lived with one of their parents and a step-parent, and 3 of the participants lived with one parent and other family members. Regarding after-school time, 24 students spent time with a family member, one with friends, and two alone.

According to the homeroom teacher, there were 4 students, 2 girls, and 2 boys, with different learning issues in the classroom. One of the girls had been diagnosed with ADHD, so it was harder for her to focus on her daily activities. The other student had not been diagnosed due to the mother's rejection of the girl's situation, but she seemed to be very withdrawn since she began school and had issues communicating with others including the teacher. Moreover, the two boys had been diagnosed with mild cognitive issues that represent different challenges for them when facing various activities that require them to focus on long-lasting tasks, such as writing and reading. Another special case mentioned by the homeroom teacher was a girl who had gone through an adoption and went through a process with the school psychologist to regulate herself and her emotions.

Diagnosis

A series of observations were carried out, and this information was registered on Field Note #1 (FN1, see annex number 2) and Field Note #2 (FN2, see annex number 3). In these two observations, the day started with the English class and the students showed excitement for it. Both classes started with a review of the previous vocabulary through a dictation, where students used the English language as a vocabulary list. The English class was not given by a certified EFL teacher, it would only take place once a week, and these did not last more than 90 minutes.

Furthermore, thanks to the information collected from the observations. Regarding social interaction, group 302 seemed mostly to function properly in groups with different activities and situations, they were children with a lot of energy and interest in math and English classes. There were approximately 5 students whose general interaction related to behavior and communication was compromised, due to possible difficulties with their concentration, tiredness, or interest; when no teachers were nearby, students usually played or behaved more uninhibitedly by releasing their energy or performing activities of interest.

In addition, a certain amount of aggressivity was perceived in the group 302 classroom, it was reflected in two fights that took place on the first observation, and the tension presented around a student who seemed at the edge of starting another fight (FN1). Based on the research by Harrington et al. (2020), this behavior shows an emotional issue that affects all the people in the classroom.

Later on, the information gathered from the questionnaire applied to the children showed that a significant portion of students expressed a fondness for English class and a

smaller percentage indicated their dislike for it. Additionally, most students reported feeling very good in the English class, with a smaller percentage feeling good, not too bad, or even bad about it. When asked about the activities related to the language skills they like the most in the English class a significant portion of students chose writing, followed by speaking, listening, and reading. Then, when allowed to select various activities to try out in the English class, a majority expressed an interest in painting or drawing, listening to songs, engaging in dance, and reading books. Some students also expressed a desire for workshops, plays, and even singing. In terms of teamwork, a majority of students enjoyed collaborating with others, whereas a small number of students did not prefer working in teams. Lastly, the students' preferred activities during their free time varied, with drawing, watching TV, playing video games, playing sports, and reading being the most popular choices. Playing with toys and friends was also mentioned by a smaller percentage of students.

Statement of the problem

As per the guidelines outlined in *the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* (2006) by the Ministerio de Educación Nacional (MEN), between first and third grade of elementary school, students are expected to use the specific abilities for level A1 of The Common European Framework of Reference for Languages (CEFR). The A1 level of language proficiency or breakthrough:

is considered the lowest level of generative language use – the point at which the learner can interact in a simple way, ask and answer simple questions about

themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically organised repertoire of situation-specific phrases. (CEFR, 2001, as quoted by CEFR, 2006, p. 37).

Some of the standards that third-grade students must reach are: speaking English with short words and sentences to express ideas and feelings about school and family issues; the ability to participate in conversations with clear pronunciation and good intonation; writing personal information, invitations, and congratulations messages using simple formats; and demonstrate knowledge of basic English structures (MEN, 2006).

As was previously mentioned, the activities done in the English classes were mainly dictations to review previous vocabulary where the teacher said the word in Spanish, and the students wrote it in English in their notebooks (FN1 and FN2). When the next activity that aimed to introduce new vocabulary related to farm animals (FN1) was presented by the teacher, the students made an effort to read the text by turns, however, they did it with Spanish sounds, revealing an apparent lack of speaking skills and a lack of vocabulary. Regarding the writing aspect, each new word had to be written four times to remember it, and then, the vocabulary would be checked in the next class as a regular activity (FN1 and FN2), but the words were not used in the English class with a specific purpose.

Furthermore, other important information gathered from the observations is related to a possible lack of self-regulation and emotional expression, which are part of the basic emotional components in children described by Pons, Harris & de Rosnay (2004). The emotional field is involved here due to the 2 fights previously mentioned, that took place on

the first day of observation (FN1) one before the classes started, and another after the break, and the various moments of tension where more altercations could have taken place during the same day (FN1).

Taking into account the standards established by the MEN, and the Emotional Comprehension Test designed by Pons, Harris, and De Rosnay (2004), a diagnostic test was applied to assess students' initial level of emotional awareness, and English proficiency following the Common European Framework of Reference (2020). The topics of the activity that was adapted from Pons et al. (2004) (see annex 4) were emotions, the students had to choose the right emotion for the 9 given hypothetical scenarios, answer short questions related to each scenario, or provide some vocabulary in English. Each hypothetical situation was linked to 6 of the 9 emotional components described by the authors, who grouped the categories into 3 sub-divisions according to children's age. Due to the students' group average age, just the first two sub-divisions of components were assessed, easy and intermediate, because the third one takes place from 9 to 11 years old.

Regarding the emotional comprehension test, half of the students gave the correct answers for the 'easy' group of components, and no student answered correctly all the questions related to the components of the intermediate sub-division, which is characterized by the understanding of the mentalistic nature of emotions: the connection to desires and beliefs and the distinction between expressed and felt emotion, presenting a low development on the emotional components related to desire, belief, and hiding emotions (Pons et al., 2004). Regarding the English language, most of the students were not used to writing in English, therefore there was a considerable number of questions that were not answered, and some others were answered in Spanish.

For that reason, it is imperative to work not only on recognizing and expressing the students' emotions, but also on developing their writing process in English. By integrating these two factors, students' socio-emotional interactions can improve while boosting their communicative skills in the foreign language. Moreover, children who can select and use effective Emotional Regulation (ER) strategies tend to display lower levels of emotional intensity and externalizing behavior, and they demonstrate greater control over how they respond to others. Additionally, these children are more likely to engage in appropriate interactions with teachers and peers. In regards to the observation of a student getting easily distracted (FN1), the research by Harrington et al. (2020) indicates that using adaptive ER techniques can lead to fewer distractions and help students maintain a more positive emotional state when faced with academic challenges.

According to what was described above, in grade 302 were identified little to no use of English beyond loose vocabulary, and a lack of understanding of the connection between felt and expressed emotion. This may be due partially to the intensity of the English class, such as the fact that it was dictated by a teacher who was not certified to teach this language as a foreign language and the students' lack of habit of using the language. Hence, it is necessary to take into account the emotions and feelings of students to improve their interpersonal and intrapersonal interactions and their use of written English.

Research Question

What is the impact of emotions' identification and expression in the development of third graders' written production skills at CEDID Guillermo Cano Isaza?

General objective: To enhance the development of third-graders' written production skills by identifying and expressing their emotions.

Specific Objectives:

- To analyze students' written production in EFL in terms of structure, coherence, and communication aspects.
- To describe the impact of emotional identification and expression in students' written production in EFL.

Rationale

Nowadays, English is an essential language in the globalized world, and its importance does not seem to decrease any time soon. One of the objectives of the *Ley General de Educación* is the comprehension and ability to express oneself in at least one foreign language, and due to this, a large number of Colombian schools have implemented English as a foreign language (MEN, 2006). Therefore, all Colombian students regardless of their proficiency level should have access to high-quality foreign language education that allows them to widen their knowledge about the world, explore their abilities, and learn about the cultural aspects of the target language (MEN, 2006). Hence, the MEN (2006), intends to develop communicative competence in English, which comprises those different skills, knowledge, and personal characteristics, that allow an individual to use language effectively in a determinate social context. However, communicative competence involves more than oral skills, communication is also achieved through writing, which is not a process that just takes place when a page is taken filled with the expectation of being

checked by a teacher, but it is a process over which the writer can exercise control, by planning, revising and providing it meaning with a communicative intention (Hedge, 2000).

On the other hand, the *Programa de Educación socioemocional* (Alcaldía Mayor de Bogotá, 2016) is a pedagogical program that aims to develop socioemotional competencies suggesting specific activities according to children's grades and ages. Then, to navigate properly in different social contexts and to communicate effectively is necessary to be autonomous and participatory citizens who base their interactions with others on respect, on the ability to understand the feelings and views of others, and on the handling of emotions, among other civic and socio-emotional competencies (Alcaldía Mayor de Bogotá, 2016) that are essential to building peace and equity (MEN, 2017). Actually, when considering Colombia's large war and violent history, it is mandatory to think in different ways to ensure new generations' emotional and socio-emotional education to ensure a peaceful country.

Besides the two documents mentioned previously: *Ley General de Educación* and *Programa de Educación socioemocional*, there have been other initiatives like law Project 438 of 2021 (Senado de la República, 2021, p. 1), which proposed the implementation of an Emotional Education course for all grades in all Colombian schools taking into account each institution's curriculum and pedagogical projects; before this one other 2 law projects, 108 of 2018 which intended to promote emotional education in pre-school, primary, basic and middle, higher education, education for work and human development in Colombia; and 381 of 2019 in House and 246 de 2019 in Senate, which purpose was to promote and implement emotional education in pre-school, primary, basic and secondary educational institutions. All of these acts were archived, the first one due to a lack of viability, and the

last one was approved by House but archived by legislature transit (Senado de la República, 2021, p. 3).

According to the institution's mission, the school aims to contribute to children and young people's training, to make them capable of exercising autonomy within the framework of social responsibility based on the development of academic skills and the necessary techniques for healthy coexistence in society. To achieve the latter, it is necessary, to foster the development of the emotional domain in children and young people through emotional education that according to Bisquerra and Perez (2007) is "...an educational process, continuous and permanent that aims to enhance the development of emotional competences as an essential element of the integral development of the person, with the aim of enabling him for life." [translated from Spanish] (pp. 74-75)

Therefore, this research has the potential to contribute to students' holistic development; by improving their written production in English as a foreign language, they would be able to communicate more effectively with others, which will lead to greater success in academic and social situations. Additionally, by developing emotional awareness skills, students could be better equipped to identify and express their emotions healthily and productively, which would contribute to the ways they interact with others and their overall well-being.

Chapter 2: Conceptual Context

Introduction

This chapter consists of the state of the art, which approach documents related to this project's topic, and the main theoretical constructs that guide this proposal.

State of Art

This state-of-the-art comprises five different studies carried out at institutional, national, and international levels.

Table 1
State of the art

Title	Authors	Scope	Year
La Regulación de la Ira, a través del Taller Literario	Lina Briyith Rojas	UPN	2022
Improving writing skills in third graders through planning strategies	María Fernanda Nieto	UPN	2020
La Educación Emocional Y La Literatura Infantil Como Un Binomio Que Construye Educación Para La Vida	Karen Julieth Velazco Laura Daniela Espinoza	UPN	2022
Teaching English Applying Emotional Intelligence	Daniel Diaz Restrepo, Ana Luisa Osorio	Universidad Tecnológica de Pereira	2017
Educación emocional en el aula de inglés como lengua extranjera: una propuesta didáctica para segundo curso de Educación Primaria	Raquel Solano Galmés	International, Universitat Jaume I, Spain	2020

The first relevant study that was found was done by Rojas (2022) at Universidad Pedagógica Nacional (UPN), it is called *La Regulación de la ira, a través de Taller Literario*. It was conducted in Bogotá with 29 third-graders between 8 and 11 years old. This study aimed to promote anger regulation in third-graders through seven literary

workshops that intended to identify and examine emotions, describe students' feelings as the situations that trigger their anger, and provide them with proper techniques to manage their anger. These workshops comprised three stages: reading, discussion, and production, and the assessment took into account children's capability to reflect on their actions. The author states that she witnessed indifference towards the students' emotionality since the school focuses more on the academic factor, therefore, this process was quite enriching for the students with the potential to allow them to regulate other emotions besides anger. According to the results, the objectives were not fully achieved, although in general the literature was well received by the group, and through the proposed exercises the students managed to open themselves partially to express their emotions, this process became difficult due to students' lack of autonomy and free expression. This document is relevant for this research because even if it was done in Spanish, it intended to work on emotions and the writing ability of the students as the current project.

Another relevant text for this document is also from the UPN and is called *Improving Writing Skills in Third Graders through Planning Strategies* by Nieto (2022). Its objective was to identify how the use of planning strategies may affect the description of writing skills of third-grade students at a public school with a Genre-Based Approach. The intervention was composed of two parts, the first was the presentation and introduction of writing strategies, and the second was the reinforcement and its implementation. The two strategies presented were divided into four moments: introduction recalling previous knowledge, modeling of strategies previously discussed, collaborative practice, and independent practice. The assessment was done through rubrics and surveys post-task to identify information and students' development. Nieto (2022) concluded that the

intervention allowed students to develop their writing skills and be more conscious about their writing process not only in English but in other areas. At the end of the sessions, students could better organize and develop their ideas when writing, they achieved meaningful learning because they recognized the importance of planning strategies, and widened their vocabulary to improve their communication. This research was useful because it helped to visualize a way to achieve progress in the writing process in EFL in a similar population to the one in the current document.

Consequently, another important document titled *La Educación Emocional Y La Literatura Infantil Como Un Binomio Que Construye Educación Para La Vida*, created by Velazco and Espinosa (2022) was conducted on first-graders between 6 and 8 years old, and intended to contribute to the recognition and regulation of emotions through children's literature. This study used literary workshops where students were expected to discuss the readings to allow inquiring and analysis using picture and illustrated books appropriate for their age. The authors concluded from the gathered information that students tend to like the literature which is closer to them and properly presented, allowing them to strengthen their emotional recognition, as the techniques provided by the authors to manage their emotions were useful and effective for the students. Even if this research was applied in Spanish, it was focused on students' recognition of emotions to allow them to express themselves, as is the intention in the current document. This investigation and its conclusions regarding emotions and students' processes will provide significant and useful insight for the current research.

The next document of this research background is *Teaching English Applying Emotional Intelligence* by Diaz & Osorio (2017), which was carried out with 23 high

school learners between the ages of 12 and 18 years who received accompaniment to complete 8th and 9th grades in one year. The purpose of this study was to promote positive feelings in the group concerning their achievements and possibilities of learning a subject. As the authors considered students' opinions on creating the material to use, they showed great curiosity and willingness to participate in the activities. Díaz & Osorio (2017) evidenced that understanding students' emotions was relevant in their learning process, it builds a positive and supportive environment that empowers students, boosts their self-esteem, and facilitates creating effective bonds in the classroom to improve students' foreign language learning process. This document is relevant because it shows the importance of thinking about the emotional domain when teaching a foreign language. As each student has specific emotional needs, it is necessary to try to give them the tools so they keep improving by themselves. Even if the current project will not take the same approach regarding emotions, it is important to acknowledge students' feelings to help them approach them.

The last document aborded is from international scope, it is a master thesis by Solano (2020) called *Educación emocional en el aula de inglés como lengua extranjera: Una propuesta didáctica para segundo curso de Educación Primaria* and focused on working on student's emotions from English as a foreign language, and provided a pedagogical proposal to implement in the classroom. This was intended to be applied to 7 years old second-graders, in 4 sessions that consist of an emotional and linguistic component. Due 2020 pandemic, this proposal could not be implemented, but Solano (2020) states that the need to educate in emotions is fully justified by the complexity and diversity of thoughts, feelings, and emotions that human beings experience day after day

and, in a way, determine their life trajectory. This document is valuable for this research because, besides the fact that emotions are worked on from English as a foreign language, the mother tongue to work with is Spanish, the same mother tongue of the population for the current research. Therefore, this proposal can be used as guidance to create the methodological proposal of this project.

Theoretical Framework

The following section presents the main constructs that support this research: written production in English as foreign language, emotions, emotional intelligence, emotional education, and emotional understanding.

Written production in English as foreign language. The Common European Framework of Reference for Languages (CEFR, 2020) presents four language activities of communication: reception, production, interaction, and mediation, that link the traditional four skills: speaking, reading, listening, and writing; two involve the use of written language: production, defined as the ability to use language to express oneself in a variety of situations, from simple tasks like asking and answering questions to more complex activities requiring detailed explanations or arguments, and interaction, seen as the ability to exchange information and opinions with others through speaking and writing in a way that facilitates understanding.

Writing is an expressive process that yields other purposes, aims at an audience, and has a distinct form according to the intention. Writing expression can have immediate, practical, reflective, or artistic purposes; and it can be directed to a wide audience, or have a private end. (Nessel & Dixon, 2008)

Hedge (2005) sets communication as the first stage of the writing process (as quoted in Perego, 2005) and is essential for good communication because in this process the writer can exercise control by planning, revising, and providing meaning with a communicative intention (Hedge, 2000).

In this research, activities aimed at production and interaction at coherent communication within a specific context are addressed, always considering the participants' English level according to the CEFR; therefore, the written production will focus on three aspects: structure, coherence, and communication.

- Coherence will indicate accuracy and consistency within the context of the situation and within itself (Guang & Guo, 2014); it joins the intention of transmitting an idea related to the emotional context of the lesson, giving it a purpose, and the use of the structures to provide unity to the text, making it understandable.
- Regarding structure, it is defined by Halliday & Matthiessen (2014) as “the compositional aspect of language, referred to in linguistic terminology as ‘constituency’. The ordering principle, as defined in systemic theory, is that of rank: compositional layers, rather few in number, organized by the relationship of ‘is a part of’ (p.21), that is, the proper organizations of the parts of the text that the students will produce.
- Lastly, for Stanton, Etzel & Walker (2007), communication is the transmission of information (verbal or non-verbal) between someone who wants to express an idea and who expects to receive it, or is expected to receive it (Cortés Castillo, 2014).

Emotions are “how individuals deal with matters or situations they find personally significant” (University of West Alabama, 2019, p. 4). Moreover, according to the American Psychological Association an emotion is a complex reaction pattern involving experiential, behavioral, and psychological elements.

Along with Goleman (1995), emotions are feelings that involve subjective experiences, physiological arousal, and often, expressive behaviors; for him, they are complex responses that arise from the interaction between the thoughts, bodily sensations, and external events or stimuli that people encounter in their daily lives. Similarly, for Casassus (2017) emotion is a type of energy that flows in us, affects us, and drives us into action. This energy flows not just internally but also externally, connecting the person with others and the context. The exploration of internal emotions is defined by Casassus’s (2017) as *emotional conscience*, which implies understanding not just the emotion, but also what factors intervene with it; the exploration of external ones being open to the surrounding emotional experience is called *emotional comprehension*.

Furthermore, Salovey and Mayer (1990) state that emotional experiences have three components: a subjective response or stimulus, a psychological response, which is the result of the autonomic nervous system’s reaction and a behavioral response, which is the actual expression of the emotion. These components involve many psychological subsystems, including the physiological, cognitive, motivational, and experiential systems. The authors also state that emotions take place in response to an event, either internal or external, that has a positive or negative implication for the individual.

Taking into account the previous definitions, for this research emotions will be considered as a reaction or response composed of three main components: an experience, a physiological or physical response to the experience, and an expressive behavior or action that takes place as a final response.

Emotional intelligence: usually seen as part of social intelligence, it has been defined by various authors through time. Gardner's concept (1983) of personal intelligences is rooted in the concepts of intrapersonal intelligence as the ability to understand one's emotions, and interpersonal intelligence as the ability to navigate social relationships and interactions. The author asserts that these two forms of intelligence are essential components of personal intelligence (as quoted in Bar-On, 2006).

Influenced by Gardner's concept, Reuven Bar-On (2006) states that it is more accurate to refer to emotional intelligence as social-emotional intelligence because it comprises intrapersonal and interpersonal competencies. Therefore, he defines it as "a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands" (p.14).

Also, Salovey and Mayer (1990) define emotional intelligence as a subset of social intelligence; for them, emotionally intelligent individuals possess the ability to identify and recognize their own and others' emotions and feelings, distinguish between different emotions, and use that information to guide their thoughts and behavior productively. According to the authors, the mental processes involved in emotional intelligence are:

evaluating and expressing emotions in the self and others, regulating emotions in the self and others, and using emotions in adaptive ways (p. 189-191).

Emotional Education. Goleman (1995) emphasizes the importance of emotional awareness and understanding in education and personal development. Emotional Education is defined as the process aimed at developing emotional awareness and understanding and involves two main aspects: first, developing awareness of one's unique emotional experiences, usually seen as central to a person's personality; and second, developing an understanding of the emotional experiences of others, which is a process of emotional intersubjectivity.

To achieve emotional awareness and understanding, competencies such as openness, knowledge, interpretation, linkage, regulation, modulation, and connection must be developed through listening to emotional experiences (Casassus, 2017). Moreover, Bisquerra (2007) defines Emotional Education as an ongoing educational process that seeks to improve the development of emotional competencies, as a fundamental component of an individual's overall evolution and empowerment. The goal of Emotional Education is to enhance personal and social well-being in individuals, by empowering them with emotional skills that help them navigate life more effectively. Emotional education aims to develop emotional competencies defined as the body of knowledge, skills, and attitudes necessary to understand, express, and regulate emotional phenomena appropriately. Bisquerra (2003) describes the following:

Emotional conscience. It is an emotional intention, that consists of knowing one's emotions and the emotions of others. This is achieved through self-observation and

observation of the behavior of those around. This involves understanding the differences between thoughts, actions, and emotions, as well as the ability to evaluate and recognize the intensity of emotions and use the language of emotions in both verbal and nonverbal communication.

Emotional Regulation. That should not be confused with repression, which has several important components including, tolerance to frustration, anger management, the ability to delay gratification, development of empathy, and coping skills for high-risk situations such as drug use or violence. It also emphasizes the development of empathy as a key aspect of self-regulation.

Personal autonomy. includes a set of characteristics related to personal self-management, including self-esteem, a positive attitude towards life, responsibility, the ability to critically analyze social norms, the ability to seek help and resources, as well as emotional self-efficacy.

Interpersonal Intelligence. It is the ability to maintain good relationships with other people involves mastering social skills, the ability to communicate effectively, respect, pro-social attitudes, assertiveness, etc.

Life and well-being abilities. As the ability to adopt appropriate and responsible behavior to solve personal, family, professional, and social problems. All of this is to enhance personal and social well-being.

Emotional Understanding. According to Pons, Harris, and deRosnay (2004), children's emotional understanding can be divided into three stages: external, mental, and

reflective. These stages are connected to the understanding of specific interrelated components of emotions, which are **Recognition**, when children recognize and name emotions based on expressive cues; **External cause**, children understand how external causes can affect others' emotions; **Desire**, when children appreciate that people's emotional reactions depend on their desires; **Belief**, children comprehend that a person's beliefs, whether false or true, will determine her or his emotional response to a situation; **Reminder**, children begin to understand the situation between memory and emotion; **Regulation**, children invoke different strategies for emotional control as they get older. Between 6 and 7 refer to behavioral strategies and children of 8 and older start to acknowledge psychological strategies as more effective such as denial, and distraction; **Hiding**, children begin to understand the discrepancy that can be between the outward expression and the actual felt emotion; **Mixed**, children start to understand that a person may have multiple emotional responses to a given situation and **Morality**, children begin to understand that negative feelings ensue from a morally reprehensible action for example: lying, stealing, etc, and that positive feelings ensue from a morally praiseworthy action like making a sacrifice, or resisting a temptation, and others.

The improvement of emotional understanding in children depends on children's age and these can be divided into three groups:

- “Easy” (recognition, Reminder, and external cause): it develops in the first period around 5 years old, and is characterized by the understanding of important aspects of emotions, their situational causes, their outward expression, and events or objects that serve as external prompts or reminders that reactivate emotion.

- “Intermediate” (Belief, Desire, and Hiding): it develops around 7 years old, and is characterized by the understanding of the mentalistic nature of emotions: the connection to desires and beliefs, and the distinction between expressed and felt emotion.
- “Difficult” (Morality, Regulation, and Mixed): it develops around 9 to 11 years old, and is characterized by an understanding of how an individual can reflect upon a given situation from various perspectives and thereby trigger different feelings, distress a failure or confess, and the cognitive regulation of emotion.

The conceptual context previously presented, composed of the state-of-art and the theoretical framework, serves as the foundation upon which this research is built. By thoroughly examining the theoretical frameworks, key concepts, and relevant literature, it has been gained a comprehensive understanding of the topic at hand. This chapter has provided the necessary groundwork for this study, enabling delving deeper into the complexities and nuances of this document’s research question. The conceptual context has laid the groundwork for this research journey and provided a solid foundation of understanding for the upcoming chapters.

Chapter 3: Methodological Design

Introduction

This chapter presents the research's methodological design, which covers the chosen paradigm, the type of study, the data collection instruments, and the ethical issues.

Paradigm

This research was done from a qualitative approach. According to Saldaña (2011), “qualitative research is an umbrella term for a wide variety of approaches and methods for the study of natural social life” (p. 3-4). Additionally, Creswell (2009) described the essential characteristics of qualitative research, which are, natural setting, data collection is often done in the natural environment where the participants encounter the issue or problem being studied. Researchers do not create artificial situations in a laboratory nor do they usually rely on participants filling out instruments on their own using a protocol to guide data collection, but they are the ones who gather the information from multiple forms of data such as interviews, observations, and documents, rather than depending on a single data source. From the cross of the multiple information, researchers build patterns, categories, and themes in an inductive data analysis, where the focus is on understanding what the problem means for the participants, with the purpose that it can be addressed in the research.

In qualitative research, researchers aim to comprehensively understand the problem or issue being studied by considering multiple perspectives, theories, and factors involved in the situation. This process involves creating a holistic picture of the phenomenon,

sometimes aided by a visual model, that portrays the many facets and complexity of the issue at hand (Creswell, 2009).

Type of Study

“Action research is a powerful tool for change and improvement at the local level” (Cohen et al., 2007, p. 297). It is an approach that emphasizes self-reflection and a deep exploration of one's teaching practices. It involves a methodical, critical, and introspective process of examining and analyzing one's teaching contexts. Action research aims to identify significant issues or problematic situations within a teaching context that are worthy of further systematic investigation and exploration according to participants' perceptions. Furthermore, its goal is to implement an intervention that addresses a problematic situation by conducting a thorough evaluation of a range of factors in the identified problem area, using different instruments like interviews, observation, and field notes, to uncover the main causes and find practical solutions to improve teaching practices and learning outcomes (Burns, 2010).

Action research comprehends certain steps or phases that exist within the iterative cycle of the research, such as *planning*, where the problem or issue is identified as a plan of action to address it; *action*, a carefully considered plan that involves some interventions over an agreed period; *observation*, the researcher observes systematically the effects of the action while documents the context, actions, and opinions of the people involved; and *reflection*, where the researcher reflects, evaluates, and describes the effects of the action to understand what happened and to have a clearer image of the issue that was considered for the research (Burns, 2010).

The four steps described previously were applied to this research in the following way: regarding the planning phase, a series of observations and a diagnostic test were made to identify some of the issues that the students had when writing in English; for action, eight interventions were planned and applied to the population during the second semester of 2023; during the observation, the students' answers, opinions, and behaviors were registered and documented; and concerning to the reflection phase, the possible effects of the action taken were revised, and analyzed to take into account for each new application of the planned sessions.

Data Collection Instruments

For the current study, participant observation, field notes, artifacts, and interviews were the instruments used to collect information. These will be explained in the next paragraphs.

Participative observation. Through observation, researchers can collect real-time information from social situations that happen naturally and organically, so the investigators can look directly at what is happening instead of relying on others' information (Cohen et al., 2007).

When conducting participant observational studies, researchers spend a significant amount of time with the individuals being observed to minimize the impact of their presence on the participants' behavior. They take on certain roles in the environment being studied, such as participating in activities, supervising, and interacting with individuals, while recording their observations of conversations, behaviors, events, and views of all parties involved. Long-term immersion in a particular situation by the researcher enables to

observe the evolution of events and capture the dynamics of situations, including the involved personalities, resources, and contexts. Morrison (1993, p 88, as quoted by Cohen et al., 2007) suggests that researchers' immersion helps to generate a more comprehensive view of the interrelationships between various factors, leading to the gathering of detailed descriptions of social processes and interactions. In accordance with action research, participant observation allows the researchers to better understand the possible issues that take place in a specific context by immersing themselves in it and knowing the participants and their needs.

For the present research, the types of observations that took place varied from each time and moment of the day, depending on the activity performed by the head teacher some moments could allow to the researcher be a complete observer, observer-as-participant, or complete participant when the application of the activities took place.

Field Notes. Field notes are the principal data generated from observations. In these, the observers or researchers takes notes of what they observe in the settings they are studying. Field notes are composed of detailed descriptions of contexts, actions, and conversations found in the environment, called raw notes. These raw notes go then for a "filling in" process where the researcher completes the descriptions after leaving the field, organizing and analyzing them (Hatch, 2002).

The field notes for this research were used to register the students' attitudes and behaviors related to the specific indicators of this proposal, that were present during the class day. These types of instruments were filled while on class time and also after application time regarding students' actions and answers.

Artifacts. They belong to the unobtrusive data, which aims to provide valuable insights into the social phenomenon under investigation without interfering with its natural occurrence. This type of data collection is considered nonreactive, as it is not influenced by the perceptions, interpretations, or biases of the research participants. As a result, unobtrusive data provide a more objective view of the social phenomenon in question (Webb et al., 1981 as quoted by Hatch, 2002).

Artifacts are items that individuals use daily in the situations under study. Some examples for educational researchers are samples of students' work, copies of teachers' lesson plans, collections and/or descriptions of classroom supplies (from pencils to computers), descriptions of the furniture and accents in teachers' lounges, or details of the items students bring for "show and tell." (Hatch, 2002, p. 117). Thus, in this research, the artifacts created by the students were gathered directly and separated for further analysis. These artifacts consist of four workshops that include writing and drawing.

Interviews. "Qualitative interviews are special kinds of conversations or speech events that are used by researchers to explore informants' experiences and interpretations" (Mishler, 1986; Spradley, 1979, as quoted by Hatch, 2002, p.91). These kinds of conversations have a specific purpose, they are question-based and are usually more planned and constructed than an every day naturally occurring conversation (Cohen et al, 2007). In qualitative research, interviews are used to expose information that cannot be seen through regular information, such as the participants' worlds' underlying structures that provide sense to their contexts and daily lives, or their points of view (Hatch, 2002).

There exist three types of qualitative interviews: *informal*, it requires a researcher who is a good listener and able to create pertinent questions according to the answers received by the interviewed, it is used for the researcher to gain some insight into an event that might have taken place during an observation; *formal*, called sometimes structured, semistructured or in-depth interviews, where the researcher leads the interview with specific questions on mind, to get information from the informant; and *standardized*, where the interview setting is the same for all interviews, with the same questions in the same order for everybody, it is used to gather information from several different informants to compare it systematically (Hatch,2002).

For this research, a group interview was done with seven different questions related to their perceptions and preferences related to their emotions, learning, and use of English.

Ethical Issues

According to Cohen et al. (2007), a significant portion of social research requires the cooperation and consent of the subjects who will take part in it, the participants need to be aware of the possible consequences, dangers, and benefits of the research. Informed consent was defined by Diener and Crandall (1978) as “the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions” (as quoted by Cohen et al., 2007, p. 52). As stated by Hatch (2002), when the participants are adults, they give consent, and when the participants are children and others who may be incapable of making informed decisions, legally authorized representatives give permission for their charges to participate (p. 65). Therefore, taking into account the authors previously mentioned, before conducting this

research the parents and/ or tutors in charge of the students received and signed an informed consent that presented the nature of the research, information about the person conducting the research, and certainty about the integrity and protection of the information gathered during this process.

In the methodological design chapter, the research paradigm, type of study, data collection instruments, and ethical issues were explored and explained. The chosen research paradigm provided a framework for understanding the nature of the study and guiding the research process. The type of study was carefully selected to align with the research objectives and gather the necessary data. Various data collection instruments were meticulously chosen to ensure the reliability and validity of the findings. The Ethical issues were analyzed, prevented, and taken into account. By examining these key elements, the methodological design chapter laid a solid foundation for the subsequent chapters, setting the stage for the analysis and interpretation of the gathered data.

Chapter 4: Pedagogical Intervention

Introduction

This chapter will describe the pedagogical intervention. This was composed of five sessions which were focused on four different emotions related to four emotional components of the intermediate group of components of emotional understanding mentioned by Pons, Harris & de Rosnay (2004), and a social component; and a final quiz that intended to check students writing progress. Each session, its parts, and the materials used shall be described.

Out of the four emotions of this intervention, *Surprise*, *Happiness*, *Anger*, and *Sadness*, the first three were connected to the intrapersonal social component, being focused on each student's emotions expression, and the fourth one, *sadness*, was linked to the interpersonal component, taking more into account the feelings of someone else. The emotional components related to the sessions were: recognition, when students had to identify emotions by expressive cues; reminder, when students had to associate their memories to a specific emotion; and external cause, when students linked an emotion to a precise event (Pons, Harris & de Rosnay, 2004), three of the six that belong to the "intermediate" group developed before the nine years.

Lesson structure

Each session was composed of three parts, preparation, practice, and production following the structure of the PPP model for teaching foreign languages. In the initial phase *presentation*, where the teacher has deep control of the learning/teaching process, he/she

demonstrates the desired grammatical structure or vocabulary to the students and provides an explanation of how are those structures formed or the meanings of the words.

Alternatively, the teacher or the materials provide the students with sample structures and/or vocabulary that are presented in spoken or written texts. (Criado, 2013).

In the second phase, *practice*, the teacher still has a significant amount of control, because he/she checks the students' correct understanding of the information previously given to them. In this stage, the objective is to ensure that forms are accurate, which would allow fluency development in later production activities (Criado, 2013).

For the last phase, *production*, the objective is to enhance language fluency by promoting independent and innovative language practice. The approach involves utilizing a more flexible application of the specific language structures to achieve this goal (Criado, 2013).

According to the model structure previously defined, the sessions for this research were designed. In the *presentation* stage, the teacher would introduce the emotion for the lesson, the relevant vocabulary, and the sentence structure to be used. During the *practice* stage, students were expected to create sentences using the given vocabulary and proposed grammatical structure guided by the teacher. Lastly, in the *production* stage, students would work on a workshop creating texts with the presented vocabulary and making drawings to complement them.

The first two sessions were focused on the Surprise emotion. In the first one, students were given vocabulary related to parts of the face and four prepositions: up, down, open, and close, making the respective drawings for each. For the practice stage of the

session, students described the facial expression of a surprised person, making the dictation to the teacher using the previously presented vocabulary, and then reading it aloud. Lastly, for the production stage, students would say what triggered the emotion, and after modeling the expected sentence, students would attempt to express what surprised them.

As most of the students could not create a well-structured sentence because they did not know how to do it, the second session was also focused on the surprise emotion. To prepare the students for this session's main activity they were introduced to five sensory verbs: see, hear, smell, taste, and touch; and eleven nouns related to these verbs. For the practice stage, using the new vocabulary, students created sentences for each new verb along with the teacher. Lastly, the production was again a sentence done by the students where they would express what surprised them.

The third session was focused on Happiness emotion. For the preparation stage, the teacher presented a brief song called "If You're Happy and You Know It" to the students for them to sing, then they would recall the parts to describe the facial expression of a happy person and make the sentences with the teacher. In the practice stage, students created in their notebooks sentences that expressed what made them happy, using their previously presented vocabulary. Lastly, in the production stage, students would develop a workshop where they would select images from two tables (see annex 5) to create two sentences and then make the corresponding drawing.

The fourth session was meant for Anger emotion. For the presentation stage, students would learn a new verse of the song "If You Are Happy and You Know It", related to the new emotion: anger; then students would write on their notebooks three sentences

that describe the facial expression when someone is feeling angry, to read them later aloud. In the practice stage, students were expected to express what would made them upset by using the negative expression “don’t”; after the teacher modeled the exercise, students created these three sentences in their notebooks. Lastly, in the production stage students solved a workshop (see annex 6) where they were expected to draw what made them angry and later write two sentences.

The fifth and last session was focused on the Sadness emotion. In the preparation stage, students would learn a new verse of the song “If You Are Happy and You Know It” related to sadness vocabulary. After that, they would describe the facial movements done by a sad person, and then the teacher would introduce new vocabulary of events that could trigger sadness. In the practice stage, students made sentences in their notebooks that expressed what made them sad. Finally, in the production stage, students solved a workshop (see annex 7) where they would choose three partners, ask them what made them sad, and write one sentence for each one.

The final quiz was composed of two parts. It aimed to assess students’ writing progress and emotion identification and expression. For the first part of the activity, students were expected to reorganize a sentence and make a drawing connected to the sentence's meaning, in the second part, students had to choose one out of three emotions (happiness, sadness, and anger), make a sentence and a drawing related to it.

To summarize, in this chapter, the sessions of the intervention were described, as the main topics for each session, their stages, and construction. The next chapter will present categories and sub-categories for this research.

Chapter 5: Data Analysis

Introduction

This chapter will present the theory used for the data analysis, the corresponding interpretation of the gathered data, and the process developed for this project in the following categories: *writing production level in ELF and emotion*. The first category is subdivided into three sub-categories: communication, coherence, and structure. All of them will be properly introduced below.

Grounded approach

The grounded theory method is a structured and comparative approach to conducting research to develop theories. It involves researchers actively engaging with their data and continuously analyzing it. Data collection and analysis happen concurrently, influencing and refining each other. This iterative process results in more targeted data and increasingly theoretical insights. This theory is typically focused on a specific real-world situation or complex setting, and it aims to develop a substantive theory based on the data collected during the research process, using comparative analysis that ensures clear and credible results. This comparative analysis comprises four stages: firstly, data collection; secondly, data comparison to create broad concepts; next, identification of specific characteristics or key elements within each concept to group them into conceptual categories or themes; and lastly, the identification of relationships between the categories (Bryant & Charmaz, 2007).

Table 2

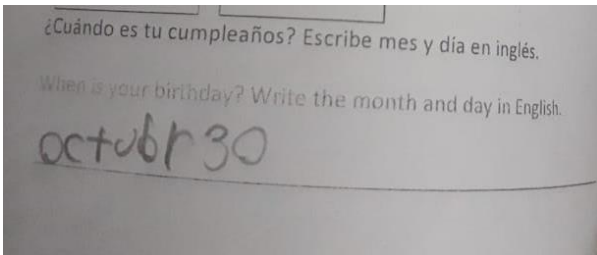
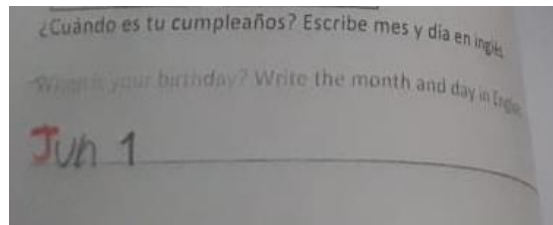
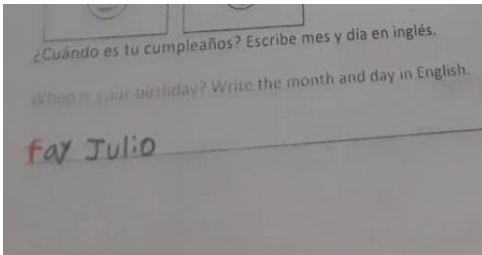
Categories of analysis

Categories	Subcategories	Key elements
Writing production level in EFL	Communication	Intention to convey information: <ul style="list-style-type: none"> • Writing as it sounds • Use of new vocabulary • Use of mother tongue
	Coherence	Use of drawings for accuracy and consistency within the context and the situation.
	Structure	Proper use of the proposed sentence structure: <ul style="list-style-type: none"> • Constituency, • Proper organization • Understandable unit
Emotions		Creation of sentences related to the context of the proposed emotion. <ul style="list-style-type: none"> • More curiosity, asking for vocabulary • Presence of emotion understanding components. • Preferred emotion • Impact of the emotion (less blank documents, classwork)

Writing production level in EFL

Considering writing as an expressive process essential for good communication (Hedge, 2000) (Nessel & Dixon, 2008), this first category focuses on the development of the students' writing production considering three basic aspects of the language: communication, coherence, and structure. This section describes how students got to understand the basic notions of English sentences, and build them with a basic proposed structure using previously acquired vocabulary.

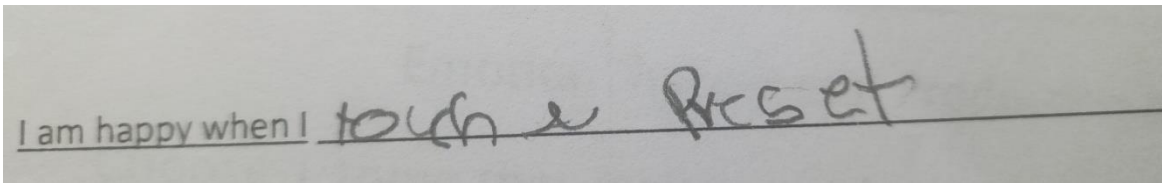
Communication. This subcategory sought to identify the resources or elements that exposed the students' intention to convey an idea or information. At the beginning of the intervention, the diagnostic test demanded students to share certain information related to their interests or themselves. Most students who answered some of these questions wrote the words without minding their spelling, demanded more specific vocabulary, or used their mother tongue.



Diagnostic test July 1st, 2023

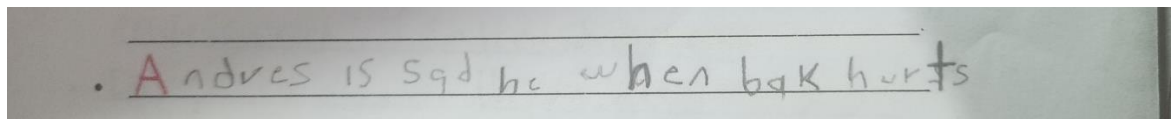
After the diagnosis, activities about different emotions such as happiness, sadness, and anger were done by the students, where they had to write sentences about what made them feel a certain emotion using a previous vocabulary.

For example, in different sessions when students had to talk about their or their partners' feelings, they used known vocabulary to express their ideas; however, they misspelled some words such as "present, back, or hear a yell" when writing the following sentences:



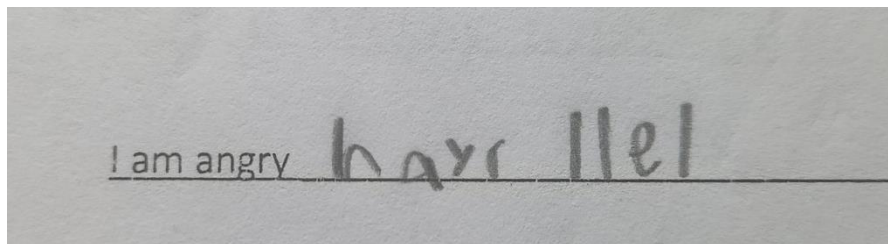
I am happy when I touch a preset

Happiness activity, October 5th, 2023



. Andres is sad bc when back hurts

Sadness activity, October 26th, 2023



I am angry haxx llll

Anger activity, October 19th, 2023

In the previous extracts, it can be seen that some of the students write certain words with misspellings that keep familiarity with the sounds of their mother tongue, showing that they want to transmit a message to communicate or give the requested information, even if they are not sure of the correct writing.

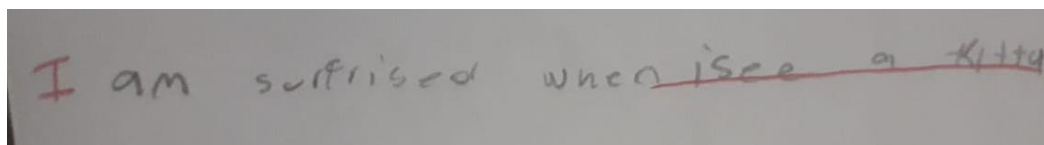
In the proposed activities, it was expected that students write sentences using the vocabulary previously presented to them; however, they asked for specific words of vocabulary to complete their ideas, as it was registered in field notes: “*Students reach out*

to the teacher to ask for the translation of specific words to use in their sentences. Ex: kitty, cake, wolf.” (Field note #3, p 2)

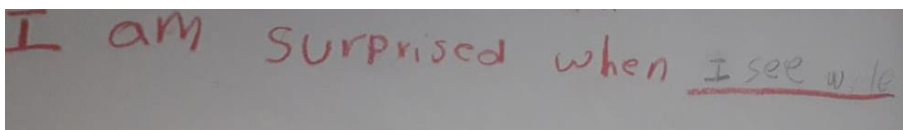
When working on the activities, students asked for a specific translation of sentences, describing different scenarios that required new words not seen in class, like “Get distracted”, “someone hits my brother”, “someone”, “something”, “get what I want”, and “Nobody” (Field Note #5, p.2)

Some other students asked for specific vocabulary to complete the sentences that would go as a complement for a specific verb or “... Ones would ask for words previously studied like “lapiz”, and others would ask for new words like “materia” and “anillo”” (Field Note #6, p.2).

When they were asked why they did not want to use the vocabulary that they already had, some of them replied that what made them feel the emotion was not included in the vocabulary, for example, “Lo que me sorprende es un lobo, pero no sé como se dice” (field note #3, p. 2).



I am surprised when I see a kitty



I am surprised when I see wolf

Surprise activity, September 21st, 2023

I am angry, when I get distracted

I am angry when I don't can do some thing

I am angry when someone hits my brother

I am angry when I don't see some one

Anger activity, October 19th, 2023

Mia/d's said when she lose subject.

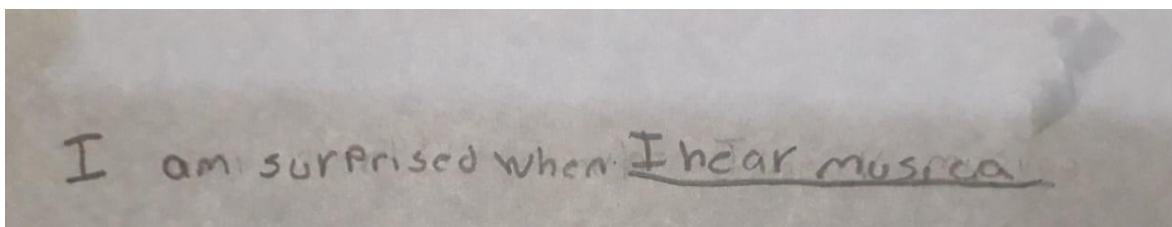
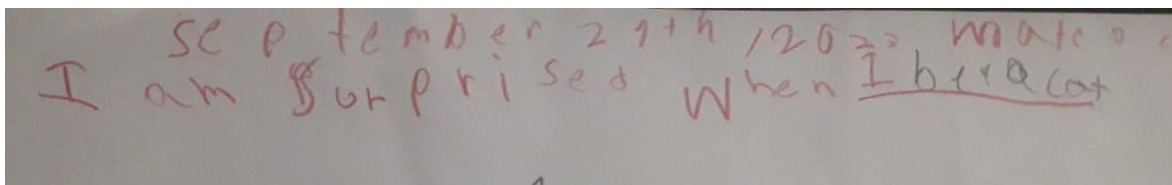
Sadness activity, October 26th, 2023

From the previous extracts that showed the students' interest in specific and unknown vocabulary, it can be inferred that they did this to better communicate their ideas related to a certain feeling. The vocabulary given to them to work with was too general for them to express their feelings and ideas related to a specific context that might differ for each child. In the last extract, from the sadness activity from October 26th of 2023, the student who wrote the sentence did not take into account the change of the sentence when

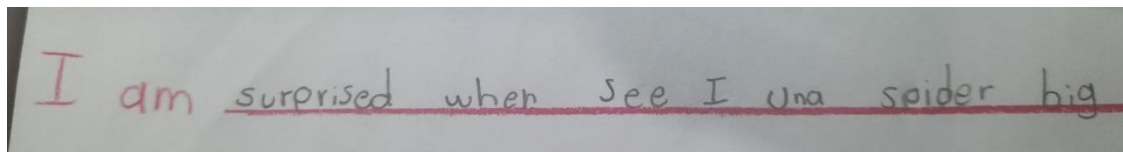
referring to having bad grades in a subject but expressed properly what she intended to communicate.

Another element that was brought to light in the interventions that took place was the use of the mother tongue in some activities. Some students completed their sentences following the proposed structure but used a word in Spanish, in sentences like ‘I am surprised when I ber a cat’, referring to the word “ver” (see) in Spanish; another sentence was written like ‘I am surprised when I hear musica’, referring to the word “música” (music) in Spanish.

The use of single words in the mother tongue in the sentences took place again in the final quiz. For this activity, students had to organize the sentence ‘I am surprised when I see a big spider’, this time the sentence was organized closely as expected, and the student replaced the indefinite article ‘a’ with the word ‘una’.



Surprise activity, September 21st, 2023

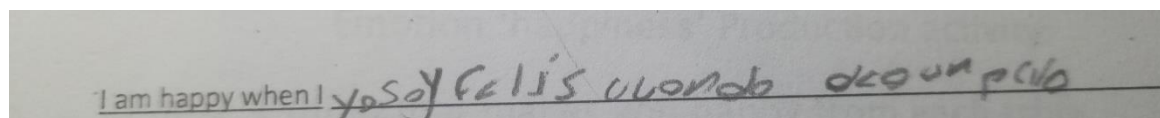


Final quiz, November 2nd, 2023

As seen in the three previous extracts, the use of the mother tongue in the sentences taking into account its placement shows two things: the existence of students' intention to express themselves regarding a certain emotion, or give the requested information despite the lack of vocabulary at that moment, maybe because they could not recall the words when developing the activity; and, that the students could understand the instructions enough to change some words for their equivalent word in Spanish, be it a verb, a noun, or an indefinite article.

More uses of the mother tongue were seen in the Happiness, Sadness, and Anger activities where the students had to complete sentences expressing what made them feel a certain way; just in the sadness activity, the students had to write the full sentence about what saddened their partners. In these cases, some students wrote their ideas fully in Spanish, using in most cases the proposed structure.

Lastly, in the anger activity, the use of the mother tongue presented itself again in the section of the activity where the students had to draw what made them angry, to then write two sentences about it. Some of the students that created the proposed sentences in English, inserted text in Spanish into the drawing to describe the context of the drawing.



Happiness activity, October 5th, 2023

- A Mgr, a paura le entrestes = enferma
pilan le entrestes = que llora
- Eric le entrestes = que llora

- a Allison se pone triste cuando llueve
- a mari a Jose le pone triste botar la basura
- a maria le da pesar perder las cosas

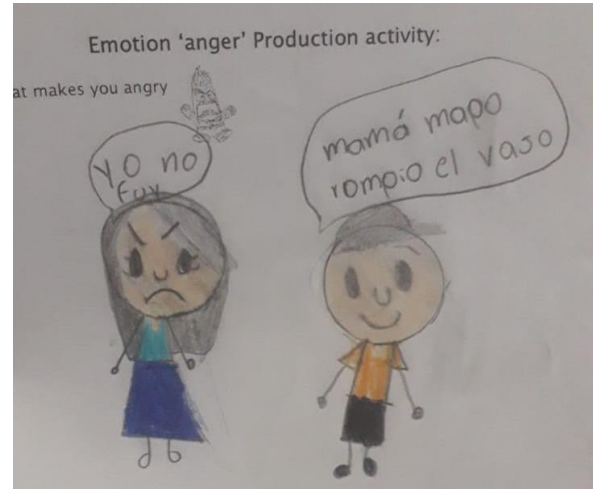
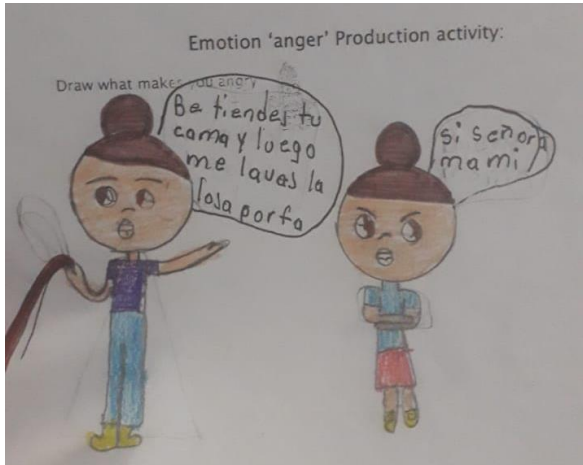
Sadness activity, October 26th, 2023

I am angry when I don't que me caigan las cosas simple
misa

I am angry que me regañen

I am angry when I don't me enoja cuando toca
musica de repente

Anger activity, October 19th, 2023



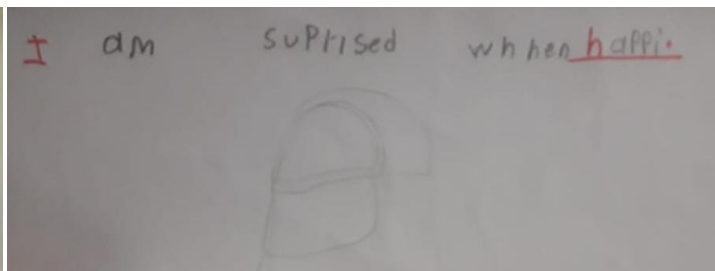
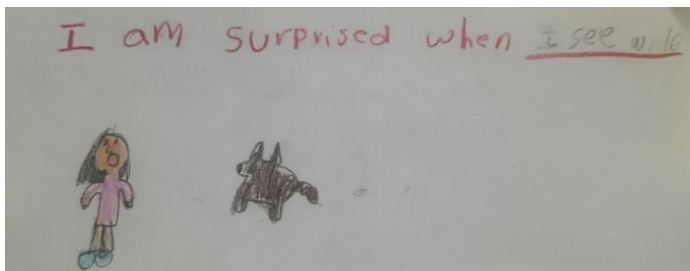
The use of Spanish in the previous extracts illustrates again not just students' understanding of the structure of the sentences, but at a greater level, their intention to communicate and transmit why and what makes them feel a specific emotion.

Coherence. This section intends to analyze the elements used by the students to guarantee the accuracy and consistency of the created sentence within the context proposed, and how they intend to clarify their ideas to create a clear and understandable message.

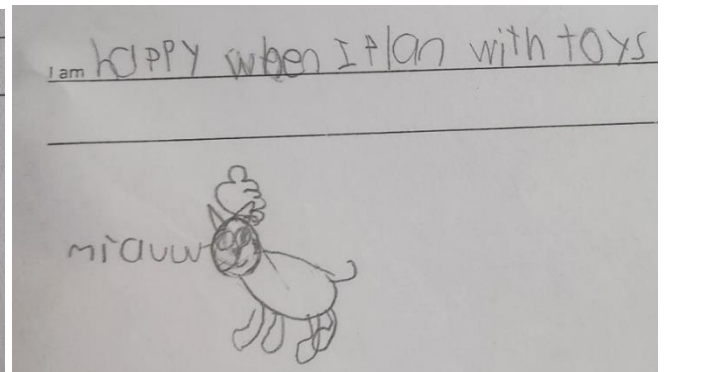
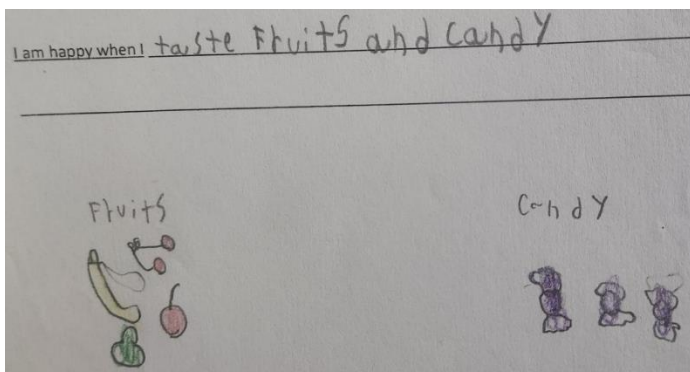
Since the beginning of the intervention, as the students were not used to writing in English, they were encouraged to use drawings to clear up the information they intended to transmit or to show if they understood their message or the pre-created sentence that they would organize in the final quiz.

In four of the five activities, students were expected to make drawings related to certain emotions, either before or after writing the sentences. For example, in the proposed activities for surprise, happiness, and the first part of the final quiz students should create first a sentence related to a specific given emotion, and then they would have to draw what

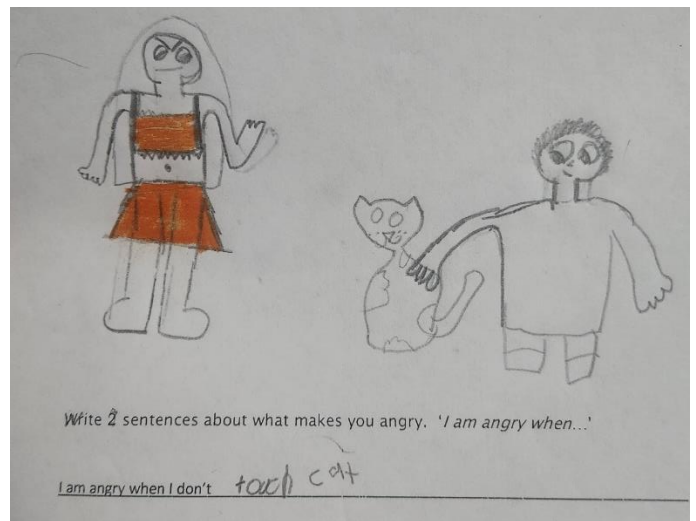
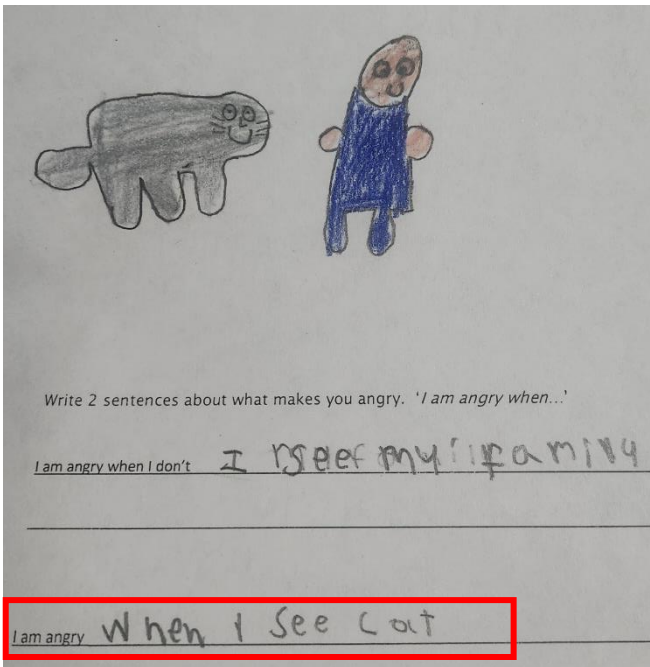
they just wrote. A big part of the sentences created had their corresponding drawing, and a few of them were not related to the sentences.



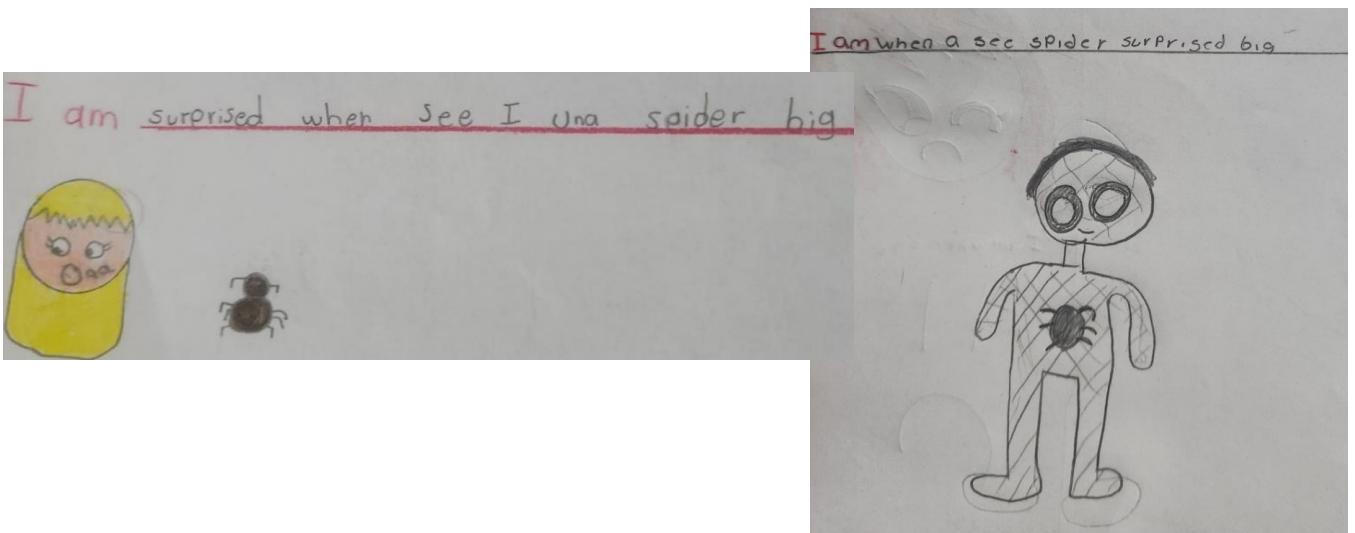
Surprise activity, September 21st, 2023



Happiness activity, October 5th, 2023

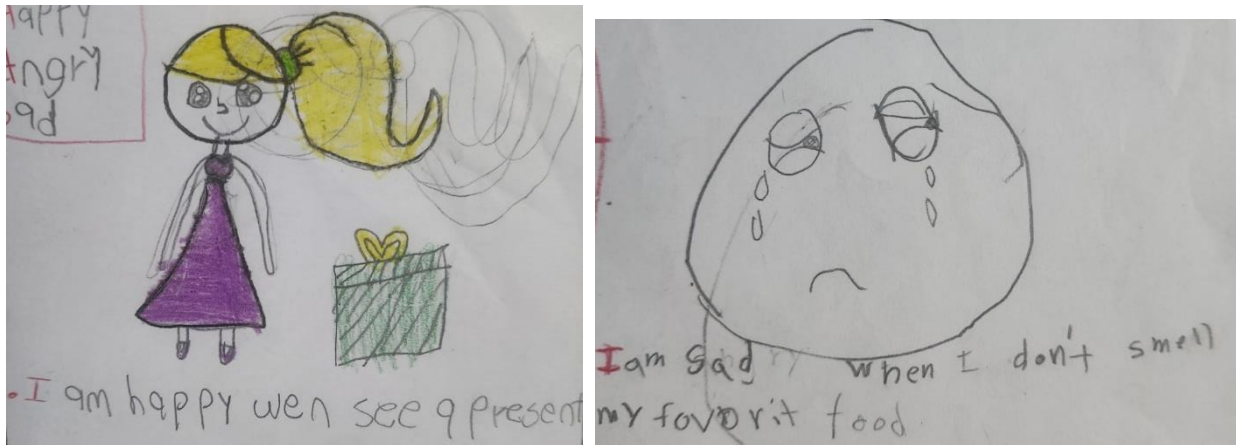


Anger activity, October 19th, 2023



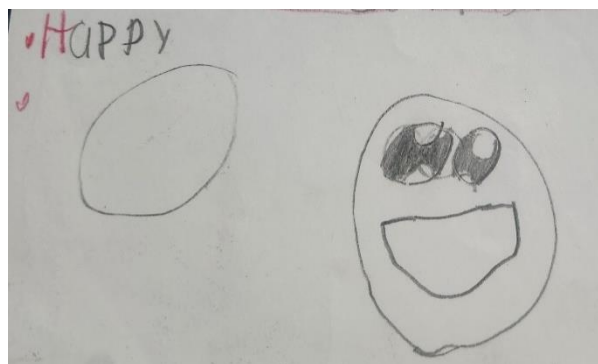
Final quiz, November 2nd, 2023

Whereas, the anger activity and the second part of the final quiz requested students to make first a drawing related to the specifically given emotion or to choose one out of three respectively, and then write a sentence about it:



Final quiz, November 2nd, 2023

Despite the specific emotions that students worked on, in a big of artifacts the sentences and illustrations were related to each other, as well, there would be slight mismatches between the sentences and their representations. In other cases, there would be no connection between the picture and sentence, or no drawing at all. Similarly, in some of the cases where the sketch had to be done first, some of the students would just draw a face related to the emotion, and would not write a sentence connected to it.



When analyzing the artifacts from the four previously mentioned activities that were retrieved by the teacher, in the ones regarding surprise, happiness, and the second part of the quiz, more than half of the students were able to create a connected sentence and image, showing some accuracy in the information and a level of understanding in these activities.

When students drew something accurately related to the vocabulary of the sentence, be it by representing the situation that connected with the written information, or using as a guide the images that were wielded to introduce the word, it could be inferred that those students knew what message they wanted to communicate with the sentence they created and were trying to clarify the information for the receiver. The coherence and valid link presented in these activities might have been due to different factors, like the simple structure of the sentences used for these activities ‘I am surprised/happy when I ...’, the familiarity or closeness of each student to the feelings mentioned above, or the fact that in the second part of the quiz they could choose one out of three emotions to create the sentence and the drawing.

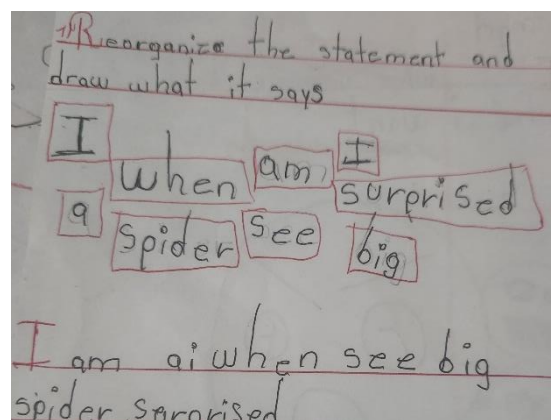
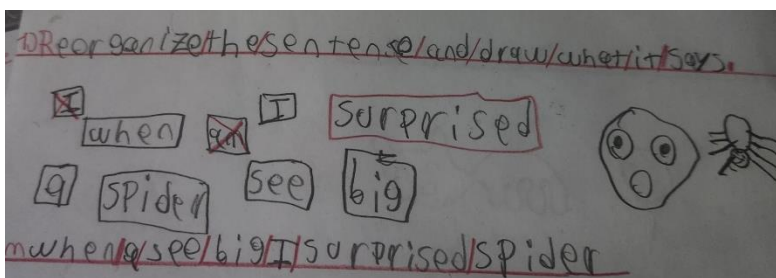
Moreover, if a student could not add more information to the message through a drawing whether the drawing was not connected to the sentence and the context of the activity, or not drawing at all, it could mean that the student would be just using the words randomly, not understanding their meaning and therefore not making a coherent sentence.

For instance, the anger emotion was the activity in which most images not connected to the sentences created were found. For this task students should first draw what made them angry and then write about it, almost half the students did not link the

information provided between sentences and illustrations. As it was described in the field note: *“When checking students' work around the classroom, some students would take more time than others (30 minutes approximately) to finish the drawing. While others were already writing the sentences.”* And, *“As students were handing out their workshops, those who finished earlier had developed the 2 parts. And those who handed out their artifacts after the time was over, did not complete the full activity.”* (Field Note #5, p. 2)

This might have been caused by the addition of a new segment to the sentence structure worked previously ‘don’t’, or the intensity of this feeling for the children. This might be the case because the clearer and more personal images were the result of the anger activity, so it is possible that the students intended to do a more detailed sketch of their emotions when not finding the proper vocabulary to express themselves.

In addition, the activity that presented the least number of drawings in the answers was the first part of the final quiz, where students should organize a sentence that was composed of known vocabulary for them, and provide an illustration of the given information.



Final quiz, November 2nd, 2023

In this part of the quiz, almost half of the artifacts had no images, probably because these students could not comprehend the given sentence, or they were confused by the use of an adjective, something that they had seen in previous classes, but had not used in the sentences related to the feelings during the intervention.

Lastly, from all the activities, in just eleven artifacts drawings without their corresponding sentence in English were found. Four of them belong to the anger activity, and seven are from the second part of the final quiz. These results might be attributable to two things: first, the lack of vocabulary from the students to express in words intense feelings like anger, or a plausible overwhelm caused by the possibility of choosing out of different emotions to express themselves and not feeling ready for it, be it due to not wanting to share something personal for them, forgetting the vocabulary, or even believing that it was not enough to give certain information.

To summarize, the element that students employed the most to guarantee the accuracy, consistency, and understandability of the sentences written in English in each of the activities mentioned before were the drawings. The illustrations that the students created allowed the teacher to comprehend how much they understood the information in a given or own sentence.

Structure. This segment intends to analyze the constitution of the sentences created by students, their organization in comparison with the proposed form for the units, and how understandable they are.

The interventions started by providing students with the basic vocabulary and structure to create a sentence, that could help them to express their emotions. As sessions

progressed, emotions and the basic structure of sentences were changing to allow students to complete a bigger part of it, to use other personal pronouns "she and he" for the sadness activity to talk about the feelings of a third party or the addition of "don't" to express what angered them in the activity corresponding to anger.

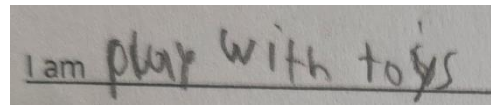
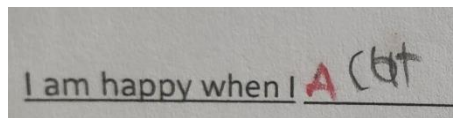
For the surprise and happiness activities, students were expected to complete the second part of the sentence 'I am surprised/happy when....', creating the missing complement using the personal pronoun 'I', one out of five sensory verbs 'see, touch, taste, smell, or hear', and a noun that could be food, an object or an animal. In the surprise activity, out of 26 artifacts, 16 of the sentences created by students could be understood: 8 of them showed sentences created according to the established requirements of pronoun, verb, and noun; and, in the other 8 of these artifacts, the texts created by the students were missing a word, like a needed article that was introduced along the noun for the sake of the activity; in the remaining works, the sentences could not be understood because the lack of verbs, the repetition of some words, or the use of unrelated words.

I am surprised when I smell flowers

I am surprised when I taste taste

Surprise activity, September 21st, 2023

For the happiness activity, where one of the sentences would be created with new vocabulary ‘go to the park, play with toys, ride a bike’ from 28 artifacts, 18 sentences could be understood despite the lack of some words like the pronoun, and the conjunction when; or the use of unnecessary words and letters like ‘and’ and ‘y’ respectively. 8 of those works, could not be understood without the use of drawings, they presented sentences without verbs, big chunks of them “happy when I”, and misspelled words. The other 2 works, had no text in English and no text at all.



Happiness activity, October 5th, 2023

In the anger activity, students had to write two sentences about what made them angry, the first one had to be done by using the structure “I am angry when I don’t...”, and the second one just expected them to start by “I am angry...” to give students more freedom to create their sentences using different vocabulary if needed. Out of 28 works, 21 were understandable: 16 were created using the provided examples and meeting the given requirements, 5 were understandable despite the lack of some parts of the sentence “when I”, the change of order between the verb and final noun, and the lack of the conjunction ‘when’; 4 were not understandable due to the use of different vocabulary that could not be connected to the sentence and the use of nouns instead of verbs, 2 were in Spanish, 1 was blank.

I am angry when I don't ~~buy~~ ~~the~~ burger

I am angry when ~~Avell~~ ~~is~~ ~~Hear~~

I am angry when I don't
i am angry when dot to stop

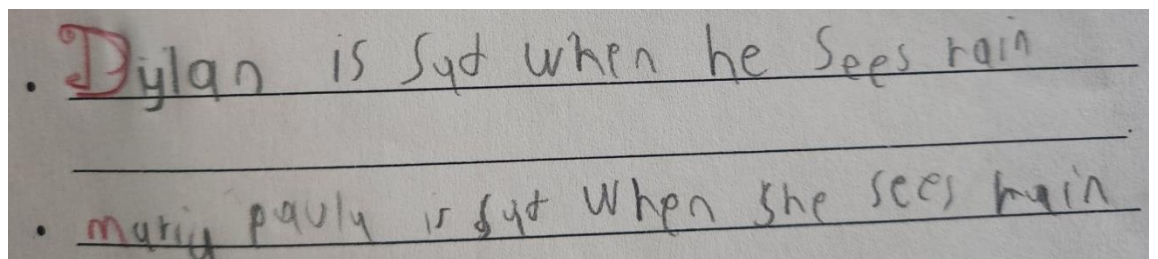
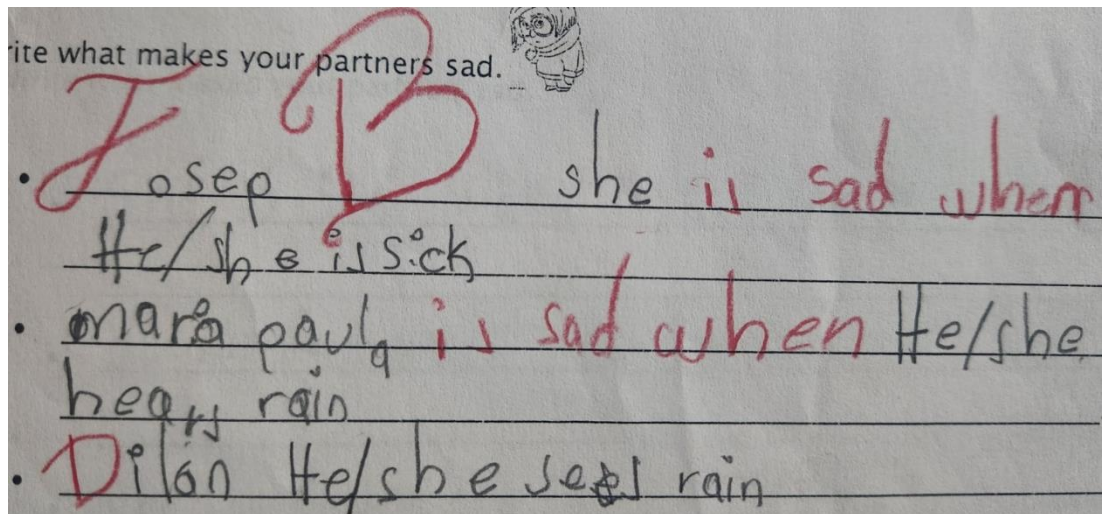
I am angry
i am angry when dot to teach

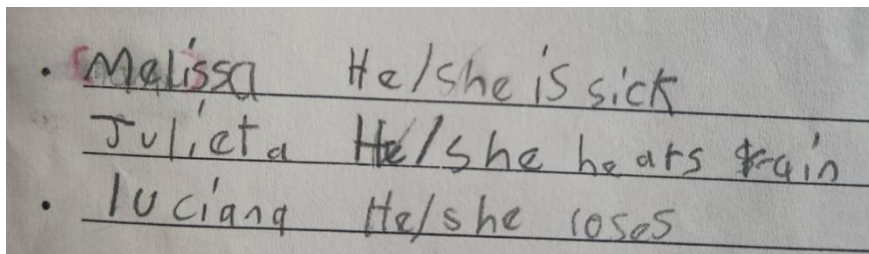
Anger activity, October 19th, 2023

In the sadness activity, students would fill a table, with the names of three partners and choose out of 5 options what made each partner sad, to later take the information from the table and create sentences with the form “she/he is sad when...”. The options provided to create the proposed text were: His/her back hurts, He/she sees rain, He/she hears rain, He/she is sick, and he/she loses something, where the something ‘lost’ could be filled with any noun of their previous vocabulary. In this activity 29 children participated, and 16 artifacts presented understandable sentences, where: 4 documents had text created completely as proposed, and 12 were understood with some miss organization, misuse of the pronouns and possessives, the addition of the two proposed pronouns ‘he’ and ‘she’ and the lack of any of them, the creation of sentences created with the pronouns and vocabulary not proposed for the class (use of ‘I’), and verbal conjugations; the text in 4 artifacts could not be understood due to the misuse of the verb to be, the use of am instead of is, the lack

of verbs, and parts of the sentence “is sad when”, 6 document were blank, and the last 3 wrote in Spanish.

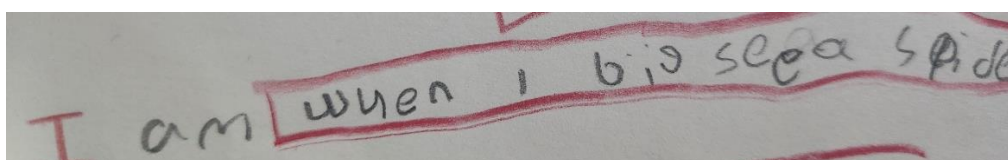
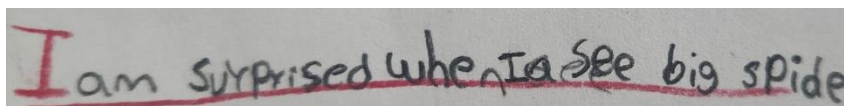
During this activity, most of the students asked the teacher several times about the use of singular pronouns, the correct organization of the expected sentences, and specific vocabulary to fill the blank spaces for a specific option. This can be seen in the following entries of that day’s field note: “Most of the students repeatedly called the teacher to explain again the instructions for the activity, and the use of ‘he’ and ‘she’”. And, “Some students asked for specific vocabulary to complete the sentences that would go with “lose””(Field Note #6, p2)





Sadness activity, October 26th, 2023

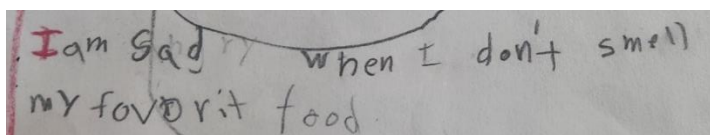
The final quiz was composed of two parts, in the first one, students should reorganize the given sentence: 'I am surprised when I see a big spider'. None of the students reorganized the sentence placing all the words where they belong, but seven of them got to a close answer by misplacing just a word or two. Almost half the sentences created by students could not be understood.



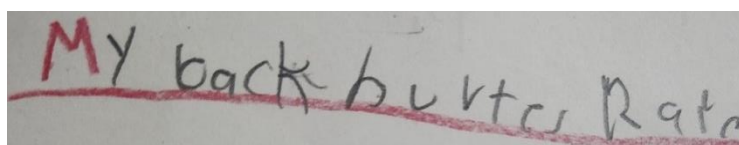
Final quiz, November 2nd, 2023

Regarding the second part of the final quiz, as it was mentioned before, students would choose one out of three emotions to create a sentence about it. From all the collected workshops, 5 of them had sentences created with the proposed structures presented in the intervention; 10 of them were understandable despite the lack of certain words like conjunctions, articles, or pronouns; and, seven of them could not be understood, either

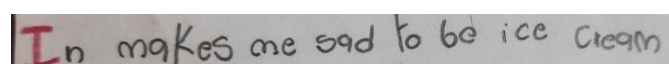
because the sentences were not finished, the students used indecipherable words, or built the sentences in an alternate way to the one worked in the intervention, so it could not be easily inferred.



I am sad when I don't smell
my favorite food.



MY back hurts Rate



In makes me sad to be ice cream

Final quiz, November 2nd, 2023

When examining the collected data, it could be seen that almost half of the students, could create simple sentences about their feelings throughout the intervention. The biggest challenges for the students regarding structure were related to the use of pronouns, possessives, and adjectives. And according to themselves, when asked if they could express their feelings in English most of them answered positively:

“Teacher: entonces ¿sienten que si pueden expresar sus emociones en inglés?”

S2: si // S3: si // S4: si // S6: si, yo puedo”. **Focus group interview,**

November 7th, 2023

Again, students answered with excitement when they were questioned if they could write simple sentences:

“S: si, ajá // S2: I am happy when. I am sad when // S6: I am sad when”

Focus group interview, November 7th, 2023

The students' issues with the singular pronouns in the third person and their possessives were seen mostly in the sadness activity, where they had to talk about someone's else feelings, almost half of the students' mistakes related to these topics when developing the workshop, letting see a poor understanding of it. This might be because they still being basic learners of the target language, where they are starting to talk about themselves, and therefore have not internalized the use of others' pronouns to refer to someone else; also, they might use the knowledge they already have about these structures in their mother tongue, where the possessives don't change when talking about a third person.

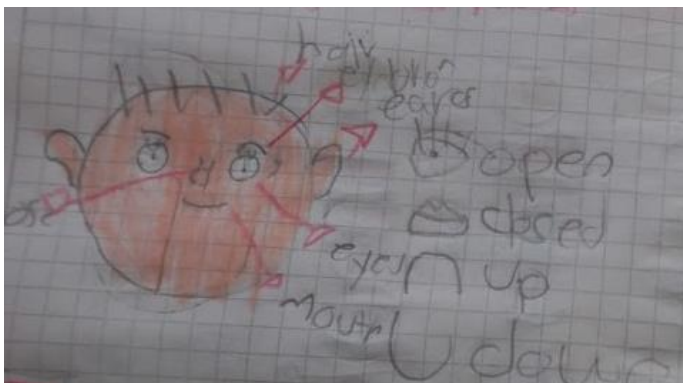
Moreover, the problem with the adjectives was seen in the first part of the final quiz, where over half the students created incomprehensible sentences when just had to organize a proposed one. This was inferred because an adjective was added to the point where most students could not create the expected phrase, and this might have happened because students, likewise possessives, could have used the knowledge they already have about adjectives in their mother tongue, where they are used after the noun, and not before.

To sum up, most of the students could create sentences in English using the proposed structure, or at least the first part of it that was given to them, even if some of them would write the sentences in Spanish using the equivalent structure of the given part of the expected sentence, what showed their understanding, but at the end did not reach the goal of the activity.

Emotions

Considering emotion as a reaction or response composed of three main components: an experience, a physiological response to the experience that affected the person, and an expressive behavior or action that takes place as a final response, as it was previously stated in the theoretical framework, this second category focuses on the creation of sentences related to the context of the proposed emotion and the impact that each one had in the created sentences, and which emotions raised more students' curiosity and allowed them to make more detailed texts.

During the implementation, the sessions were focused on two of the three components of emotions, the experience that produces the emotion, and the behavioral or expressive response. Therefore, for all the interventions, the main emotion for the class activity was introduced to the students to achieve a better identification of the facial response to an experience when triggered each of them and the sentences created by the students would mention which experiences would make them feel.



Surprise activity, September 21st, 2023
















To know if any emotion played a role for the students when writing in English, it is imperative to check the classwork according to the specific activities and the presence of the components of emotional understanding, the student's curiosity for vocabulary for each session, and their preferred emotion when having the chance to choose. For this document, taking into account the artifacts created by the students, to determine which emotion had more impact on the students two things were considered: how many documents were handed back with the least development of the activity and students' classwork.


Of the four emotions students worked with, *surprise*, *happiness*, *anger*, and *sadness*, the first three were the ones where fewer students did not solve the workshop. *sadness* was the emotion in which some students decided to turn on a blank sheet; also, with this

Emotion 'sadness' Production activity: date: _____


Ask 3 partners about what makes them sad, write their names on the table, and mark their answers.

Pregunta a 3 compañeros qué los hace sentir tristes, escribe sus nombres en la tabla y marca sus respuestas.

Name	Is sad when				
Luciana	 His/her back hurts	 His/her eyes rain	 His/her heart rains	 His/her is sick	 His/her loses things
	 His/her back hurts	 His/her eyes rain	 His/her heart rains	 His/her is sick	 His/her loses things
	 His/her back hurts	 His/her eyes rain	 His/her heart rains	 His/her is sick	 His/her loses things

Write what makes your partners sad. 

- _____
- _____
- _____
- _____
















Write what makes your partners sad. 

- alguien se pone triste cuando llueve
- amar a José le pone triste botar la basura
- amiga le da pesar perder las cosas

emotion three students created their sentences in Spanish, the biggest number of students that worked just in their mother tongue for this intervention.

Sadness activity, October 26th, 2023

The sadness activity was the one with the most mistakes, most of them related to the use of pronouns and possessives. This might have happened for three reasons: the first could be because of the use of these parts of the speech, and the little knowledge the students have about them; the second, because the students did not feel interested nor close to the feeling presented in the activity, even though they asked for some specific vocabulary; or third, because of the activity's design that might have been more challenging for them, due to it required them to use tables with images. Thus, the results mentioned before could have taken place due to one of the previously mentioned causes or a blending of all.

Name	Is sad when				
Mateo Carrero Bano	 His/her back hurts	 He/she sees rain	 He/she hears rain	 His/She is sick	 His/She loses...
Mia Asquero Que	 His/her back hurts	 He/she sees rain	 He/she hears rain	 His/She is sick	 His/She loses...
Sambu el	 His/her back hurts	 He/she sees rain	 He/she hears rain	 His/She is sick	 His/She loses...

Write what makes your partners sad.

- he is sad when she is sick
- she is sad when she lose pencil
- he is sad when she she hears rain

Sadness activity, October 26th, 2023

Superficially, the sadness activity could seem to have been not too relevant for the students but even though the results previously stated, during this activity some students were curious and asked for specific vocabulary that was seen in part of the artifacts.

Overall, out of all the children, sixteen were able to transmit an understandable message in English, and further, more than half of those nine who chose this emotion could enounce what made them feel it.

On the contrary, the emotion activity where most of the sentences met the proposed requirement was Anger; also, in this activity, more students used specific vocabulary for their texts. This could be due to two reasons: it was easier for the students to understand the use and placement of “don’t” in the sentences; or, this emotion was closest to the students and manifested stronger in them. The sentences for the Anger activity were related to the expected emotion even if they were done in Spanish. Among all the students in the Anger session, just a few did not pass on understandable information related to this emotion, two wrote in Spanish and one delivered a document with no text. Lastly, for the last quiz, out of the five students who chose anger to make a sentence, more than half achieved making themselves clear. During this activity, some students showed their curiosity again when they requested specific vocabulary, as it has been described before, and used it in their workshops.

The next activity where most students fulfilled the requirements was the one about happiness, nevertheless, during this activity no student asked for specific vocabulary, and as a result, there were no detailed sentences with specific vocabulary. For the final quiz, students preferred this emotion to create their sentences, but out of the twelve children who chose to work with it, more than half did not make understandable texts. Mainly, when working with this emotion, a few of twenty-eight students did not create comprehensible texts; and in the final quiz, less than half managed to make themselves understood through their texts.

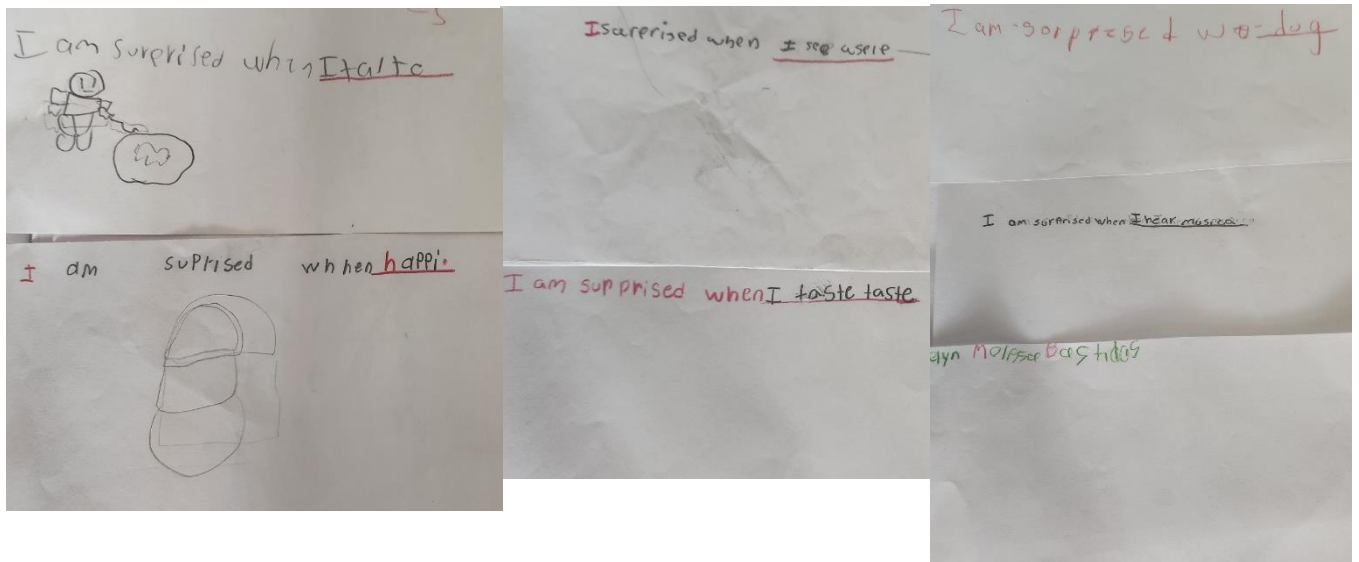
Now, regarding the surprise activity, out of twenty-six artifacts, eight met all the requirements, with none of them made in Spanish, and one paper was handed back blank, also, even if this was the first activity for the students, it pushed students to be curious and some of them asked for vocabulary, which three of them used them in their texts. For the final quiz, out of the twenty-nine students who presented it, just seven of them could build an understandable sentence.

The three components of emotional understanding linked to the sessions could be seen better entirely in those works where the students requested specific vocabulary to work with. Besides identifying the emotions in each session (*recognition*), and linking their memories to different emotions (*reminder*), they shared detailed information about the external causes that provoke certain emotions (*external cause*). Therefore, in the Surprise, Anger, and Sadness activities can be detected the presence of the three emotional understanding components connected to the pedagogical intervention.

In the Surprise and Happiness activities where files were found without images or sentences, or with phrases but no illustrations related. As this group was very fond of drawing and coloring, the results of these activities led to think that the students did not intend to participate in the workshops for different possible reasons, some of them did not develop the activity and others only tried to fulfill part of the requirements established to get a grade.

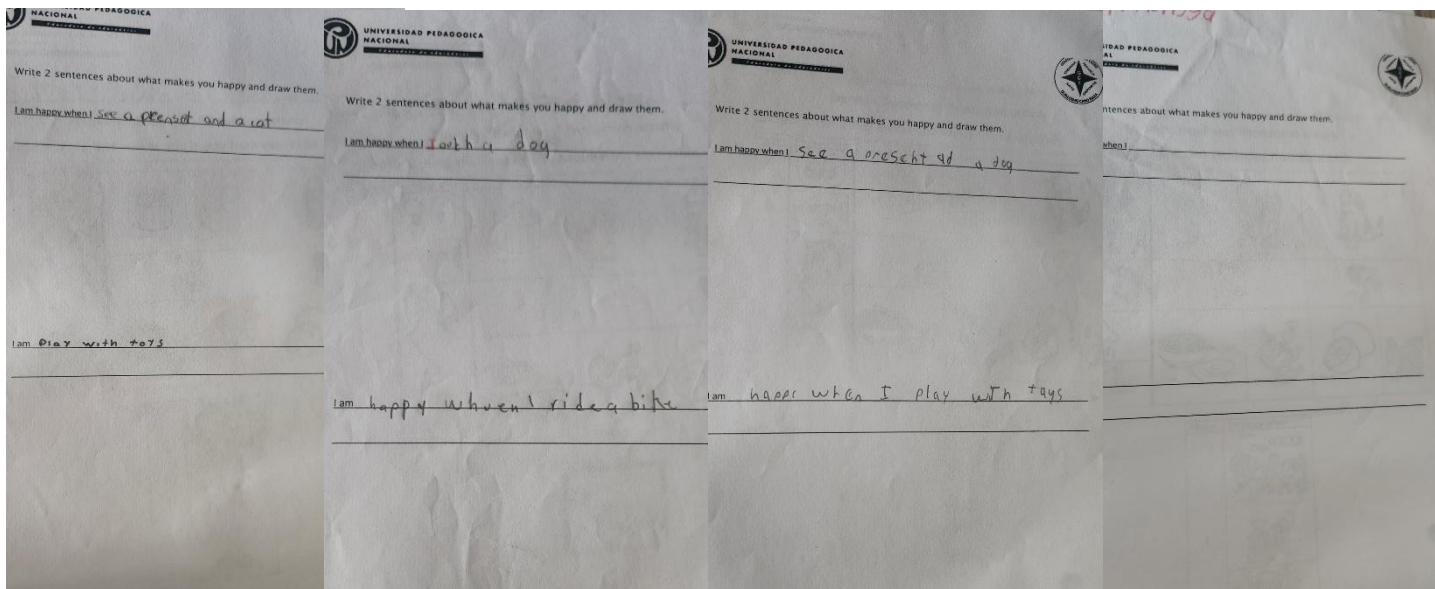
On the contrary, in the activities of Anger and Sadness, all the student delivered a worked document, where all sentences had their corresponding illustration, whether a

drawing or a colored image. This leads to infer that everything the students did in the activities had some meaning for them even if it could not be understood. Therefore, the



activities that seem to have impacted the students the most because all the artifacts that have some kind of work done by them are those of Anger and Sadness. This is reinforced by the answers given by the children in the interview when asked about what emotion was easier to write, four of them chose "Sadness" and two "Happiness"; two of those who preferred the first option said that because it is the easiest and because it has only three letters; the other student who went for the other emotion stated that "everyone has their favorite emotions" (Focus group interview, p. 3, see annex 8).

Surprise activity, September 21st, 2023



Happiness activity, October 5th, 2023

Summarizing, this last chapter presented the two categories of this project, their corresponding subcategories, and their data analysis. Initially, the category of *writing production level in ELF* was introduced along with its subcategories to analyze students' level taking into account three basic aspects of the language: Communication, Coherence, and Structure. Then, they were analyzed taking into account the use of the mother tongue, new vocabulary, images for accuracy and consistency, and the form of the phrases. Next, the *emotion* category was presented and analyzed considering classwork for the specific activities, students' curiosity for new vocabulary, and their most selected emotions, along with others. Finally, regarding the data analysis, it was identified a constructive influence of the pedagogical intervention on students' writing level in English to express themselves. In the upcoming chapter will be presented the conclusions of the study.

Chapter 6: Conclusions

Introduction

Through a comprehensive analysis and synthesis of the findings, this chapter offers a final interpretation of the results of this pedagogical intervention regarding the category *Writing production level in EFL*, its subcategories, *communication*, *Coherence* and *Structure*, and the category *Emotions*, drawing meaningful conclusions and implications for further research. By summarizing the key points addressed in the preceding chapters, this section provides closure to the study, while also opening doors to new avenues of exploration. In this chapter, the significance of this research in the larger academic landscape will be highlighted.

Writing production in EFL

In the writing production level in EFL category, important factors were observed related to the previously established subcategories related to three basic aspects of the language: Communication, Coherence, and Structure. In the first place, for the communication subcategory, before starting the application, students would not convey an idea related to a feeling to another person using English because they would just know loose words. Nevertheless, the mother tongue along with the use of new vocabulary and disregarding the spelling, were important elements that students used to complete messages and make sure they were understood. Over time, students reduced the number of Spanish words inserted in the sentences in English, but the number of artifacts solved just in Spanish would increase for each activity. Toward the last session, most students would avoid mixing the two languages, leaving incomplete sentences. Five sessions seem to have

been enough to start making students conscious of the differences between English and their mother tongue; and the fact that they can share information about their emotions with any of them.

In the second place, for the coherence subcategory, since the beginning of the intervention, students would be encouraged to rely on images and the use of drawings to complement and confirm the meaning of the sentences. The illustrations as resources to confirm accuracy and consistency in the students' texts within the proper emotional context proved to be useful for the students to better communicate when they missed the vocabulary to write it down.

And lastly, for the structure subcategory, to the end of the implementation, most of the students showed great improvement in the creation of simple sentences to talk about what triggers an emotion. They went from just using loose vocabulary to creating sentences with pronouns, verbs, and complements. It could be seen that through the repetition of the arrangement of the sentences, students could grasp in little time by inference how they are formed.

Emotions

In the Emotions category, it was analyzed which of the four emotions students worked on were more relevant for them if any, in other words, if they had a role or not in students' writing process, and if their work was present the components of emotional understanding linked to the sessions. According to the outcome of the activities students worked on, there were slight differences in the documents as they belonged to a specific emotion.

For instance, the emotions that allowed students to express themselves in a more precise way, pushing them to require more vocabulary to communicate, were Sadness and Anger. Thus, activities and exercises that encourage students to talk about themselves, their interests, and their feelings, lead to create meaningful writing for the students and a deeper learning for them. Therefore, by using emotions and writing them in a foreign language, students can easily relate to basic expressions and communication structures.

Also, students got to work on and reinforce the three components of emotional understanding connected to the sessions Recognition, Reminder, and External Cause. These could be better seen in the activities of Surprise, Anger, and Sadness, where students demanded more specific vocabulary to create more detailed texts related to them.

Using a topic connected to students' lives and context, as emotions, is a valuable tool for learning a foreign language; because the way students relate to foreign language and the meaning they give to it is what motivates them in the long term in their language learning process.

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Annexes

Annex 1

 <small>UNIVERSIDAD PEDAGÓGICA NACIONAL</small> <small>CONSEJO ACADÉMICO</small>	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR02SINV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 1 de 2

**Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación**

En el marco de la Constitución Política Nacional de Colombia, la Ley Estatutaria 1581 de 2012 "Por la cual se dictan disposiciones generales para la protección de datos personales" y la Resolución 1642 del 18 de diciembre de 2018 "Por la cual se derogan las Resoluciones N°0546 de 2015 y N° 1804 de 2016, y se reglamenta el Comité de Ética en Investigación de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, se ha definido el siguiente formato de consentimiento informado para proyectos de investigación realizados por miembros de la comunidad académica considerando el principio de autonomía de las comunidades y de las personas que participan en los estudios adelantados por miembros de la comunidad académica.

Lo invitamos a que lea detenidamente el Consentimiento informado, y si está de acuerdo con su contenido exprese su aprobación firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Título del proyecto de investigación	Desarrollo de las habilidades de producción oral del inglés como lengua extranjera desde el manejo de las emociones.		
Resumen de la investigación	Proceso de observación y aplicación de instrumentos de investigación con el fin de realizar una propuesta de intervención y su aplicación en el curso 302 Jornada mañana.		
Descriptor claves del proyecto de investigación	Educación emocional, emociones, inglés como lengua extranjera, producción oral.		
Descripción de los posibles beneficios de participar en el estudio	Fortalecimiento de las habilidades de producción oral en inglés mediante reconocimiento de sus emociones.		
Mencione la forma en que se socializarán los resultados de la investigación	A través de la realización de un documento final que se encontrará en el repositorio de la Universidad Pedagógica Nacional y presentará el desarrollo, análisis y conclusiones de la investigación.		
Explícite la forma en que mantendrá la reserva de la información	La información recolectada será utilizada únicamente para fines educativos, será manipulada únicamente por la maestra en formación responsable y se asegura la privacidad y anonimato de cada estudiante.		
Datos generales del investigador principal	Nombre(s) y Apellido(s): Samantha Geraldine Agualimpia Linares		
	N° de Identificación: 1031157622	Teléfono	302 295 7436
	Correo electrónico: sgualimpial@upn.edu.co		
	Dirección: Calle 72 #11-86		

Annex 2

Field note #: 1	Place: CEDID Guillermo Cano Isaza	Date: April 20 th , 2023
Observer: Samantha Geraldine Agualimpia Linares		Class: 302 JM
Topic: Farm animals' vocabulary	Objective(s): <ul style="list-style-type: none"> • To review the previous vocabulary related to family members, numbers, greetings, and school. • To introduce new vocabulary related to farm animals. 	
<i>Description</i>	<i>Comments</i>	
Before the teacher arrived, there was a fight in the classroom.	Maybe some kids arrived with too much energy because the school day started at 8:00 am instead regular 6:30 am.	
There are biology works of the students pasted on the walls of the classroom.	The artifacts made by the children either from the morning or afternoon are displayed for everyone to see. They seem to be respected by every child in the classroom.	
There are 28 students: 13 girls and 15 boys.		
The teacher greets the students and they start the day with a prayer.	Seems like the religious aspect is important at least for the teacher.	
The teacher tells them that the day's first class will be English, and the children say "sí" loudly.	That apparent excitement for the English class leads to thinking that the students do like this subject.	
The teacher asks the students the day's date, and students answer with the month in English and then write the full appointment in USA format month/day/year.	The students know the months of the year in English, or at least until April.	
The teacher tells to the students that they will start reviewing the previous vocabulary, so she says the words in Spanish and they have to write them in English in their notebooks.	Spanish is used as a tool to introduce and understand English in the classroom.	
Before starting one girl seems to be crying and is lying on her desk, the teacher tells her that there is no problem if she forgot the English notebook because she can work on the other one and then copy the information at home.	The girl seems to be sad because she forgot the English classroom. She might fear that she will be scolded at home for forgetting her school materials.	
The teacher starts to say the words for the dictation: "abuela, hermana", and a boy starts crying.	The boy might be overwhelmed by English and had forgotten the previous vocabulary, or never learned it.	

The teacher checks each word before saying the next one.	Probably to keep track that no one is changing the answers after checking on a partner.
The teacher continues saying the words of the dictation: hermano, buenos días, borrador, ocho, and the boy that was crying is not writing.	Maybe the boy is distracted or does not remember the words to write them down.
The teacher says the next word “ventidos”, and a student says that they can’t write it because they just have learned until twenty. Other children support her, so the teacher changes the word to “cuaderno” and says that if someone wrote “ventidos” she will grade it additionally.	The children seem to be paying attention to what is the teacher saying but most of them are not aware yet of the possibility of combining the known numbers to create new ones.
The next word of the dictation is “azul”, and when she was saying the next word, she said “Bye-bye” and all the children laugh.	The children understand that the teacher made a mistake and gave them the word in the “wrong language” for the activity.
The girl that was crying before starting the activity seems to continue sad but is writing the words in her notebook.	Seems that despite whatever might be bothering her she has the will to keep working, that might be because she likes the class or other extrinsic motivation related to home.
While the teacher is checking the last words, a boy seated by the window falls because he was playing with his chair.	They seem to have too much energy, or maybe the chairs that the school provides are uncomfortable for him.
A girl arrives at 8:58 when the teacher was saying the last word for the dictation and due to the girl’s concern, the teacher tells her that she will give her the words later so she can write them down.	She was at a school event but seemed in a rush to do all that she missed for being out. Probably, she likes the English class.
The teacher grades according to the lines made by the students’ seats.	Probably to keep the order in the classroom.
When the teacher is not giving any instructions to the students, they start to run and play around.	
The teacher introduces the next activity related to farm animals, where they have to color the images, cut them, paste them into the notebook, and write the name of each animal 4 times. She asks them if they recalled any other animal seen before, and some of them answer the cat and the dog. Then she hands them the worksheets, asks 3 kids to read the instruction and to try to say in Spanish	The teacher asks related questions to activate previous knowledge so they are more familiarized with the upcoming activity.

<p>what it means, helps them with the translation, and then reads the instruction out loud without making the students repeat after her.</p> <p>The 3 students that read the instruction do it with Spanish sounds and the teacher doesn't correct them when reading.</p>	<p>The students read the English Instructions with Spanish phonetics because they seem to lack English phonetics knowledge. And maybe the teacher doesn't correct them because she intends to read the text at the end, so they can hear how is it pronounced.</p>
<p>The teacher allows the students to work at their own pace. The kid that was crying previously and did not write all the dictation words goes around checking others' material but doesn't do his work.</p>	<p>This boy seems to be easily distracted, maybe he is not interested in the class or his glasses don't work properly so it might be harder for him to pay attention.</p>
<p>Time for the break.</p>	<p>Children show excitement for going to the break and stop everything they are doing at the moment.</p>
<p>The students seem to be calmer after the break. They continue with the English activity.</p>	
<p>After a while, arrives the father of the girl that was crying and seemed to be sad. The teacher explains to the other students that she is sick.</p>	
<p>The students are talkative and energetic, they share their materials (glue, markers, scissors, and colors) between them.</p>	<p>Here can be seen that the students tend to be amicable and have good group work.</p>
<p>A teacher from another classroom enters with a student from her class and says to the teacher of 302 that there was an incident during the break. The other teacher asks a boy from the 302 what happened and the narrates the facts, saying that another boy from the 302 grabbed the other boy by his neck and held him tight.</p> <p>After hearing what the witness said, the other teacher calls the boy involved in the fight and asks him what happened, he denies everything and the teacher questions the witness again.</p> <p>The boy involved in the fight is scolded by the teachers and is told that his mother will have to sign the observer before he leaves the school.</p>	<p>Seems like the boy that was involved in the fight was also involved in the conflict that took place at the beginning of the school day.</p> <p>He might have aggressive tendencies or be upset about something.</p>
<p>The teacher fills out the observer of the boy involved in the fight while the class</p>	<p>Most of the children seem to be focused on their work while the teacher works on</p>

continues with the English activity at their own pace.	something else and is not reminding them to behave.
When most of the students that were near the boy that was crying earlier have finished coloring the images, the boy has just colored 5 of 12 animals.	He might get distracted very easily or bored too fast, or take longer than other kids to get interested in the activity.
The boy that was involved in the break fight, is too close to another student, looking at his eyes in a threatening way. And when another student took the glue before him, he looked at him and holds his fist tight.	This behavior keeps reinforcing the supposition of the kid having anger issues, or aggressive tendencies.
Some of the students that finished the activity go around helping out others.	Again, the students show a disposition on helping others and working in groups.
The boy that fell from the chair before drops it again.	Probably because the seats that they use in class are too uncomfortable for them.
Some students rather working standing.	

Annex 3

Field note #: 2	Place: CEDID Guillermo Cano Isaza	Date: April 27 th , 2023
Observer: Samantha Geraldine Agualimpia Linares	Class: 302 JM	
Topic: Farm animals' vocabulary	Objective(s): <ul style="list-style-type: none"> To review the previous vocabulary related to farm animals. 	
Description	Comments	
The images pasted on the walls are now posters of animals, their drawings, and facts about them.	The classroom is updated with children's work, at least every week.	
Right after entering the classroom, the teacher collects the packages for the shared lunch that will be done because of the children's day celebration.	Probably, to avoid having accidents with the food being spilled around the classroom.	
The teacher says the daily prayer and students repeat after her.		
The teacher tells the class that the day's first class will be English, and the children say "sí" loudly.	Again, the children seem to be excited about the English class.	
The children write the day's date in the notebook and get ready to start the dictation.		

The teacher asks the observer to assist her in checking the words.	
The words for the dictation are: “oveja, vaca, pollo, gallina gallo, caballo, cerdo, gato, perro”	
Once the dictation is over, the children are taken to the restaurant to have breakfast, 2 girls come out of the restaurant to let know to the observer that they don’t like eggs and don’t want to eat them, at the end, they eat all the breakfast.	As this was not done on the previous Thursday, it seems like the children are used to having breakfast in the morning before 9 am. They are kind and offered to show the observer how to get to the restaurant when taking them there.
Once the students are back in the classroom, she grades the dictation.	
After that, the shared lunch starts and the teacher starts mixing the food to share it with the students.	
Some students form groups to eat together, other children eat by themselves.	Showing which students get along better.
One boy spills soda, and the teacher ordered him to clean his mess by himself, she takes some paper from the teacher’s locker and cleans a little. Then the teacher reminds him to clean properly because he can’t leave the floor wet all day. Another 3 kids help him to clean the floor.	Here can be seen how the teacher intends to make them independent and pushes them to solve their own issues when possible.
There are complaints of misbehavior while the teacher is gone.	
After all the children finished eating and organized their seats. They go to another classroom to see a movie.	

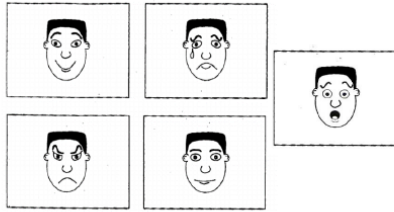
Annex 4



Test diagnóstico de comprensión emocional (Adaptación de TEC Pons, Harris & de Rosnay, 2004)

Nombre: _____ Fecha: _____

Colorea a la persona que se siente triste con color azul, a la que se siente feliz con color amarillo, al que se siente enojado con color rojo, con verde a quien está solo bien y rosado a quien está asustado.



Escribe en cada emoción en inglés.

Feliz _____

Triste _____

Enojado _____

Asustado _____

Bien _____

Escribe cada color en inglés.

Amarillo _____

Azul _____

Red _____

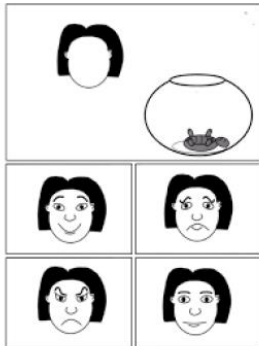
Rosado _____

Verde _____



Ana está mirando a su pequeña tortuga que acaba de fallecer. ¿Cómo se siente Ana? Feliz, triste, enojada o solo bien. Colorea cómo se siente Ana.

Ana is looking at her little turtle that just died. How is Ana feeling? Happy, sad, angry, or just okay. Color how is Ana feeling.

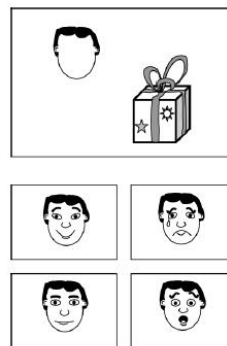


¿Qué animal era la mascota de Ana? Escribe en inglés.

What animal was Ana's pet? Write in English.

Joaquín acaba de recibir un regalo de cumpleaños. ¿Cómo se siente Joaquín? Feliz, triste, solo bien o asustado. Colorea cómo se siente Joaquín.

Joaquín just received a birthday gift. How is Joaquín feeling? Happy, sad, just okay, or scared. Color how is Joaquín feeling.

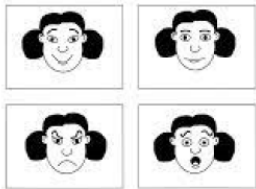
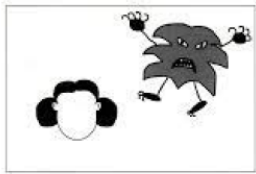


¿Cuándo es tu cumpleaños? Escribe mes y día en inglés.

When is your birthday? Write the month and day in English.

A Wendy la está persiguiendo un monstruo ¿Cómo se siente Wendy? Feliz, solo bien, enojada o asustada. Colorea cómo se siente Wendy

Wendy is being followed by a monster. How is Wendy feeling? Happy, just alright, angry, or scared. Color how is Wendy feeling.

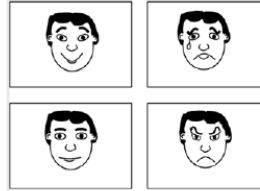
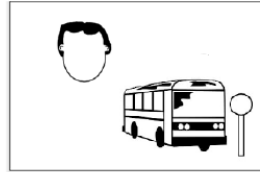


¿Hay algo que te haga sentir como Wendy? Escribe en inglés.

Is there anything that makes you feel like Wendy? Write in English.

Pedro está esperando el bus ¿Cómo se siente Pedro? Feliz, triste, enojado o solo bien. Colorea cómo se siente Pedro.

Pedro is waiting for the bus. How is Pedro feeling? Happy, sad, angry, or just okay. Color how is Pedro feeling.

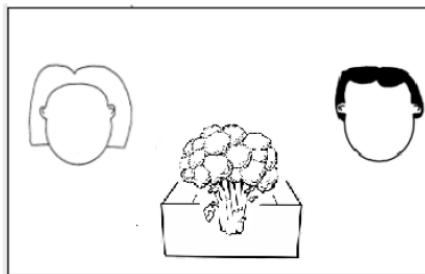


¿Cómo te sientes ahora? Escribe en inglés.

How are you feeling right now? Write in English.

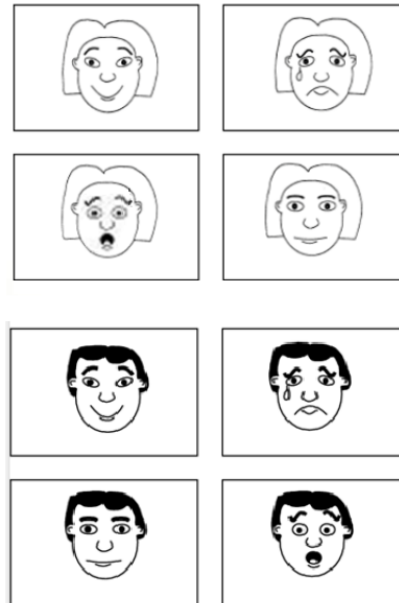
Aquí están María y Pedro. A María no le gusta el brócoli para nada y a Pedro le gusta mucho. ¿Qué hay en la caja? Hay brócoli en la caja ¿Como se siente María? Feliz, triste, regular o asustada ¿cómo se siente Pedro? Feliz, triste, regular o asustado. Colorea cómo se siente cada uno.

They are María and Pedro. María does not like broccoli, and Pedro loves broccoli. What is in the box? There is broccoli in the box. How is María feeling? Happy, sad, scared, or just okay. How is Pedro feeling? Happy, sad, just okay, or scared. Color how each one of them is feeling.



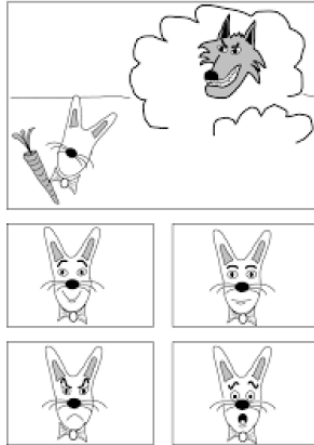
¿Cuál es tu comida favorita? Escribe en inglés.

Which is your favorite food? Write in English.



Este es el conejo de Pedro, él se está comiendo una zanahoria, a él le gustan mucho las zanahorias. ¡Revisa el arbusto! ¿Hay algo atrás del arbusto? ¿El conejo sabe que el zorro se está escondiendo entre los arbustos? ¿Cómo se siente el conejo? feliz, solo bien, enojado o asustado. Colorea como se siente el conejo.

This is Pedro's rabbit, he is eating a carrot, he likes carrots. Check the bush! Is there something behind the bush? Does the rabbit know that the fox is hiding behind the bush? How is the rabbit feeling? Happy, just okay, angry, or scared. Color how is the rabbit feeling.



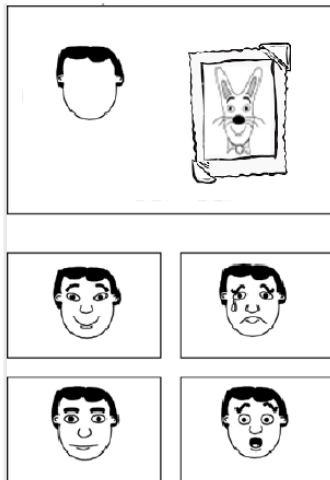
¿Qué animales hay en la imagen de al lado? Escribe de inglés.

What animals are in the previous picture? Write in English.

- _____
- _____

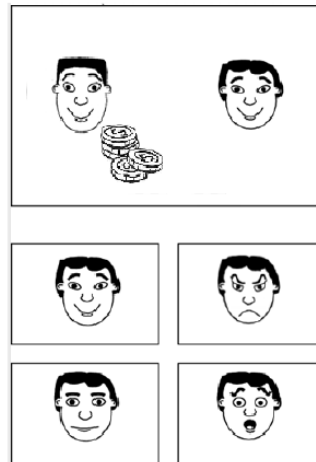
El zorro se comió al conejo de Pedro. Al día siguiente Pedro mira su álbum de fotos y ve una foto de su conejo ¿cómo se siente Pedro ahora? feliz, triste, solo bien o asustado. Colorea cómo se siente Pedro.

The fox ate Pedro's rabbit. The next day, Pedro looks at his photo album and sees a picture of his rabbit. How is Pedro feeling now? Happy, sad, just okay, or scared. Color how is Pedro feeling.



Aquí están Daniel y Pedro. Daniel está molestando a Pedro porque Daniel tiene muchas monedas y Pedro no tiene ninguna. Pedro se ríe porque no quiere mostrarle a Daniel cómo se siente por dentro. ¿Cómo se siente Pedro por dentro? feliz, solo bien, enojado o asustado. Colorea cómo se siente Pedro.

They are Daniel and Pedro. Daniel is teasing Pedro because Daniel has lots of coins and Pedro does not have any. Pedro smiles because he does not want to show Daniel how he is feeling inside. How is Pedro really feeling inside? Happy, just okay, angry, or scared. Color how is Pedro feeling.











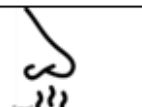





Annex 5



Name: _____ date: _____

Emotion 'happiness' Production activity:

Choose 1 thing that makes you happy from each table.

Person	I'm happy when I			
I	 See	 A present	 A cat	 A dog
	 Touch			
	 Hear	 Music		 A yell
	 Smell	 Soup	 Candy	 Lemon
	 Taste			 Fruits

Person	I'm happy when I
I	 Go to the park
	 Play with toys
	 Ride a bike

Annex 6



UNIVERSIDAD PEDAGÓGICA
NACIONAL
Educadora de educadores



Name: _____ date: _____

Emotion 'anger' Production activity:

Draw what makes you angry



Write 2 sentences about what makes you angry. *'I am angry when...'*

I am angry when I don't _____

I am angry _____

Annex 7




Name: _____ date: _____

Emotion 'sadness' Production activity:

Ask 3 partners about what makes them sad, write their names on the table, and mark their answers.

Pregunta a 3 compañeros qué los hace sentir tristes, escribe sus nombres en la tabla y marca sus respuestas.

Name	Is sad when				
	 His/her back hurts	 He/she sees rain	 He/she hears rain	 He/she is sick	 He/she loses
	 His/her back hurts	 He/she sees rain	 He/she hears rain	 He/she is sick	 He/she loses
	 His/her back hurts	 He/she sees rain	 He/she hears rain	 He/she is sick	 He/she loses

Write what makes your partners sad.



- _____

- _____

- _____

Annex 8

Teacher: Según ustedes, ¿cómo escribían antes en inglés? ... antes de que yo llegara

Student 1 (Salomé): Yo escribía chiquito ... aparte.

T: Pero, ¿escribías mucho, escribías poquito, no escribías, escribías arto?

S2 (sebastian): poquito

S3 (david): Poquito

T: y tú

S4 (mathias): poquito

T: jesus.

S5 (jesus): meedio

T: melissa, tu ¿cómo escribías antes en inglés?

S6 (melissa): señora?

S5: yo medio, medio.

T: antes en inglés ¿escribías mucho, escribías poquito no escribías?

S6: ¿en qué de ... periodo?

T: Inglés, inglés, inglés ... antes de que yo llegara

S5: yoo, yo medio, medio.

S6: bonito

S5: yo escribía medio, medio.

T: y ¿cómo creen que escriben ahora?

S5: ehh, pues...

S6: hermoso, precioso, divino.

S2: bien

T: Es decir, escriben bien, saben hacer frases, ...

S5: eh, más rápido.

S6: ¡si frases sí las hacemos!

T: ... si han aprendido algo

S5: más rápido.

S2: sabemos hacer frases.

T: Listo, Salomé.

S4: saber más inglés.

S1:

T: Pero, ¿escriben mejor que antes o igual?

S2: mejor.

S5: mejor, porque escribimos más y entendemos más.

T: Okay. Entonces, ¿sienten que después de las clasecitas conmigo aprendieron a hacer oraciones o no, eso siguió volando y no saben nada?

All Students: si.

S4: si oraciones.

T: ¿si saben?

S: si

S: ajá

S2: I am happy when. I am sad when

S6: I am sad when

T: y cuando ven una imagen ¿creen que pueden hablar de esa imagen? Si les pongo una imagen ¿pueden hablar de la imagen?, ¿y podrían hacerlo en inglés?

S4: yo sé cómo es, yo puedo hacer eso

T: ¿sí? Okay. ¿Sienten que ahora es más fácil hablar en inglés? ...

SS: si

S6: Fácil.

S: yes

T: ... ¿o no? ¿o les sigue dando problemas?

S2: no.

T: ¿Pueden expresarse, lo que sienten en inglés?

SS: si

T: ¿o mucho problema?

SS: no

T: bueno, ¿de qué emoción es más fácil hablar en inglés?

S6: ¡TODAS!

T: no, ¿de cuál les queda más fácil cada uno? Por ejemplo, tú.

S6: a mi feliz

S3: triste.

T: uno a la vez. David

T: mathias sad, Jesus

S5: sad

T: ¡¿cuando estás triste?! Salomé

S1: señora

T:¿de qué emoción te queda escribir más fácil?

S1: mmm ay, yo no sé.

S5: bueno, a mi aburrido. No triste, si no aburrido.

S1: a mi, a mi me gusta ... (unteligible)

T: pero esa no la hemos visto. Y ¿por qué?

S2: ¿cuál dije yo?

T: y a ti ¿por qué sad?

S4: Porque es la más fácil que he visto

T: David, ¿de cuál te es más fácil escribir y por qué?

S3: sad, porque (unteligible)

T: Porque qué

S3: porque solo tiene tres letras

T: Pero ¿de qué emoción tuya es más fácil escribir? ¿solo por las letras?

S2: happy

T: ¿Por qué?

S2: porque, porque ... cada uno tiene sus emociones preferidas.

T: okay. ¿y les parece que es fácil hablar de sus emociones en inglés?

SS: si

S6: si

T: o ¿muy difícil?

S2: fácil

T: pero, ¿si pueden decir lo que les pasa por dentro, o solo por hacer las oraciones?

S5: decir lo que nos pasa por dentro.

T: pero entonces ¿sienten que si pueden expresar sus emociones en inglés?

S2: si

S3:si

S4: si

S6: si, yo puedo

T: ¿si? Entonces, ¿ si yo los pongo a hacer unas oraciones, fácil? ¿todos? ¿cinco?

S7 (julieta): yo no

T: ¿cómo escribías antes en inglés?... ¿y ahotita?

S7: bien

T:¿sientes que ha habido un cambio conmigo o seguimos igual?

S7: un cambio

T: ¿y de qué emoción te queda escribir más fácil?

S: happy

S7: feliz

T: ¿por qué?... por cómo te sientes, o porque las palabras son más fáciles o ¿por qué?

S7: porque me siento mejor en español.