

Soft-Communicative Skills in an EFL Post-pandemic class: A Holistic Approach

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ABSTRACT

The present document presents the report of an action research project which attempted to describe the impact of a set of activities designed under the principles of the Holistic Approach with the objective of improving Soft Communicative Skills in an EFL post-pandemic class. The participants of this study were tenth/eleventh-grade students between 15-17 years old from a public school located in Bogotá, Colombia. The diagnostic period evidenced a lack of soft-communicative skills and speaking skills in relation to the use of English as a foreign language. That is why, the Holistic approach is proposed as the core path to improve these issues, focusing on the student as a whole. Questionnaires, field notes, artifacts, and interviews were used to collect data during the interventions and the triangulation method was utilized to analyze the effectiveness of this approach to help pupils develop both soft-communicative skills and speaking skills in a meaningful way.

Key words: holistic approach, soft communicative skills, interpersonal skills, intrapersonal skills, post-pandemic learning needs.

RESUMEN

El presente documento presenta el informe de un proyecto de investigación-acción que intentó describir el impacto de un conjunto de actividades diseñadas bajo los principios del Enfoque Holístico con el objetivo de mejorar las Habilidades Blandas-Comunicativas en una clase de EFL post-pandemia. Los participantes de este estudio fueron estudiantes de décimo/octavo grado entre 15-17 años de un colegio público ubicado en Bogotá, Colombia. El periodo de diagnóstico evidenció una carencia de habilidades blando-comunicativas y de

expresión oral en relación con el uso del inglés como lengua extranjera. Es por ello, que se propone el enfoque Holístico como el camino central para mejorar estas problemáticas, enfocándose en el estudiante como un todo. Se utilizaron cuestionarios, notas de campo, artefactos y entrevistas para recoger datos durante las intervenciones y se utilizó el método de triangulación para analizar la eficacia de este enfoque para ayudar a los alumnos a desarrollar tanto las habilidades blandas-comunicativas como las habilidades orales de una forma significativa.

Palabras clave: enfoque holístico, habilidades blandas comunicativas, habilidades interpersonales, habilidades intrapersonales, necesidades de aprendizaje post pandemia.

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CHAPTER I

Characterization

Local and Institutional Context

The present study was carried out in Instituto Pedagógico Nacional (IPN), a state educational establishment that functions with a special regime and belongs to Universidad Pedagógica Nacional. It is located in Usaquén - Bogotá D.C, the city's northern area, and surrounded by main avenues such as 127th Street and 9th Street which are recognized as residential, educational, and commercial. Additionally, this school has a population of around 3.000 students, a schedule from 8 am to 5 pm, and a total of 12 buildings organized by educational zones.

With respect to the educational project of the institution - PEI (2019), the pedagogical function is training in special education, preschool, elementary, high school, and middle school as a School Laboratory and Practice Center of the UPN. That is why, from the moment it was founded in 1927, the institution's vision has been to be a place of permanent innovation to experiment and risk new pedagogical alternatives that would revolutionize educational field of work.

Furthermore, its final outcomes advocate for a more human vision of the student where the aim is to educate them to live in community and to have passion for knowledge. That implies its mission is to lead the educational processes of children, young people and adults taking into account their diversity in different aspects such as economic, social, cognitive, cultural, ethnic, sexual, ethical, communicative, and affective. To fulfill this, the institution not only has a

qualitative assessment, but also runs interdisciplinary, complementary, and extracurricular activities that advocate for the integration of multicultural processes.

Target Population

The current research project was developed with 1004 grade students who were then promoted to 11th grade. This group consisted of 29 students, most of them between 15 and 17 years old. In terms of socio-cultural particularities, pupils were living in distinct neighborhoods located in Chapinero, Alamos, Suba, Rafael Uribe, and Kennedy. According to their family background, most of them were surrounded by a typical family environment living with their parents and siblings. Further, their favorite hobbies were dancing, reading, listening to music, playing instruments, sports, arts crafts, and watching television.

In relation to the school environment of the group, some remarks are of great relevance. On one hand, tenth graders had a certain lack of soft-communicative skills in relation to their class performance. While classes were performed, students were throwing things, not supporting, and not listening to each other. Similarly, the students showed signs of emotional instability, a factor that arose when they shouted, ignored, or cursed at others without matter repercussions. On the other hand, there was not a constant use of the English language, all pupils looked afraid, annoyed, or disinterested about the class, which regularly led them to be on their cellphones all the time, giving cold-shoulder to the class.

Correspondingly, a clear vision of the curriculum's approach to English was established. First of all, students just had one block of English classes each week, 2 hours. This one was complemented by extracurriculars and Vocational Orientation classes. On one hand, extracurricular classes were after-school spaces from 3 pm to 5pm focused on students that were having problems with the language. The second were lessons carried out in English but zooming

on helping students to know what they want to do after finishing school. Moreover, tenth graders could participate in performance evaluations, thematic posters, English corners, and English days during the whole year as part of an institutional project known as *English everywhere*.

Finally, students seemed to have thrown away their communication skills through the English language. They did not engage in English real-life conversations for extended periods of time. In contrast, the level of the English language seemed not only unnatural but also unmatched. In particular, half of the group had studied English before and liked it, but the others saw this language as something mandatory to do, shaping a disparate environment in terms of English skills and preference thoughts for the future.

Problem Statement

Considering the data collected during the diagnosis stage, some relevant tough situations were identified with tenth graders in relation to English proficiency and the lack of soft-communicative skills. In general terms, data showed that students were in need of basic English skills such as fluency, coherence and cohesion, vocabulary management, among others. Likewise, it was evidenced that students felt anxiety and stress symptoms when using this language with other people. An aspect that affected the way they socialized and created disunity in the group, making them run short of different social skills needed to have a high-quality environment in the group.

According to the Estándares Básicos de Competencias en Lenguas Extranjeras (MEN, 2015), tenth graders must have an English level of pre-intermediate 2, B1. In other words, at this stage students should be able to: participate spontaneously in conversations of topics of interest, answer questions in relation to others and the context, use comprehensible pronunciation, apply previous knowledge to participate in conversations, describe orally their ambitions and dreams

using a clear and simple language, use functional language to propose, discuss and negotiate, and handle strategies to keep an easy conversation.

Moreover, the Common European Framework (1971) claims that anglophone pupils in the B1 level must be independent users of the language. Especially, speakers at this level can interact with fluency and spontaneity, making interaction with native speakers something quite possible. Thus, as factors to accomplish these goals, B1 speakers need to be able to enter unprepared into conversations about topics that are familiar, of personal interest, or pertinent to everyday life. Besides, they must be able not only to connect phrases in a simple way to describe experiences and events, but also to give rationales for opinions and narrate stories related to books and films.

Nevertheless, 1004 students from IPN did not accomplish the demands stated by the MEN and the CEF. The diagnostic test revealed that despite the good English performance shown in reading and writing by students, the results were not that positive in speaking. The strongest difficulties identified in terms of language performance were mainly related to a deficiency in fluency, overuse of long pauses, erroneous speech organization, disconnection between phrases, misuse of pronouns, absence of enough expressions to describe different situations, and difficulties to answer general questions or conversations.

Additionally, tenth graders manifested to face difficulties in terms of listening and understanding the spoken English language, loss of focus, lack of motivation, organization, among others. Moreover, their achievement in soft-communicative skills such as relating with others, solving issues, leading groups, and working in teams obtained a high score in just 13 students out of 29. Even in skills such as controlling emotions and overcoming anxiety and

stress, most of the students considered to have a low level. Therefore, it was evident that students unconsciously had problems with their soft-communicative skills.

In fact, these problems related to soft-communicative skills have to do with EFL speaking difficulties. First, the absence of soft-communicative skills in English class seemed to be a result of the lack of social exposure experienced during the e-learning period in the pandemic. During that time pupils did not practice the English language in real contexts, and as a consequence they might have lost certain communication skills due to all interactions took place with the help of the internet. As revealed by the diagnosis, students' behavior was full of patterns like moving anxiously, twiddling their fingers, looking at each other nervously, doubting, making confusing faces, and sweating when using the language or socializing with others. This behavior might indicate that they were afraid of exposing themselves to social life and the English real spoken language when face-to-face classes came back.

Besides, another possible cause for these speaking and soft-communicative skills obstacles might have been the return of traditional teaching approaches. In this regard, students argued that most of the materials used in the English class were fill-in-the-blank guides and photocopied materials, accompanied by a constant focus on written skills and grammar management. In addition to this, there was a constant fear and discomfort of being discriminated against for not speaking perfectly or making mistakes. That is why, it was noticed that the deficiency of soft-communicative skills was more present when speaking English.

In accordance with what has been said, it is possible to conclude that one of the main challenges that students were facing in relation to their English learning process was their loss of soft-communication skills when interacting in the speaking activities of the class. Therefore, it

was fundamental to propose strategies that might help them to develop their reduced social skills, achieving a pleasant communication and a meaningful EFL class development.

Rationale

Currently, learning English, one of the most spoken languages in the world, brings great benefits and advantages for students in Colombia. In part, it follows that this language provides great advantages when applying for higher education or taking a professional career to the next level. Accordingly, by learning this language students can improve their life skills and increase their knowledge about the world (Petruta, 2012). In general, English can be not only a medium but also a communication tool that will always have a positive impact on the personal and professional lives of its learners. That is why, the relevance of this proposal lies in the fact that it was intended to contribute to more innovative and comprehensive ways of TEFL. All of it, by promoting selected soft- communicative skills by using spoken English, responding to both needs faced by this specific population, and enabling them to improve their everyday life.

Indeed, the Holistic Approach was applied because it is usually defined as a meaningful learning theory that has as a focal point the development of the learner as a whole (Voko et al., 2014; Kamei, 2021; and Goh and Burns, 2012). Notably, this means English was taught addressing language learners' cognitive, physical, emotional, and social needs, while working towards acquiring good speaking competence. Then, what is significant in this proposal is the focus on Holistic Approach benefits such as recognizing the entire dimensions of the pupils' personalities, reaching students happiness, and fulfilling through creative activities well-being processes of acquiring the English language. All of this, from the statement that English teachers must focus not only on the linguistic processes a learner is performing, but in all the skills that matter while doing it, such as soft-communicative skills.

Although, not only the contextual and theoretical aspects mentioned above should be taken into account, but also the personal needs that students have are directly related. As stated by the MEN (2016), tenth graders are between the ages of 15 and 17 years old, coursing the stage called *Middle education*. During these ages, teenagers have essential needs that are closely connected to this proposal. The first one is that in the period between these ages learners are facing physical, cognitive, and personality change, such as enjoying more company and interaction, finding confidence in socializing (Tassoni, 2016). As a result, in this crucial stage they need all possible help to develop their own identities as professionals and social individuals.

Research Question(s) and Objective(s)

General Research Question

- What is the impact of a set of activities designed under the principles of the Holistic Approach in the promotion of Soft Communicative Skills in an EFL post-pandemic class with 1004 students from the IPN?

General Objective

- This research aims to describe the impact of a set of activities designed under the principles of the Holistic Approach in the promotion of Soft Communicative Skills in an EFL post-pandemic class with 1004 students from the IPN.

Specific Objectives

- To analyze EFL students' responses to a set of activities designed to instruct them in Soft-Communicative Skills through the Holistic Approach principles.
- To identify the role of the Holistic Approach principles in the development of Soft-Communicative Skills and English-speaking proficiency in students.

CHAPTER II

State of art and Theoretical Framework

On one hand, this chapter introduces studies that work as key research background, which means previous research conducted on the same subjects are discussed here to show advances on the issue. On the other hand, three important constructs coming from the research questions and objectives are proposed here as they are closely connected with the implementation of the present proposal: The Holistic Approach, Soft-Communicative skills in EFL, and Sub-Speaking skills in EFL.

State of the Art

This section discusses the literature review due to the need to support the importance of using the holistic approach and teaching soft-communicative skills in the EFL speaking environments. Based on this, five references on soft skills and the holistic approach that have been considered as the most essential between fifteen references are discussed and delved into.

The first valuable research considered, *A holistic methodology supported in the construction of teaching material for the interaction with EFL in the student's real context*, was conducted by Estrada and Villamizar (2021). These authors developed an action research study in which their main purpose was to promote a holistic methodology in TEFL with second and third graders in Antioquia, Colombia. Accordingly, their aspirations were not to promote soft skills as such, but to teach English in a meaningful way. However, by making use of the holistic methodology principles, they developed thematic units designed from the adaptation and creation of teaching materials, working with students as co-constructors. With this, findings revealed that

the proposed activities made students perceive speaking as something real, interacting with the English language in a natural and meaningful way. Besides, this approach helped kids to integrate skills such as teamwork, turn-taking, problem-solving, and effectiveness, which are aptitudes related to soft-communicative skills.

In this sense, this study is relevant for the present proposal because it shows that the holistic approach/methodology has an encouraging and approving impact on English speaking and soft-communicative skills. It makes self-explanatory that the application of its principles inside a classroom can motivate students to learn English in a more meaningful and active way. Furthermore, their propositions made students enrich some of their soft-communicative skills even when it was not the main goal. This is one aspect that demonstrates the effectiveness of this approach for teaching English in a comprehensive way.

In addition, *Improving students' speaking skill through Holistic Method* is an investigation directed by Afdalia (2018) in which key results are discussed. This project had an action research design with the objective of finding out whether or not there was an enhancement of the students' speaking ability through holistic methods in the eighth-grade students of SMP 1 South Sinjai. To do so, lesson plans, speaking tests and questionnaires were designed using role play, describing images, and problem-solving techniques. Thus, the results showed that the implementation of the holistic method reached the achievement of the eighth-grade students in speaking skills substantially. Students were braver, more confident, fluent, and motivated in speaking. Additionally, a note is made about how the students' response to the class changed, demonstrating that this approach had a direct influence on the students' social behavior.

That said, the contribution of this study to the present research is that it provides evidence of the viability of applying this approach. This thesis shows that using holistic approach methods

or principles facilitates the development of English classes. This is because it helps to improve the speech level of the language and it directly influences the behavior of the students.

Another key research in the area is *Speaking Anxiety in ESL/EFL Classrooms: A Holistic Approach and Practical Study*, carried out by Ansari (2015). This is a research-oriented case study with the objective of concerning the conceptualization of second/foreign language speaking anxiety, its relationship with language performance, and the major reported causes of speaking anxiety. It was developed through different lessons and class sessions performed with a class of 30 students in the higher secondary level, ages between 17 and 19 years old. For the results, the researcher found that 10 students were experiencing English speaking anxiety as a result of fear for negative evaluation, and 13 were facing a perception of low ability in relation to their peers. From it, he proposes a step-by-step path called "Ways to reduce students' speaking anxiety" which consists of putting into practice holistic principles and methods to improve students' confidence and self-image.

Evidently, this thesis is very useful since it shows the holistic approach as a solution to problems like those of the present research. In both, there is a certain anxiety and fear of facing social contexts where the use of English predominates. Therefore, holistic activities are established to allow the student to be more easily included in such contexts, embracing the linguistic, social, and emotional sides of it.

Furthermore, *Prosody instruction: soft skills and effective communication development through drama techniques* is a study conducted by Vega and Uñate (2021). The purpose of this pedagogical and didactic innovation proposal was to intend to improve soft skills and effective communication in UPN pre-service teachers through prosody instruction. The problem describes an emphasis on teaching grammar and pronunciation in the English language classes at UPN,

leaving aside the development of basic soft skills such as confidence. To solve this issue, they propose 11 sessions that are developed in 3 cycles. The first cycle, Amplifying My voice and perceptions; Cycle 2: Clarity over Perfection; and the last, Cycle 3: My Thoughts, My Words. Through the development of these cycles the intention is to use prosody as a crucial part to acquire linguistic notions of the language without leaving aside the development of self-esteem and reliance. That is why, drama techniques are used to help pre-service teachers in vocal variety, sentence stress, and intonation.

Keeping in mind this, it is possible to say that the relevance of this study is that it shows a focus on speaking skills, but without leaving aside soft skills such as self-management, self-confidence, communication, among others. These skills are described as interpersonal and intrapersonal, which are the focus of this proposal. Thus, the pertinence of this study lies in the shared understanding that students' speaking skills develop hand in hand with soft-communicative skills.

Lastly, the research directed by Spirovska (2015), *Integrating soft skills in higher education and the EFL classroom: knowledge beyond language learning*, discusses the importance of soft skills in the context of EFL higher education. Its' objective is to propose models of implementing soft skills in foreign language learning and teaching situations, and to suggest teaching procedures and activities which will facilitate the introduction of soft skills in the EFL. For which, a questionnaire was applied to 23 former students to make evident how soft skills like communication, problem-solving, self-management, and other skills were needed to develop tasks successfully at job. That is why, the author proposes 3 approaches to integrate soft skills training in the curricula: a separate university course, a soft skills training as an integral part of other courses, and soft skills as an integral component of the language courses. Also, this

study presents some methods such as: task-based and problem-solving activities, group work involving discussions, delivering oral presentations, role plays, and dialogues.

This last study, in relation with the previous one, is key for this study because it is focused on accepting that the lack of soft skills training is a problem that not only concerns higher education. Of course, it shows the need for the present study, since soft skills are not only necessary for work or professional life, but also for life in general. Therefore, this proposal focuses on teaching students these skills since school, along with the English Language classes.

Theoretical Framework

Soft-Communicative Skills in EFL

To understand soft-communicative skills and their importance in the EFL field for students' personal and professional development, it is necessary to start by comprehending the meaning of soft skills. Under the age-old view, they are usually defined as skills for “job performance” or “personal traits and skills that employers state are the most important when selecting employees for jobs of any type” (European Commission, p.5, 2015). These comprehend around 60 skills that are associated with the Emotional Intelligence Quotient of a person, including the cluster of personality traits, social graces, communication, language, personal habits, friendliness, managing people, leadership, among others (EC, 2015).

In contrast, more recent proposals affirm that soft skills “make us who we are, generally encompassing our attitudes, habits and how we interact with other people” (Joshi, p.8, 2017). Then, soft skills go together with the development of everyone's personality and can be classified into “thinking skills” and “social skills”. The first ones are those related to the personal level, such as leadership, presentation skills, managing stress, problem-solving, and decision

making. The remainder refer to interpersonal skills such as communication skills and team building (Joshi, 2017). Evidently, this perspective makes evident how soft skills are more than just abilities for vocational training. In fact, this view of soft skills helps the present proposal by giving a path of how these abilities can be seen to work on them properly.

Similarly, Ortega (2017) asserts that soft skills allow people to perform better not only in labor relations but also in personal interactions. As stated by the author, these skills comprehend the non-cognitive or socio-affective skills that belong to the behavioral skills or arise from personality traits. In fact, the author specifies that socio-affective skills “are those that go beyond the learning of a specific content and are those that are useful for life” (p. 12). This signifies that these skills are valuable for a person in both professional and personal development, being a reason why their training should begin in childhood and adolescence. Beyond a doubt, these skills are that pertinent in people’s life that their development helps not only in specially trained areas but also in an earlier stage than higher education or vocational atmospheres, as this proposal suggests.

At last, there is a need for specifying a suitable focus of soft skills for this project. This is where the Bhatnagar and Bhatnagar (2011) scheme arises. According to the authors, soft skills are that varied that require a proper division or classification. With the aim of doing it, they specify that communication skills inside soft skills refer to intrapersonal, interpersonal, group, and mass communication (Bhatnagar & Bhatnagar, 2011). From which, intrapersonal and interpersonal skills are selected as the core of this proposal. Intrapersonal skills are those soft skills that refer to the ongoing communication that takes place within people. For instance, assertiveness skills, problem-solving skills, emotional skills, and managing stress skills. Interpersonal skills are those soft abilities that people use when interacting with other people and

their environments, such as team building, building relationships, leadership, and presentation skills.

In particular, Bhatnagar and Bhatnagar (2011) and Ortega (2017) established key definitions for the above-mentioned interpersonal and intrapersonal skills. First, emotional skills consist of the awareness of emotions together with the reasons behind them, being abilities to realize links between feelings, thoughts, and interaction to acquire self-regulation. Second, assertiveness skills are those who help to interact with others based on a set of beliefs related to status, correct behavior, and possible consequences, being also abilities to boost self-esteem and earn others' respect. Third, problem-solving skills are aptitudes for analyzing, synthesizing, and proposing solutions to different problems together with key decision making. Fourth, managing stress skills are self-regulation abilities to the proper management of one's negative impulses, implying to keep disruptive emotions under control to improve personal performance.

In addition, team building skills involve personal willingness and collaboration with others in carrying out activities to achieve common goals and collective development. Besides, building relationships skills determine how people handle social ties, it gives them an active awareness and interest of others' feelings, needs and concerns with the objective of creating connections from the leveraging of diversity. Also, leadership skills are abilities to motivate and assist others to achieve their full potential, taking risks and formulating a vision or a path to follow. Finally, presentation skills are understood as different abilities to communicate information and ideas to a group of people in an effective way, it includes planning, organizing, connecting with audience, creating visual means to communicate, among others.

Evidently, the previous soft-communicative skills were chosen because they are described as the most important skills needed in the daily interactions of a person. Nitonde &

Nandapurkar (2014) state that the umbilical-cord of soft skills is the English language, because the way in which it is used by people is always vital for developing soft skills. This indicates that soft communicative skills are closely related with the teaching of EFL because they are generally interpersonal and intrapersonal competencies that lead people into a more healthy and productive life. Of course, the performance of English language used daily is more common to be spoken. That is why, there is a need to find the abilities that encompass speaking skills in the EFL field and the way in which they relate to the development of soft-communicative skills.

The Holistic Approach

To improve soft-communicative and English-speaking skills in a comprehensive way, an approach that focuses on the development of the learner as a whole, is needed. This is because working in English through these skills is a way of caring for the development of a learner in all the possible areas of his life. Thus, as a comeback for this, the basis of the Holistic Approach established by Miller (1997) is concentrated on the idea that teachers must be acquainted with the entire dimensions of the personality, such as aesthetic, expressive, and spiritual dimensions, to reach human happiness and fulfillment. Hence, this theory of education “celebrates the diversity of human possibilities and therefore aims to respond to the specific historical and social contexts in which people live” (Miller, 2005, p.1)

According to the above, this approach is essential to be applied in the present study. This is not only because of its adaptability, but also because it is an approach by which teachers must have as a central point not only the linguistic processes a pupil is performing, but in all the skills he is using/or that matter while doing it. Therefore, each learning process should develop the 5 development areas: physical and motor development; socio-emotional development; language development; cognitive development; and attitude towards learning (Voko et al., 2014). These

areas need to be developed in parallel, but ones more intensive than others according to the needs of students in relation to their ages.

Furthermore, this approach focuses on guiding learners through a more successful life and meaningful learning, just in the way that training in soft skills of this project is intended to. According to Kamei (2021), the holistic approach recognizes there are many influences that can affect learning. Therefore, a Metacognitive Cycle needs to be carried out, in which students set some goals, implement their plans, and finalize by evaluating their own work. All these processes are developed having in mind self-regulation processes like resilience, motivation, mindset; and well-being processes: mental and physical (Kamei, 2021). In this view, it is evident how this approach leads to a more complete way of teaching for this research. This is because it focuses on teaching processes and learning goals from different views, improving all students' development skills within the teaching of a specific area, in this case English.

In addition to the above, this approach also aims at improving the performance of English language development. Goh and Burns (2012), affirm that this approach “addresses language learners’ cognitive, affective (emotional), and social needs, as they work towards acquiring good speaking competence” (Goh & Burns, p.4, 2012). Besides, these authors give 4 features or principles that will be a guide to develop this pedagogic proposal (Goh & Burns, p. 4, 2012):

- Learning is an active, strategic, and constructive process.
- It allows developmental trajectories.
- It is guided by learners’ introspective awareness and control of their mental processes.
- It is facilitated by social, collaborative settings that value self-directed student dialogue.

From all of this, this approach and its principles are used and applied in the present research as a way of proposing a comprehensive process of learning/teaching, in which soft-communicative skills in English are planned to be improved and reinforced.

Sub-Speaking Skills in EFL

In relation to soft skills, it can be seen how speaking skills in EFL are relevant for the development of these daily-life needed skills. This is because the traditional view of English as a foreign language, in which sub-speaking skills are those related to grammar structures, pronunciation, formal register, and fast speaking, has been criticized and neglected (Brown & Yule, 1999). Speaking in EFL from the perspective of Brown and Yule (1999), requires further sub-skills: practice in listening, perform authentic conversations, expressing confidently, and speak the language forms in a spontaneous/variable way. Hence, under the perspective of these authors, speaking skills focus on being understood, producing simple statements, not packaging density information, maintaining social relations, feeling comfortable, transacting intentions, and not producing ideal sentences (Brown & Yule, 1999). According to it, there is a clear perspective for this project in which sub-speaking skills are understood for their relevance in social/interactive/meaningful events, rather than just speaking the written language.

In relation to the above, sub-speaking skills in EFL are developed thanks to practice and immersion in real-life spoken situations. As stated by Harmer (2007) the teaching of these skills involves “speaking activities provide rehearsal opportunities - chances to practice real-life speaking in the safety of the classroom” (p. 124). From this, the author understands speaking as a skill where there is a task to complete and a purpose to follow, which is not purely linguistic. Harmer understands that the performance of speaking is not only an opportunity to activate a variety of linguistic elements that are in the brain, but also to use/produce phrases fluently and

meaningfully without very conscious thought. Further, the production of the spoken language is characterized for diversity, because “students are using any and all the language at their command” (p. 124). In other words, mistakes/errors are natural during the spoken production of the English language, leaving as a priority more meaningful aspects of speaking skills.

Evidently, the most meaningful aspects of these sub-speaking skills are those that are closely connected with the improvement of the soft-communicative skills of this project. According to Bygate (2019), speaking skills are the “vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business” (p.7). Thus, these skills are needed not just for showing improvement inside the English class at school, but also for the personal, social, and professional development of the self. Moreover, this author states that for teaching speaking skills there is a necessity of understanding the difference between knowledge and skill because the knowledge about a language differs from the skills that a person has while using it. In this way, speaking skills are evaluated in this project from the skills that a student shows when producing oral sentences and adapting them to different circumstances.

For this reason, Bygate's division of sub-speaking skills is crucial for this proposal, for establishing a clear connection with soft-communicative skills. He splits up them into motor-perceptual skills and interaction skills. The first ones involve perceiving, recalling, and articulating in the correct order sounds and structures of the language. The second ones are those skills for “controlling one’s own language production and having to make one’s choices” (Bygate, 2019, p.16). However, the author also mentions that motor-perceptive skills are the superficial part of these skills. Meanwhile, interaction skills are the core of these skills, being the ones that “involve making decisions about communication, such as: what to say, how to say it, and whether to develop it, in accordance with one’s intentions, while maintaining the desired

relations with others" (Bygate, 2019, p.16). According to this, some sub-speaking skills proposed by the author are organized/adapted for evaluating students' improvement during this project:

- Production skills: management of processing conditions that surround the spoken production, such as time pressure.
- Interaction skills: decision-making during the development of conversations, strategies and tactics involved in using the language.
- Negotiation skills: they involve the management of interaction (turns) and the negotiation of meaning (communicating clearly).

All in all, it is recognizable how the different sub-speaking skills and the vision creed these authors are closely related to the soft-communicative skills that are planned to be improved. From this, a new perspective of speaking skills is given, in which there is a spotlight on a more practical-social-interactive and daily-life vision of communicative skills in English. Thus, the following *figure 1* is a visual representation of how the constructs of Soft-communicative Skills in EFL, The Holistic Approach, and Sub-speaking skills in EFL work together and are complementary to each other in the development of this action research proposal.

Firstly, soft-communicative skills are closely connected with the improvement of sub-speaking skills due to both focus on solving and overcoming social issues by creating activities in which an authentic usage of the English language is present. Evidently, advances and improvements towards soft-communicative skills and English sub-speaking skills are expected to be produced by following the principles of the Holistic Approach. This, owing to this is a theory that develops the student as a whole, not only having as the focal point the language improvement, but also guiding the pupil towards the advancement of different development areas

such as emotional, assertiveness, problem-solving, and collaborative skills needed in everyday life.

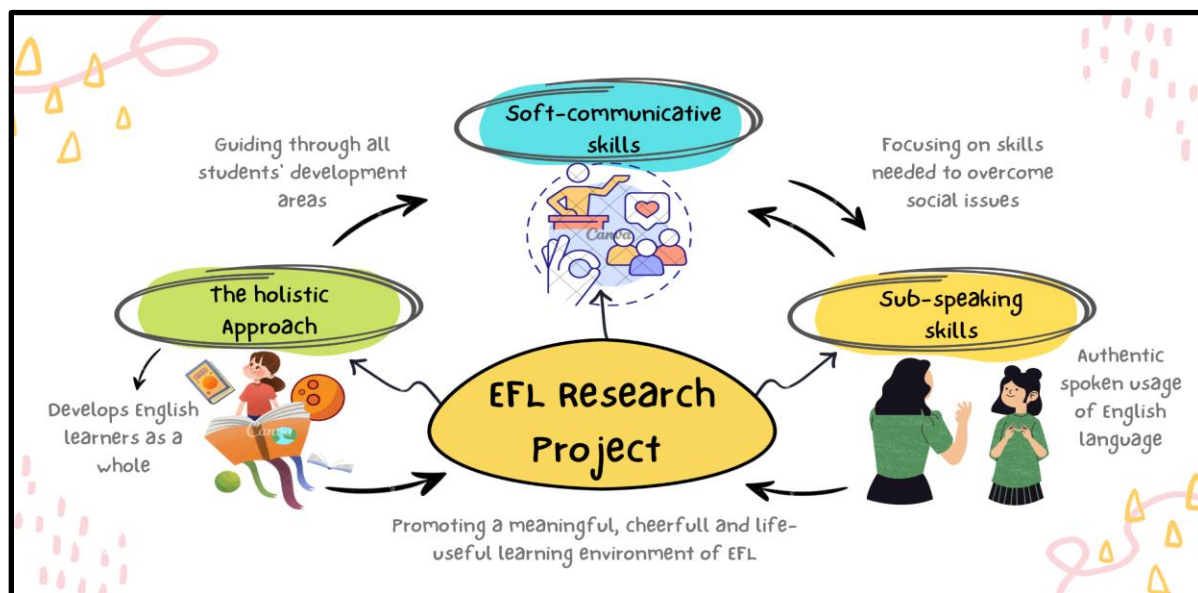


Figure 1

Visual representation of the relation between the theoretical constructs that underpin this research project. Own source.

CHAPTER III

Research Design

This chapter presents the methodological component of the current research project. It includes a definition, characterization, and detailed description of the research paradigm, the type of research, the data collection instruments, and the different procedures that were followed to gather information.

Research Paradigm

The present study is a qualitative research project. According to Leavy (2014), this kind of research is a way of learning about social reality by exploring, describing, or explaining social phenomena. All these procedures are done not only to unpack the meanings people ascribe to activities, situations or events; but also, to build a depth of understanding about specific aspects of social life. Furthermore, some characteristics of qualitative research are provided by Taylor et al. (2016). The first one is that qualitative research is inductive, which means researchers develop concepts, insights, and understandings from patterns found in the data. The second characteristic is that this paradigm sees the population from a Holistic view, understanding people and settings as a whole. Then, it is concerned with how people think and act in their everyday life, understanding all the perspectives as worthy.

According to what was indicated before, it can be said that the present study is qualitative because of 3 main reasons. Firstly, it was a way of exploring and learning about the social reality of 10th graders. In fact, the phenomena studied in this project is the impact of a set of activities designed under the principles of the Holistic Approach in the promotion of Soft Communicative Skills in an EFL post-pandemic class. Moreover, this study focused on understanding the

meaning students gave to communicative processes in their life. This, being a way of helping them to find the English language in every-day environments. Finally, this project was qualitative because through the creation of activities, the researcher has not only learned but also transformed those social practices that take place inside tenth graders' classes by proposing innovative lessons.

Type of Research

Due to its characteristics and objectives, this study is an action research project. This is because it is usually defined as a “social process of collaborative learning for the sake of individual and collective self-formation, realized by groups of people who join together in changing the practices through which they interact in a shared social world” (Kemmis et al., p. 20, 2014). Besides, it involves the investigation of actual practices with the objective of finding a problematic situation to reshape the life of the participants and improve individual and collective practices in a more rational, productive, sustainable, and reasonable way (Kemmis et al., 2014). Accordingly, this study fell into this paradigm because it might possibly change 10th graders’ visions by improving their interpersonal and intrapersonal skills in the English performance.

Furthermore, this project followed action research cycles to develop its main objectives. Since Burns (2010) claims it is a reflective practice involving a self-reflective, critical, and systematic approach to explore teaching contexts, there was a clear need of establishing a step-by-step to develop this project. That is why, the researcher followed the four phase AR model proposed by Burns (2010): Planning, Action, Observation, and Reflection.

Firstly, planning took place as the cycle where the lack of soft-communicative and English-speaking skills was identified as the problem, and the plan of action concerning a set of

holistic activities developed to bring about improvements. Then, Action was developed to apply those activities based on the Holistic Approach principles into the teaching situation during a period of 2 semesters. Through it, observation processes were systematically done to follow the impact of the action and document the context, actions, and opinions of those involved. Finally, reflections were done to evaluate and describe the impact of the implemented activities to make sense of what has happened and understand the explored issue more clearly.

Data Collection Instruments

This project built its foundations from the concepts of reliability and validity. In relation to it, this study understood validity as the applicability of certain instruments to collect enough information to give veracity to the research. This means that the researcher considered the collected data as a source of honesty, depth, and richness. On the other hand, reliability was understood as “a fit between what researchers record as data and what actually occurs in the natural setting that is being researched” (Cohen et al., p.49, 2007). In other words, it was related to the degree of accuracy with which data was collected in the usage of each one of the instruments.

In order to achieve both, this study used different data collection instruments, field notes, questionnaires, interviews and artifacts, to select a truthful methodology for answering the research questions. Besides, this was done to follow the triangulation technique, known as “the use of two or more methods of data collection in the study of some aspect of human behavior” (Cohen et al., p.141, 2007). In relation, triangulation was used to contrast all the data collected to show a reliable description and interpretation of the situations and events that were triggered. To explain it deeper, the following chart shows the objectives of this research and the instruments

that respond to each one of them.

Table 1. Data Collection Plan

	Objective	Instrument 1	Instrument 2	Instrument 3	Instrument 4
Specific objective	To analyze EFL students' responses to a set of activities designed to instruct them in Soft-Communicative Skills through the Holistic Approach principles.	Field notes	Interviews	Artifacts	Questionnaires
Specific objective	To identify the role of the Holistic Approach principles in the development of Soft-Communicative Skills and English-speaking proficiency in students.	Field notes	Interviews	Artifacts	Questionnaires

Field Notes

Field notes are understood as records and notes that are taken during or after events or occurrences linked to a specific approach. As stated by Sampieri (2014), those records and notes should be kept or filed separately by event, subject or period. It is something that must be done regardless of the recording medium, so that the field notes could be previously classified to be better analyzed and interpreted. Besides, this author claims that in these notes it is essential to include the observer's own words, feelings and behaviors. During this research, two kinds of field notes (Appendix 5) were taken from the proposed by Sampieri (2014). One of them are notes of direct observation, which were descriptions of what the researcher was observing, listening, and touching from the context and its participants. These notes were narrative and answered questions such as how, what, who, when and where. The second kind were interpretative notes, which were comments about the facts. This means the observer took notes

about her interpretations of what was being perceived in terms of meanings, feelings, reactions, and interactions of participants.

Interviews

Qualitative interviewing is commonly known as the most flexible and dynamic way of interviewing in research. It has been referred to as nondirective, unstructured, Non-standardized, and open-ended interviewing (Taylor et al., 2016). However, it is key to say that these kinds of interviews can be divided into: Structured, Semi-Structured, and Unstructured or open interviews. For this project, semi-structured interviews were done (Appendix 6), which are “based on a guide of issues or questions and the interviewer is free to introduce additional questions to clarify concepts or obtain more information” (Sampieri, 2014, p. 403). This type of interview was done mainly to the heading teacher when the problem of study could not be clearly observed, or for its complexity.

Artifacts

The artifacts in this project were understood as primary resources, which were documents, handmade activities, worksheets, photos, among others created during the time under study. These instruments gave rich descriptive data for the qualitative study because it is people’s own written or spoken words and their observable activities. Besides, the study of artifacts evinces the changing process that takes place thanks to the reflection of the nature of the methods used in the research (Taylor et al., 2016). From this, we can understand these kinds of instruments as documents or any object of study that was made by students (Appendix 7). This means that they could be interpreted for being symbolic, purposeful, cultural, and intentional.

Questionnaires

Questionnaires are useful instruments to collect survey information. According to Cohen et al. (2007), this instrument provides structured data which is able to be administered without the presence of the researchers due to the flexibility it offers. Besides, the authors claim a questionnaire consists of a set of questions or items that the participants have to complete in order to obtain information related to specific topics/constructs/concepts. These instruments can be structured, semi-structured, and unstructured. For this project, semi-structured questionnaires with questions, statements or items were presented (Appendix 8), and students were asked to answer or comment on them in a way that they thought best. Four of them were applied, the first one as a diagnosis and characterization instrument to collect information about 10th graders, and the others to record the impact of the activities that were implemented in each cycle.

Data Collection Procedures

To start the data collection process, a consent form was signed by students' parents (Appendix 9) from August 4th to 11th of 2022. It consisted of authorizing that any didactic, audiovisual, or written material produced by the students or taken by the researcher would be used just for the pedagogical project. All of it without putting at risk the integrity of the students and their families. Then, the process of collecting all the consent forms took a period of two weeks. Thanks to it, the period of observation and diagnosis started from August 11th to 25th. During this period, field observation notes (Appendix 5) of 3 sessions were taken to characterize and diagnose 10th graders. Besides, a diagnosis and characterization questionnaire (Appendix 1) was developed with students to collect information about students' contexts, likes, abilities,

weaknesses, among others. Finally, during this period an interview with the teacher was done to fulfill the same previous objectives.

During the first cycle of intervention, field notes were taken with the application of each lesson plan. A total of 4 field notes were taken in the period from September 15th to October the 6th. Besides, an interview with the teacher and a questionnaire with students were done at the end of this cycle with the objective of recording the impact of the applied activities. Both were developed on October the 20th, 2022. Also, artifacts from this period such as paintings, worksheets and drawings were collected during the whole cycle.

In cycle 2, 4 field notes were written from October 27th to November 18th at the end of each session, using the audios that were recorded during the spaces in which students used their speaking abilities. On the other hand, the interview with the teacher and the questionnaire for students were applied on November 17th, 2022. Both instruments were developed to question the heading teacher and tenth graders about what was learned, improved, or needed in the second cycle and for future lessons. Once again, artifacts were collected during the whole cycle, this time being presentations, murals, paintings, workshops, among others.

In cycle 3, 3 field notes were completed from March the 1st to April 12th of 2023. All of them were written at the end of each session, using the recorded audios as tools to describe the speaking performances of students. Besides, artifacts, workshops and paintings were collected. Finally, the interview with the teacher and the questionnaire for students were created on April 13th but could not be applied due to time concerns.

CHAPTER IV

Pedagogical Proposal

This chapter intends to describe the visions that underpin the instructional design proposed as well as the cycles of intervention implemented with 10th graders at Instituto Pedagógico Nacional. Firstly, the visions of curriculum, language, learning, classroom, and materials are defined to understand the key aspects that guided the lesson plans designed for this proposal. Moreover, the instructional design of the proposal is explained in detail.

Curricular Vision

To come to a holistic view of the curriculum this proposal follows the integrated vision, which emphasizes in more than a plan to put into practice. In relation, Drake and Burns (2004) propose an integrated view of the curriculum in which rigorous, relevant, and engaging creations take place. These authors claim that to develop a curriculum like this it is essential to make connections with real-life context, to go across disciplines, and to work from skills-based and knowledge-based relations. This is worked from multidisciplinary, interdisciplinary, and transdisciplinary integrations. As for the first ones, it is perceived that the curriculum establishes relations with different subjects to integrate a teaching concept. Interdisciplinary integration means that teachers organize the curriculum around common learnings across disciplines, having a match of common learnings to emphasize interdisciplinary skills and concepts. Finally, the curriculum needs to be transdisciplinary because educators plan it around students' questions and concerns.

To achieve the aforementioned, this project was based on an emancipatory curriculum, which is understood as a praxis. According to Grundy (1998), this kind of curriculum sets an

emphasis on the construction of knowledge where both students and teachers depict their roles as active participants, carrying out a process of classification, action, and evaluation. Furthermore, this type of curriculum allowed the present project to carry out activities that were build up in the world of interaction, which is the social and cultural world of students. Thus, students had the capability to go through a process of meaning construction of the social and personal, reestablishing the social constructions that were being problematic in their environment itself.

Vision of Language

According to Goh and Burns (2012), the Holistic Approach focuses on the spoken language that can be taught to students. From it, the language is understood from a socio-cognitive-emotional perspective, in which cognitive, emotional, and social processes are crucial when learning to express. These authors understand the spoken language as a way of learning and thinking. This means that the language skills of a student lead him/her to make connections with their academic learning. Besides, the language needs to be also understood from the pupils' feelings, understanding that the effectiveness of language learning happens when certain affective factors such as anxiety, stress, and motivation are taken into consideration.

Hence, the language in this project is understood from the spoken real usage of the English language in students' every day academic and personal life. This is composed mainly by pragmatic competencies such as initiate and maintain conversations, sustain group discussions, describe feelings, give reasoning in an acceptable manner, and ask for information or assistance (p. 21). Thus, the vision of the language from the Holistic approach focuses on the English language management in the pupils' speech, which is mainly guided by the expression of their thoughts, reasonings, and feelings. Furthermore, the huge goal in language from this approach is to engage in effective day-to-day classroom communication.

Vision of Learning

The vision of learning in this proposal was guided by the principles of the holistic approach. Thus, learning is understood as something that happens in its entirety, as an expression of the pupils' thinking that makes part of social processes. This means that learning occurs when a child develops simultaneously different skills, considering the whole development of the child. Besides, knowledge is acquired keeping in mind that all the human development areas are interrelated (Voko et al., 2014). In addition, Goh and Burns (2012) understand that under this approach, learning takes place when students address cognitive, affective, and social needs. Thus, learning is understood as an active, strategic, and constructive process where social-cognitive perspectives are constantly applied.

Therefore, any kind of learning activity must have as a spotlight the integration of all the skills that can be used in the learning process of students. To produce learning, all knowledge acquisition needs to be closely related with real-life context and other subject areas. Teachers need to produce wisdom associating the materials of one subject to interpret the problems or topics from another. Additionally, the production of knowledge is improved when teachers formulate questions and identify problems related to the process students make when learning (Drake & Burns, 2004). Finally, learning also takes place when students are provided with speaking practice; promotion of language; skills training; and metacognitive development. By reason of all mentioned, learning must happen thorough contextualized, varied, and interesting scenarios for communication to take place (Goh & Burns, 2012).

Vision of Classroom

The vision of the classroom from this approach keeps in mind an environment in which learners can be free to expose their cognitive, affective, and social needs. In other words, the materials and equipment used in the classroom need to fit with the learning needs and demands that students face when communicating through the spoken language. Also, an environment that focuses on social, collaborative, and self-directed dialogs settings is highly valued. In addition, the classroom must be full of conversations with students, information about their background, learning goals, and assessment results (Goh & Burns, 2012).

Furthermore, a classroom needs to be organized in an appropriate, familiar, and comfortable place for all language learners. First, the contents, activities, and materials used there need to be interesting, challenging and tangible to help students feel comfortable in the environment. Also, the classroom needs to be a stimulating place in which students feel free to move and receive messages from their surroundings. Finally, this learning space should be a place as familiar as possible to students. The classroom needs to contain students' modifications or creations that make them part of the place and that would create a sense of mutual respect in all the learners (Voko et al., 2014).

Instructional Design

With the objective of developing Soft-Communicative Skills in 1004 class with EFL post-pandemic students, this project was implemented and put into practice the Holistic Approach inside the classroom. For this, activities were always designed and developed keeping in mind students interests and needs, so it could be meaningful for them. That is why, each cycle united the thematic interests proposed by tenth graders along with the learning needs of the

students that were evident in the diagnosis period. In addition, each of the activities was designed to meet more than two holistic areas, thus promoting an innovative learning environment that advocated learning spoken English in different ways.

In this manner, the current pedagogical proposal was designed and organized in a total of 3 cycles and 8 lessons. Each cycle developed a specific number of lessons, each one of them focused on developing a specific soft-communicative skill. This organization (see chart 2) was designed to move from intrapersonal to interpersonal skills, letting students interact first with themselves and their emotions in cycle 1, and then with the world around them in cycle 2 and 3. All of it to help students, through the English language, to focus on a different personal and professional path for their lives. With this view in mind, during these cycles different useful language was produced and practiced at the beginning of each lesson, together with the constant register of improvement information in artifacts, field notes, interviews, and questionnaires.

Table 2. Cycles for Intervention Planning

Cycles	Lessons	Contents	Soft-communicative skills	Holistic areas of development	Objectives	Useful language
1. Communicating with myself: difficulties and opportunities from September 15th to October 6th of 2022.	1. My emotions when interacting	-Importance of emotions -Positive/negative emotions in communication -Relating emotions with colors and music	Emotional skills	-Socio-emotional development -Aesthetic (artistic) development	To raise awareness of the importance and influence of emotions when interacting	"I usually read, listen to music or dance..." "I feel excited about practicing sports like..." "I think communication processes are relevant to create..."
	2. How my speaking difficulties make me feel	-What are speaking difficulties? -Speaking anxiety -Types of anxiety -Fear of making mistakes	Management of stress skills	-Physical development -Language development -Cognitive development	To identify the relation between speaking difficulties and emotions	"Some of the emotional problems I have when speaking..." "When I speak in English, I feel..." "I am constantly afraid/ashamed of..." "My emotional problems are maybe because..."
	3. Improving my self esteem and confidence	-English speaking proficiency -Confidence, self-esteem and self-reliance -What is needed for social immersion	Assertiveness skills	-Social-emotional development -Language development	To plan strategies for increasing self-assertiveness	"I think I have/don't have confidence because..." "I believe self-esteem is part of..." "One strategy I could use is..."
Data collection instruments: questionnaire, interview, artifacts, and field notes.						
2. Communicating with others: being an assertive speaker, collaborator and leader	1. Solving my speaking and decision-making difficulties	-What is a speaking strategy? -Strategies applied to specific issues -Methods to control myself -Different career paths -Choosing the best options for professional life	Problem-solving skills	-Cognitive development -Aesthetic development -Affective development	To promote decision-making abilities for working on a better version of themselves	"We could make..." "We could put into practice activities like..." "One of my plans/outcomes/goals are..." "If I put into practice my plan, I will be an efficient speaker" "

Cycle 1. Communicating with myself: difficulties and opportunities

The first cycle of implementation was aimed at making students aware of the importance of emotions and how they directly depend/relate to their oral performance in English class. In addition, it sought to engage the students in a process of introspection where they worked on their difficulties and gained insight into their interests. In general, work was done holistically on intrapersonal emotional skills such as emotional, management of stress, and assertiveness skills. To do so, this cycle was divided into three lessons (see sample in appendix 10), each one of them key to solving students' social insecurities.

Then, the first lesson, *My emotions when interacting*, had the objective of raising awareness of the importance and influence of emotions when interacting. That is why, it promoted emotional skills connected with Holistic areas to develop some specific contents such as the importance of emotions; positive/negative emotions in communication; and relating emotions with colors and music. To develop these contents, two sessions with independent activities were done. In the first session, a *Pictionary of Emotions* with the negative emotions identified in the students, and a case to be solved that the students had to discuss based on empathy were developed. The second session had music and painting going hand in hand to help students identify different feelings and their relevance into everyday life.

The second lesson called *How my speaking difficulties make me feel*, had as main aim to identify the relation between speaking difficulties and emotions, analyzing possible solutions for it. This was because it had some specific contents: what are speaking difficulties?; speaking anxiety; types of anxiety; and fear of making mistakes. Thus, this lesson was developed with activities like a *Language Speaking Race* done from images and an *Escape Room* game with multiple challenges students had to develop in groups.

The third and last lesson of this cycle, *Improving my self-esteem and confidence*, had as objective to help students plan strategies for increasing self-assertiveness while speaking English. Thus, it related to contents such as: English speaking proficiency; confidence, self-esteem; self-reliance; and needs for social immersion. Evidently, holistic activities were done to develop these contents. The first one was *What does your name mean?*, an activity to choose a partner's name and give a positive adjective for each letter of his or her name, socializing it in couples. The second was to solve a worksheet called *The best of me*, where students had to complete sentences with positive things about themselves. Each one of these activities had a specific time in which students socialized with the teacher and partners about their findings.

Cycle 2. Communicating with others: being an assertive speaker, collaborator and leader

The second cycle, called *Communicating with others: being an assertive speaker, collaborator and leader*, was also composed of 3 lessons. The main aim of this second cycle was to project what the students had previously learned but this time in a social environment, to help them develop interpersonal soft-communicative skills key to fulfill their future plans. This, with the intention of helping them not only to choose a suitable professional path, but also to achieve that they master, with the help of English, essential skills to develop in their personal and everyday life.

The first lesson, *Solving my speaking and decision-making difficulties*, had as a purpose to make students promote decision-making abilities for working on a better version of themselves. It developed contents like what is a speaking strategy?; strategies applied to specific issues; methods to control myself; career paths; and choosing the best options for professional life. To do so, first, a *Career Cards Game* was done in order to make students fulfill speaking challenges related to professions and the needed vocabulary to discuss about it. Then, a role play

activity to perform a *Job Interview* was done with the objective of putting students in a situation where they had to make decisions and work on communicative strategies at the same time.

The second lesson, *Collaborating with my peers*, enhanced contents like problematic situations at school; identifying how their future profession could help; constructing strategies in teams; and abilities to choose and improve strategies. This is because its main aim was to identify the relevance of working in groups, by developing team-building skills through holistic areas such as social and language development. Activities were done, the first as a speaking section to gather and organize information related to issues in the school, and the second a Role play activity called *Acting as experts* in which students had to make groups according to their professional area to discuss, propose and present a solution for a specific issue at school.

The third lesson, called *Leading and proposing my own goals*, had as a purpose to make students understand the different advantages of always being a leader that can set goals. To do so, contents like authority, leadership skills, schemes of goals to fulfill, and personal proposals to plan and act as a leader, were developed. Holistic activities in the areas of social, emotional, and cognitive development were put into practice. In the *Paper Holding Game*, students worked in groups to lead through English speaking different couples to find strategies to hold as many papers as possible. Then, a *Goal Setting Worksheet* was worked on, in which students had to set their own future goals by drawing, writing, and discussing.

Cycle 3. Introducing my new self to the world

The last cycle, called *Introducing my new self to the world*, consisted of 2 lessons aimed at identifying some of the advances that students have had during the proposal development. That is why activities were carried out to involve tenth graders in social situations where the skills developed could be evidenced. Besides, activities were related to the importance of helping

students to enhance the relationships among them and the way they present themselves in front of others.

The first lesson of this cycle, *Raising my own connections*, was guided by the goal of establishing the relevance of building relationships with themselves and with others for life. This with a focus on developing contents like what is a relationship, academic and personal relations, connections needed for future plans, and relations with the environment. Holistic activities from areas of language, aesthetic, and language development were done. The first, *What's so special about us?* was an speaking activity in which students had to work in couples to find things in common with a partner they did not usually work. Then, to reinforce relationships in the classroom, the speaking game *Elemental group passions* was done, from which students had to find common qualities, characteristics, interests, and future goals for the future with partners that had the same zodiac sign than them.

Finally, the last lesson for the implementation of the proposal was called *Introducing my new self*, where the objective was to identify how training in soft-communicative skills helped students to become better versions of themselves. The contents were abilities needed to introduce; soft-communicative skills that were acquired; and changes that these skills produced. To do so, two holistic activities were done. The first one was an introduction of presentation skills with *Tongue Twisters*, where students had to discuss the meaning of them and practice pronunciation together with good intonation. After that, the speaking worksheet *How often* took place, in which students needed to work in pairs to discover the different things they have enriched during the implementation of the project. Of course, a guide for presentation skills was worked on because students had to present their couple to the teacher, mentioning the improvements they discovered.

CHAPTER V

DATA ANALYSIS AND FINDINGS

This chapter gives an account of the different procedures that were followed in order to analyze the data collected during the implementation of this project. Additionally, the categories of analysis, which emerged from the data are described and deeply spelled out.

Procedures for Data Analysis

For a start, an unfolding of how the data collected was organized and managed is needed. Firstly, during 2022-2 and 2023-1 all the artifacts were classified in a specific folder according to the dates in which each one of the cycles were implemented. Besides, the interviews and questionnaires were organized in a folder according to the different cycles in which they were developed. Since each one of them was taken when finishing the application of the lessons that belonged to each of the cycles. All this data collected was digital considering that the researcher scanned all possible materials and questionnaires, transcribed all interviews, and also the audios of the lessons in order to complement and deeply portray what happened inside of each one of the lessons.

Subsequently, the approach chosen to examine and analyze the data collected during the implementation period is The Grounded Approach (GA). This contained a methodology in general to think about and study social phenomena. It is centered on denoting theoretical constructs and categories of analysis from qualitative study of the data, after being collected. Furthermore, this approach concentrates on building theory from the data. This means the analysis processes are to examine and interpret data in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008). In other words, GA

offers a systematic inductive process in which researchers interpret what is outstanding in the data collected, carrying out a process that allows them to highlight the patterns of analysis that give rise to the creation of categories.

With the above in mind, several analysis strategies were used. First, after the data were organized, they were subjected to information classification. This was done by using colors and codes to highlight main themes and patterns that recurred in the information found. This technique refers to using colors for noting patterns and themes, which reduces data to specific ways of thinking, activity codes; event codes or relationship and social structure codes (Cohen et al, 2007). That is to say, data were broken into different paragraphs, segments or lines in order to visualize the information needed to develop a proper examination of the categories created.

For this study, the data was divided into three different colors and codes. The first one was green to represent students' responses towards the implemented activities. This means the color highlights tenth graders' opinions and feelings expressed during the whole intervention. The second were learning facts that students recognized to have improved or reached during the implementation, they go around both soft-communicative skills and speaking skills with color blue. Finally, students' thinking in relation to the approach used to develop EFL activities was highlighted with pink color. Consequently, this classification made the process of constructing the categories easier in relation to the objectives framed at the beginning of the project.

Categories of Analysis

Table 3. *Visual representation of the categories resulting from the analysis*

RESEARCH QUESTION
What is the impact of a set of activities designed under the principles of the Holistic Approach

in the promotion of Soft Communicative Skills in an EFL post-pandemic class with 1004 students from the IPN?		
RESEARCH OBJECTIVE 1	RESEARCH OBJECTIVE 2	
To analyze EFL students' responses to a set of activities designed to train them in Soft-Communicative Skills through the Holistic Approach principles.	To identify the role of the Holistic Approach principles in the development of Soft-Communicative Skills and English-speaking proficiency in students.	
CATEGORY #1	CATEGORY #2	CATEGORY #3
The nurturing and helpful impact of holistic approach activities in TEFL pupils.	The Supportive role of the Holistic approach to potentiate soft-communicative skills	The Holistic Approach as a motivator and promoter of learning EFL
SUBCATEGORY #1	SUBCATEGORY #1	SUBCATEGORY #1
Learning English as a Foreign Language through an easier and creative process.	Promoting personal well-being skills: personality development	Feeling motivated to learn the English as a Foreign Language
SUBCATEGORY #2	SUBCATEGORY #2	SUBCATEGORY #2
Pupil's attention enrichment and dedication towards Holistic learning.	Holistic improvement of the group's social flourishing	Reducing speaking anxiety and stress in EFL holistic environments

Category #1: The nurturing and helpful impact of holistic approach activities in TEFL pupils

This category has as its central focus the impact of the use of the Holistic Approach for the development of TEFL activities. Broadly speaking, during this project, data revealed that students had the opportunity to express their opinions, feelings, and personal experiences regarding the activities carried out in each cycle. Specifically, the information collected showed that the students expressed a preference for this learning methodology. Given that, they described it in general terms as a more effective way of learning, stimulating a more nurturing

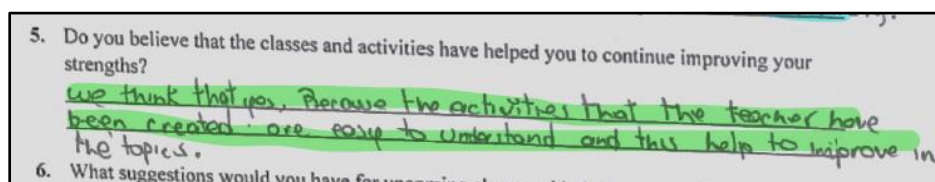
and helpful process for students. This, of course, keeping in mind the most important principles of this approach.

Accordingly, Goh & Burns claim this approach as a methodology that can be used to improve the requirements of good speaking competence, focusing also on students' cognitive, affective, and social needs. Hence, students develop learning in active and constructive environments in which they not only work on their introspective awareness, but it is facilitated thanks to a social and collaborative classroom setting (2012). In other words, thanks to this approach students could find a more meaningful way of learning, described as an easier, creative and attention catching approach. That is why, in order to illustrate these findings two subcategories emerged from this category. The first one is Learning *English as a Foreign Language through an easier and creative process*. And the second is *Pupil's attention enrichment and dedication towards Holistic learning*.

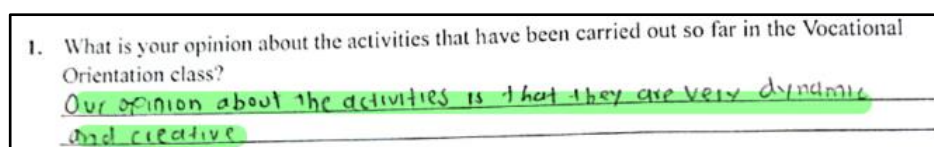
Subcategory #1: Learning English as a Foreign Language through an easier and creative process. This subcategory gathers the data findings in relation to how Holistic approach helped tenth/eleventh graders to see TEFL as a process that can be easy and creative. For this, it is essential to recognize that such conception is reinforced by Kamei (2012), who claims that this approach focuses on anticipating which possible influences could affect or meliorate learning. Apart from this, the author states the success of it by saying that all holistic activities should lead the student to a motivated, resilient, and well-being learning process. Indeed, in this study, the data showed that the students considered holistic activities as a more dynamic, simple, and exciting way to learn the English language.

To begin with, data revealed that tenth grade students found a considerable percentage of dynamism in the activities that let them learn English through a smooth course. According to it,

the next fragments illustrate the reasons why students felt holistic activities helped them to improve their strengths.



[Questionnaire Cycle 1, Question 5, October the 20th, Student #7]



[Questionnaire Cycle 1, Question 1, October the 20th, Student #12]



[Artifact #1, Cycle 1, Session 2: My emotions when interacting, Students #7,6,12,15,18,19, September 22nd 2022]

The previous fragments illustrated how, during most of the activities, pupils learnt and practiced English through areas of development that could make the process not that hard for them, such as aesthetic, emotional, social, and physical development. Besides, the activities also focused on topics suggested by them. As an example, students painted with their fingers the feelings produced by different songs while they were singing and discussing their opinions towards it. Therefore, the dynamic approach to various areas of development along with the use

of topics of interest to them, made the class much more graceful for the students. Then, they agreed upon the conviction that the activities were easy to understand and dynamic.

On the other hand, students found the usage of the different areas of development as a way to work on their personal strengths in a creative way. For them, learning through emotions, hand-made activities, music, collaborative activities and so on, was a way of discovering new approaches to the learning of EFL.

1. What is your opinion about the activities that have been carried out so far in the Vocational Orientation class?

The activities that we have done in class were helpful to get to know our creative side of our personality.

[Questionnaire Cycle 1, Question 1, October the 20th, Student #15]

and music. The reactions of students are very positive. Most of them look curious and excited about the idea of learning English through the arts.

[Field notes N°2, Cycle 1, Session 2: My emotions when interacting part I, September 22nd 2022]

Also, students were always in good spirits, looking lively just for the fact of speaking about something they were interested in. Besides, the participation increased a lot, students were all the time asking the teacher about new vocabulary and opinions for the possibilities they were thinking of.

[Field notes N°6, Cycle 2, session 2: Collaborating with my peers. November 3rd 2022]

These excerpts demonstrated how students felt they were developing a part of their own personal interests together with the improvement of their English language. Going through the process of discovering new ways of learning English made them feel curious and excited. In fact, the reaction towards the artistic, critical, and physical activities was always positive. By way of illustration, when students were asked to think about institutional issues related to their area of interest and then propose a solution, they showed preference on using their knowledge to solve real life issues. Thence, holistic activities helped them in some way to become conscious about

the way in which they prefer to learn the English language.

Lastly, this aspect can be evinced in the answers of the heading teacher to the interview. Where the transcriptions gathered, revealed a constant positive opinion towards the influence of these kinds of activities in the students' learning styles.

Yeah, as I mentioned before in the previous question, I think that the activities have been different from the regular English classes. Which means that all the materials that you have used are positive for them because it is something different. Something that they can do in a different way, more than writing, more than.. I don't know, doing activities to improve their English skills. Also, they are improving another artistic skills or other skills such as listening, that maybe in regular English classes we don't do so often.

[Interview to heading teacher, Cycle 1, Answer to question 2, October 20th]

one or two skills maximum. But in your classes the idea is to mix all the skills and also to do it in a different way. And more than different is creativity, because as you noticed today in the class, they said things like "Okay, I like painting, I love to draw" or some different activities that in my classes they can not maybe because of the pressure of time. But in

[Interview to heading teacher, Cycle 1, Answer to question 5, October 20th]

In the previous comments can be evinced how the heading teacher expressed that holistic activities worked in some way on those skills in which students were most comfortable learning English. Besides, she stated that the exercises mixed in a creative way the different skills, apart from speaking, listening, writing, or reading, with which students could improve the English language. This reinforces the idea that students would not have experienced learning English as a process that can happen from their topics and skills of interest.

Subcategory #2: Pupil's attention enrichment and dedication towards Holistic learning. This subcategory gathers the data concerning how tenth graders enhanced their concentration and commitment towards the English class from the implementation of holistic-based activities. As will be seen below, the data collected showed that students' performance improved thanks to the use of this approach. Evidently, this circumstance arises as a consequence

of the fundamental principle of holistic approach, in which teachers must be acquainted with the entire dimensions of the personality, such as aesthetic, expressive, physical, and spiritual dimensions, to reach students' academic life happiness and fulfillment (Miller, 1997). Then, in this study data showed tenth/eleventh graders expressed the learning enthusiasm that this type of activities generated for them. This resulted in an ideal classroom environment where the diversity of students' possibilities was celebrated with a good flow of class involvement.

Firstly, the data showed that the students' reaction to the different activities had a great strength of enthusiasm and participatory courage. As follows in the next excerpts.

1. What is your opinion about the activities that have been carried out so far in the Vocational Orientation class?

Some of the activities were very entertaining and dynamic

[Questionnaire Cycle 1, Question 1, October the 20th, Student #21]

1. What is your opinion about the activities that have been carried out so far in the Vocational Orientation class?

Vocational Orientation class is dynamic, fun and encourage us to participate.

[Questionnaire Cycle 1, Question 1, October the 20th, Student #18]

The previous fragments are self-explanatory resources that came to the conclusion of how tenth graders TEFL behavior flourished with the use of holistic learning. On one side, students agreed upon the assurance that the activities were not only dynamic, as previously discussed, but also captivating. For example, the classroom escape room was an activity that required a constant pace of participation, in which students needed in-depth commitment to the class in order to work on different TEFL challenges and reach a common goal. That is why activities like these used to increase students' contributions to the class.

Secondly, the information collected also revealed a significant improvement in the degree of concentration that the students devoted to the different activities. Their concentration to

perform the activities effectively was crystal clear on more than one occasion.

step to follow from the guide. At the end, the heading teacher takes part to know if students are really paying attention. Students clearly restate what others say with sentences such as “first we have to listen the song” (student 14), “and reading the lyrics” (student 17), “answer the questions also” (student 25).

[Field notes N°2, Cycle 1, Session 2: My emotions when interacting part I, September 22nd 2022]

finishing each song, the answers to the discussion were more, students that have not participated before did it by proposing different colors, expressing their feelings and imagining scenarios.

[Field notes N°2, Cycle 1, Session 2: My emotions when interacting part I, September 22nd 2022]

During this activity students showed a huge amount of emotions, connecting themselves completely with the challenge and giving all their effort to complete the challenge even when the activity was not being assessed. Besides, the

[Field notes N°5, Cycle 2, session 1: Solving my speaking and decision-making difficulties, October 27th 2022]

As the previous extracts mark, students showed an attention enrichment during most of the activities. They are not only able to restate what other partners say but also to keep up with the pace of the class even when sudden changes in methodology were made, as in the first excerpt. Furthermore, it is recognizable how this concentration evolution helped them to take the risk of getting involved in complex conversations in a natural way, without feeling participation as an overexertion or something mandatory to them. Therefore, their reactions toward the different exercises ended up being more transparent and real, inducing real-life sensations inside a formal English classroom.

Lastly, it can be said that these advances were also identified in depth by the heading teacher. Thanks to her presence in all the class sessions, she was able to identify how these types of activities made the students take ownership of their academic process.

don't like. And in some cases they get used to the regular classes, and they are not asked "hey, what do you like to do or what activities do you prefer". And I think that with you, they have learned that it is important to know their likes and how to use them in regular classes. So for instance, in my classes I don't ask them, but in yours, they like and they feel part of the classes because of that. So I think that something they have learned is that they are part of the class and that their likes and dislikes count, like we can include them in the class.

[Interview to heading teacher, Cycle 2, Answer to question 1, November 17th 2022]

one with their careers and their goals for the future. So, I think that they enjoy and they feel more relaxed with the activities and the topics that you have been developing rather than mine, because they don't have the pressure. And also, in these classes, these particular classes, we don't have a grade, so I think they feel like they are in their zone. Now they

[Interview to heading teacher, Cycle 2, Answer to question 6, November 17th 2022]

The previous interview fragments make evident the teacher's perspective towards students' involvement in the class. As she mentioned, students turned out their role as passive spectators or participators, to really feel they were a decisive part of the English class. This happened thanks to the researcher's constant interest in inquiring students about their learning preferences, making them count. Further, the teacher noticed how the lack of pressure for a grade and rigorous compliance with specific grammatical topics made students feel more relaxed and enjoy their learning contributions more.

All in all, the analysis of the data collected evidenced how the holistic approach activities had a nurturing and helpful impact in two different ways. On one hand, this approach was key at the moment of learning EFL through an easier and creative process. On the other hand, this approach also enhanced the pupils' attention and enrichment towards the holistic activities implemented.

Category #2. The Supportive role of the Holistic approach to potentiate soft-communicative skills

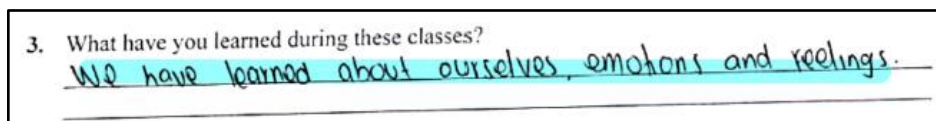
Mainly, one of the most crucial objectives of this action research was to demonstrate the role of the holistic approach to the development of Soft-Communicative skills. Thanks to the data collected in the implementation, it is possible to assert that tenth/eleventh grade students were able to develop skills that had a meaningful effect not only personally, but also on the social well-being of the group. According to Ortega (2017), this result is exactly the expected impact which training in soft-communicative skills prompts. The author states that these skills comprehend non-cognitive or socio-affective skills that belong to the behavioral skills or arise from personality traits, going beyond the learning of a specific content. All of this means these skills are meant to have an impact on both, personal and social levels, developing abilities useful for their professional and personal life.

As stated above, the present category shares out the most significant soft-communicative skills strengthened by the students during the implementation phase of this proposal. The first skills, classified by the intrapersonal development in students, are explained and illustrated in the first subcategory called *Promoting personal well-being skills: personality development*. On the other hand, the category *Holistic improvement of the group's social flourishing* goes into detail about the interpersonal skills that enhanced the social prosperity of the group.

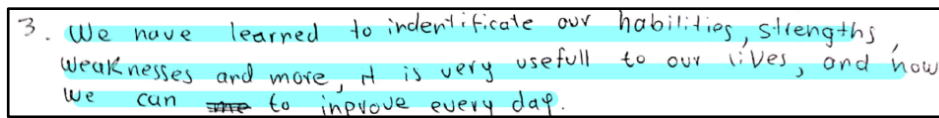
Subcategory #1. Promoting personal well-being skills: personality development. As previously mentioned, this category gathers the findings concerning the intrapersonal skills that eleventh graders developed thanks to holistic activities focused on soft-communicative skills training, in which emotional, management of stress, and assertiveness skills were mastered by pupils. Naturally, such assumption is underpinned by Bhatnagar & Bhatnagar (2011), who stated

that interpersonal soft-communicative skills are those skills that refer to the ongoing communication that takes place within people. This means they usually are the most needed in the daily interactions of each learner, not only with himself, but also to have a better performance in everyday relationships.

On one hand, soft-communicative training went hand in hand with the development of holistic activities to identify students' advancements. As a first aspect, eleventh graders had the opportunity of developing their emotional wellness skills thanks to the activities implemented.



[Questionnaire Cycle 1, Question 3, October the 20th, Student #22]



[Questionnaire Cycle 1, Question 3, October the 20th, Student #25]



[Artifact #2, Cycle 1, Session 3: *How my speaking difficulties make me feel*, Students #5,8,12,17, September 29th 2022]

The previous excerpts work as corroboration data in which students affirmed how the implemented lessons helped them to develop their personality and well-being skills. At first, this

happened because the proposed activities had a clear focus on students' emotions and the importance of managing them in a proper way to have an easy-going performance in their academic and personal life. For instance, in the speaking activity “Escape room” the students were divided into groups to complete challenges related to discovering anxiety and stress symptoms when speaking, finding ways to fight against them. That is why, students stated that the proposed activities helped them to identify their strengths and weaknesses, letting themselves propose resolutions in order to learn about their emotions and feelings when interacting.

On the other hand, data proved that this search for solutions to emotional difficulties allowed the students to develop assertiveness skills. That is to say, self-confidence skills allowed them to have a better development in activities focused on their future goals, views and wishes.

3. Do you think the activities helped you develop collaborative and leadership skills?
 yes because I learned to lider the group;

[Questionnaire Cycle 2, Question 3, November 17th 2022, Student #20]

proposal. During these creative proposals, it was exciting to see how each member of the group took a role without having it yet. Some of them drew, others decorated, and others were looking for new expressions to explain their proposal. At the end of

[Field note N°6. Cycle 2, session 2: Collaborating with my peers. November 3rd 2022]

second one. I think that they have learned something about themselves, like the skills they have and how they can use these skills for future activities or future goals they have. For instance, the teacher created an activity based on their likes, where they are interested in math, art and science, and I think this activity was liked a lot. And with this real activity, like activity based on real facts, they could understand that they have many skills, just not saying I like it but like finding the skills to carry out these kind of activities. So, I think the second thing that they

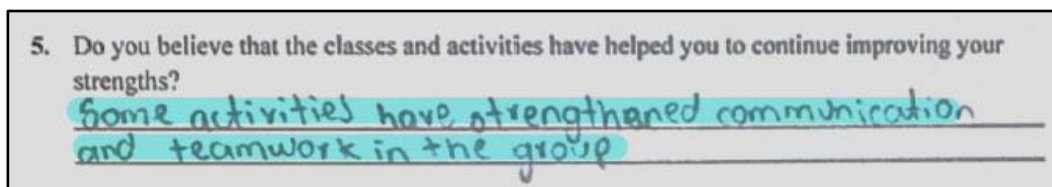
[Interview to heading teacher, Cycle 2, Answer to question 1, November 17th 2022]

These previous fragments exemplify how students were more secure about themselves to make activities that needed leadership from their part. The previous field note demonstrated that students were taking it upon themselves to create work roles in the activities, as everyone knew

their strengths and topics of interest more clearly. Further, this is a finding also reaffirmed by the heading teacher, who stated that holistic activities focused on soft skills helped students to learn more about themselves, their skills, and how to use them for the future goals they had. This means that this type of activities also helped the students to project their professional careers from a more confident, functional, and real environment.

Subcategory #2. Holistic improvement of the group's social flourishing. This subcategory presents the findings concerning the data found on the students' answers to the questionnaires and activities performed in class, in regard to the social skills that eleventh graders improved as a group. Essentially, the collected information revealed that, within the activities developed, students encountered a way of enhancing their social environment by developing interpersonal soft-communicative skills. As stated by Joshi (2017) the training in soft skills concludes in encompassing not only attitudes and habits, but also the way in which pupils interact with other people. So that, the individual's personality will also develop social skills in order to improve communication and team building abilities.

To begin with, the data collected showed how students could enhance team building skills to improve their communicative processes inside the classroom. It could be identified that students worked together not only for developing activities in a proper way, but also as an ideal path for solving issues.



5. Do you believe that the classes and activities have helped you to continue improving your strengths?

Some activities have strengthened communication and teamwork in the group

[Questionnaire Cycle 1, Question 5, October 20th, 2022, Student #17]

in order to be sure about the rules. The support of the whole classroom to the couple was evident, they were always giving instructions and guiding them even when they were laughing. Besides, when the couple gave up, the rest of the group motivated them in order to start again and do it more slowly, using new strategies such as putting different pieces on the whole stomach or start putting the pieces limb by limb. From this activity, the teacher could explain to students the importance of

[Field notes N°7. Cycle 2, lesson 3. November 10th, 2022]

The previous extracts illustrated that the holistic activities focused on problem solving skills helped students to find strategies to help their partners and to give solutions to different issues that arose during the performance of each one of the lessons. Moreover, activities focused on team-building skills helped students work as a group in order to reach a common goal. In other words, thanks to the different activities, the students improved greatly in the way they assigned roles and divided instructions to obtain an optimal result. As an example, the *Paper Holding Game* was an activity in which the whole group was giving instructions and proposing strategies to different couples that were trying to hold as many pieces of paper as they could using just their bodies.

Similarly, the data evidenced that students enriched their building relationship skills with the members of the whole group. Thus, the implementation of the activities helped students to strengthen existing relationships, create new ones, and maintain a pleasant and harmonious social environment during the classes.

3. What have you learned during these classes?
make more social and united with
my colleagues

[Questionnaire Cycle 1, Question 3, October 20th, 2022, Student #13]

3. Do you think the activities helped you develop collaborative and leadership skills?
yes because I did activities with some classmates that I had
never talk before but we did a good job.
 4. What English skills did you learn?

[Questionnaire Cycle 2, Question 3, November 17th, 2022, Student #11]

- During this activity students showed a lot of interest, because they had to work with a partner they usually did not talk to that much. So, they looked really interested in what the other was saying. Most of them were laughing and the discussions did not look like something uncomfortable for them. On the contrary, some of them spoke so loud that the teacher could listen to them the whole time. Their body movements did not show any anxiety evidence for speaking in English with a partner they did not know a lot.

[Field notes #9. Cycle 3: lesson 2. Raising my own connections. March 15th, 2023]

These previous pieces of information, taken from the questionnaires and field notes, exemplified how students felt that the implemented activities helped them to be more social and united with the other students in the classroom. Besides, they claimed to have created new relationships by working with students with whom they had not done so before, obtaining good results in the end. As an example, the activity implemented in cycle 3 *What's so special about us?* students had to work with partners they did not relate to that much, with the objective of finding wishes, interests and personal outcomes in common.

Finally, it can be said thanks to the data collected that the impact of soft-communicative skills training was also evident for the heading teacher.

Yes, okay, I think that the first thing they have learned is how to work in teams. I've seen that is not a topic, but it is something they have learned because, before the training teacher they were working just on their own. So, I think that one of the things that they have learned is this. The

[Interview to heading teacher, Cycle 2, Answer to question 1, November 17th, 2022]

Yes. As I mentioned before, I think that the activities were designed in order to think, to collaborate and to be part of a group. So I consider that yes, the activities like help and allow them to improve this part, like working with the teams, collaborating with the classmate. But I

[Interview to heading teacher, Cycle 2, Answer to question 3, November 17th, 2022]

According to these fragments, it is recognizable how the teacher considered students worked on their team-building and collaborative skills in most of the cases. This is due to the fact

that she has evidenced a certain unity in the group, contrasting with the period prior to the implementation where she affirmed that most of the students worked individually. As a result, eleventh graders became a real working group in more than one aspect.

To sum up, the analysis of the data revealed that the holistic approach had a supportive role to potentiate soft-communicative skills in EFL learners. Of course, this supportive role had a personal but also social impact on students' lives. Firstly, this approach helped students to work on intrapersonal skills by promoting their personal well-being skills and developing their personality. Secondly, it also promoted a holistic improvement of the group's social environment and skills.

Category #3. The Holistic Approach as a motivator and promoter of learning EFL

The last category illustrates how the holistic approach and the improvement of soft-communicative skills enhanced English speaking skills in tenth graders. Certainly, all of these outcomes were seen from a Holistic learning view of EFL, comprehending speaking skills as the personal and social abilities that led students to the development of the self. Further, this core understands the difference between knowledge and skill, because the knowledge about the English language differs from the skills that a student has while using it (Bygate, 2019). In other words, in this project speaking skills were tested from the skills that a student showed at the moment of producing oral sentences and adapting them to different circumstances.

That is why, it was disclosed in the first sub-category, *Feeling motivated to learn English as a Foreign Language*, that Holistic approach principles applied to the implementation activities helped students to feel more encouraged and animated to participate in the class through the EFL. Moreover, in the second category, *Reducing speaking anxiety and stress in EFL holistic environments*, is exposed how the different lessons also helped students to overcome speaking

stress and anxiety, improving speaking skills such as: managing good grammar and vocabulary, fluency, among others.

Subcategory #1. Feeling motivated to learn English as a Foreign Language. This subcategory emerged from the data collected regarding the lessons that were intended for encouraging students to speak in English, focusing on motivation and excitement to participate in the English-speaking activities. As stated by Harmer (2007), this is clearly understandable from the reasoning that teaching speaking skills has to involve giving students rehearsal opportunities to practice real-life speaking by feeling the safety and well-being of the classroom. Following the previous idea, data revealed that holistic and soft skills-based activities helped students to feel better at the moment of speaking English.

To start with, data showed that the different activities produced encouragement in students to participate in the English classes with more motivation and inspiration.

2. What do you think about the materials that have been used during these classes?

We consider that the classes where we use materials have been more fun and participatory since that fact of using paintings and other resources make understanding easier

[Questionnaire Cycle 1, Question 2, October 20th, 2022, Student #10]

3. What have you learned during these classes?

We have learning to recognize our abilities and emotions, thanks to the activities in addition to achieving a faster understanding of the English

[Questionnaire Cycle 1, Question 3, October 20th 2022, Student #11]

During the performance of this activity, it was evident how students were enjoying the activity. The participation was constant and always present, students gave English instructions to the couple in order to help them. Besides, the couple tried to

[Field notes #7. Cycle 2, session 3: Leading and proposing my own goals. November 10th 2022]

The previous fragments evidenced how much students liked holistic EFL activities. Both answers to the cycles' questionnaires affirmed that the materials were more fun and

participatory, thus helped them to understand in an easier way the English language. Besides, the development of soft-communicative skills did their part in helping students to recognize their abilities and emotions, making it easy for tenth graders to overcome any difficulty when speaking. For instance, the previous field note exemplified how students felt amusement while developing the activity *Paper holding game*, focusing on speaking naturally and easygoing, without caring too much on making mistakes.

Additionally, the collected information revealed that students' motivation also came from the fact that they learnt about themselves and the different strengths they have, rather than focusing just on the negative emotions they felt.

5. Do you believe that the classes and activities have helped you to continue improving your strengths?
yes, because using the english we improved our strengths.

[Questionnaire Cycle 1, Question 5, October 20th 2022, Student #17]

4. The activity ~~of~~ that we made 15 days ago was very useful to reduce our problems in english, because we can inspect ourselves and be better persons, and be happy. 😊
 5 - Honestly

[Questionnaire Cycle 1, Question 4, October 20th 2022, Student #6]

Also, students were always in good spirits, looking lively just for the fact of speaking about something they were interested in. Besides, the participation increased a lot, students were all the time asking the teacher about new vocabulary and opinions for the possibilities they were thinking of.

[Field note #6. Cycle 2, session 2: Collaborating with my peers. November 3rd 2022]

These excerpts show that the focus on developing their strengths, helped tenth graders to reduce their speaking “problems” as a means of self-assessment. This means students felt they were improving their speaking skills meanwhile they were feeling pleasant with themselves. Furthermore, the previous field note was an example of how the activities made the students be

in good spirits, producing a certain confidence and security that allowed them to increase their participation and focus on making use of the English language in one way or another.

Finally, it can be also said from the collected information, that even though students lost partly the feeling of being afraid of making mistakes to speak in English. At the beginning of the implementation, it was very difficult to promote a discussion of English at 100% and with total effectiveness.

threw something. And you let them speak, even though they don't know the vocabulary, or even though they were using spanglish. So that's something good because as you noticed they were afraid, yes, but also they were motivated to speak and to listen to others, to throw the ball to another person, and they like those kind of activities. Obviously, the

[Interview to heading teacher, Cycle 1, Answer to question 6, October 20th 2022]

Because, believe it or not, with you they feel more relaxed, they don't feel the pressure of "okay, like the training teacher is assessing my grammar use with the simple past". No, they are only focusing on vocabulary, or one topic they are interested in, as you did the previous one with their careers and their goals for the future. So, I think that they

[Interview to heading teacher, Cycle 2, Answer to question 6, November 17th 2022]

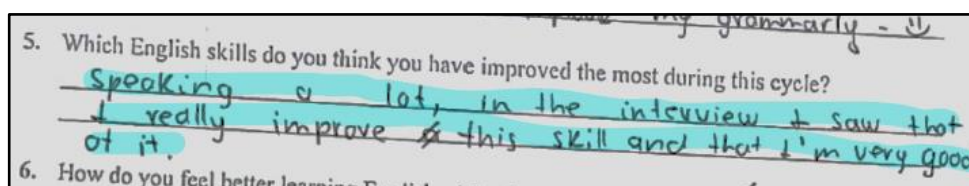
From the above excerpts it can be seen how at the beginning the use of Spanish combined with English had to be accepted to promote participation. Getting students to use English naturally was very difficult during the first cycle of intervention. This is since the heading teacher mentioned, at the beginning of the implementation the students were afraid to speak in English, worrying too much about their grammar performance. However, as time progressed, the data revealed that the students were able to feel more relaxed about the use of the language and started to use it in a more natural way.

Subcategory #2. Reducing speaking anxiety and stress in EFL holistic environments.

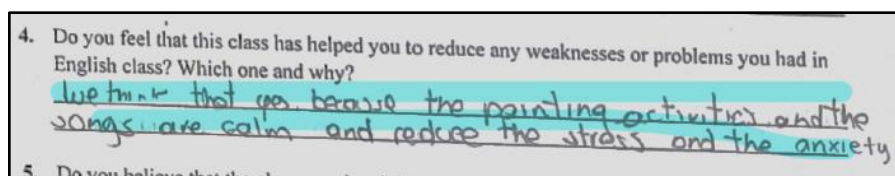
This subcategory emerged after evaluating the data collected in how much students advanced in their speaking skills, revealing the differences in the usage of the English language. Mainly, data

disclosed that tenth graders could overcome stress and anxiety feelings when speaking, which led them to have a better management of the English language in their every-day classes. Of course, it was believed that these results were based on referents such as Bygate (2019), who stated that the holistic view of English-speaking skills has as core abilities the ones related with interaction skills. Therefore, it is claimed how production, interaction and negotiation skills should be the crucial ones to evaluate students' improvement.

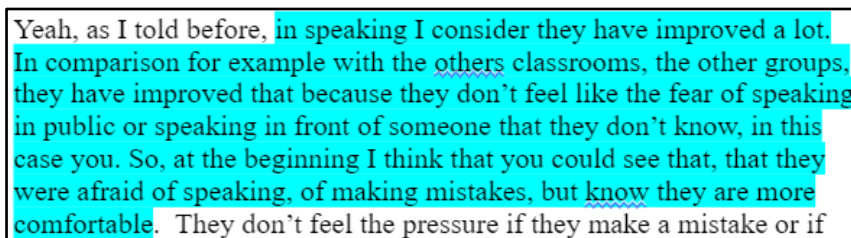
To begin with, data revealed that tenth graders could overcome most of the stress and anxiety feelings they were having when speaking in English before the implementation of the project.



[Questionnaire Cycle 2, Question 5, November 17th, 2022, Student #12]



[Questionnaire Cycle 1, Question 4, October 20th, 2022, Student #13]



[Interview to heading teacher, Cycle 1, Answer to question 4, October 20th, 2022]

These previous fragments evidenced how much students felt they were improving towards their English-speaking skills. From the questionnaires' answers, it can be said that students considered that the skill they had improved the most is speaking, doing activities that

helped them feel great. Moreover, tenth graders believed the implementation was assisting them to reduce stress and anxiety, focusing on relaxing and calm emotions to be able to speak. By way of illustration, the heading teacher supported this claim by saying students did not feel anymore fear or anxiety for speaking in front of someone else, giving rise to a sense of comfort while using this language.

In addition, the data showed that thanks to the constant practice on speaking skills and soft-communicative skills, students could improve their usage of the English language in terms of vocabulary and handling of grammar.

Okay, I consider that the impact has been positive or important because I have noticed that students now are talking more. They are using English for speaking activities and that is something good. They try to find more vocabulary, they are willing to do something in English. And I think that

[Interview to heading teacher, Cycle 1, Answer to question 1, October 20th 2022]

4. Do you feel that this class has helped you to reduce any weaknesses or problems you had in English class? Which one and why?
 if i have had a little more learning and vocabulary

[Questionnaire Cycle 1, Question 4, October 20th 2022, Student #19]

5. Which English skills do you think you have improved the most during this cycle?
 Speaking, because the activities we had, helped us to have more vocabulary and control

[Questionnaire Cycle 2, Question 5, November 17th, 2022, Student #21]

The excerpts shown above, exhibit how both the heading teacher and tenth graders felt they were constantly improving in the use of the different language resources of the English Language. Firstly, the head teacher mentioned how students talked more during the implemented lessons, finding the willingness to learn from and with the English language. Besides, students confirmed in questionnaires that the speaking and soft-communicative activities had helped them to acquire more vocabulary and control of their speaking skills in order to improve their speech.

Nevertheless, the information collected showed that at the beginning of the implementation the fact of using English speaking in full was a very difficult process for the students.

Student 8 says: "Ay.. entonces.. she.. I need help. No?".
 Student 3 says: "Ajá.. and do like relaxing activities like walk, paint, drawing, dance. It will... ¿Como es que se llama? Juanita burning more endorphins and feel happy and relaxed".
 Student 8 says "Le recomendamos varias cositas. I... 'como se dice creer? I believe.. the girl is anxiety social and I believe there is need therapy"
 Student 17 says "Yes.. yes. my english is beautiful teacher" and "The psychology because... this is the professional for the problem... anxiety social. Eh, so... "this profession can, she Juanita. No...help Juanita this problem because is professional, is super important"

[Field notes #1. Cycle 1, Session 1: My emotions when interacting. September 15th, 2022]

This extract taken from the field notes, showed how students felt insecure and indecisive at the moment of speaking in English. In the case of students 8 and 3, their speech productions sounded like snippets of language that were pieced together not very fluently. In addition, their oral productions lacked meaning, sounding like words said at random just in a hurry to speak fluently, as shown in the case of students 8 and 17. Thus, data evidenced how the first classes were of great frustration and effort for the students.

Finally, with the advancement of the implementation, the collected information revealed how most of students could overcome these difficulties, finding the way of speaking most of the time with great accuracy and authenticity, focusing just on communication goals.

Student 13 "Due to lack of permission from the parents, the nurses from the school cannot give the students medication when necessary". Student 23: "We can help this problem by providing medication to the IPN nurses. taking into account the consents from the parents in order to provide them". Student 3: "The solution with our problem is for the parents to sign an authorization, so that they infirmity as actions

[Field notes #6. Cycle 2, session 2: Collaborating with my peers. November 3rd, 2022. Students #13, #23, #3]

The second group, arts culture and education said specific things about the school. Students 21 and 27: *"This is our group, we are going to explain our problems are about the topic. The problem is the poor location of classroom in space in some areas of the school. Some examples are the music room is under the library and the library is supposed to be a space where there should be silence and calm. So the music room should not be here... there"*. Student 28: *"For the solution, we decided to*

[Field notes #6. Cycle 2, session 2: Collaborating with my peers. November 3rd, 2022. Students #21, #27]

The latest field notes pieces illustrated how students improved in the management of the language with good fluency, pronunciation, and sense. According to this, these excerpts evidenced not only how students left doubts behind, but also used connectors and key words to make their speech sound more fluent. Besides, the tenth graders' speech was completely understandable and had a great social sense. This was believed to be part of finding topics or approaches that made students felt comfortable with and had the confidence to use English as a communicative tool not only with their peers but also with their environment.

Briefly, the data analysis revealed that the Holistic Approach operated as a motivator and promoter of learning EFL. During the implementation of the proposal, eleventh graders could not only be motivated to learn the language, but also could reduce their speaking anxiety and stress during speaking conversations with other partners.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

To start with, this chapter presents the main conclusions of this action-research project based on the findings. Then, the implications for the institution, EFL teachers, participants, and the pre-service teacher/novice researcher are described here. Finally, limitations in the implementation of the study and further research information are given.

Conclusions

This action research project was aimed to describe the impact of a set of activities designed under the principles of the Holistic Approach in the promotion of Soft-Communicative Skills in an EFL post-pandemic class. Consequently, two specific objectives were established:

1. To analyze EFL students' responses to a set of activities designed to instruct them in Soft-Communicative Skills through the Holistic Approach principles.
2. To identify the role of the Holistic Approach principles in the development of Soft-Communicative Skills and English-speaking proficiency in students.

In response to the first research objective, the data showed that the Holistic Approach had a nurturing and helpful impact in eleventh graders. This happened because collected information evidenced how this approach worked in two main aspects: to help pupils see the learning of English as an easier and creative process, and to enrich pupils' attention and dedication towards the class.

As to the first aspect, the data showed how holistic activities helped eleventh graders to consider TEFL as a smooth and innovative way of learning English. Firstly, the dynamism in all the Holistic-based activities promoted the use of developmental areas such as aesthetic,

emotional, physical, and social, resulting in a new and graceful students' vision of the English class. Besides, working in these areas of development together with topics proposed by students' interests, ended up in students' personal strengthening. Pupils felt they were developing not only as English learners but as people also, becoming conscious about the way they prefer to learn.

As to the second aspect, holistic-based activities helped eleventh graders to demonstrate a higher level of attention and dedication towards the EFL class. Firstly, it can be said that with the implementation of Holistic principles students intensify their commitment to the class. The above-mentioned dynamism in all the lessons, resulted in pupils' increase of participatory courage. Further, the different exercises led students to be more concentrated and focused on instructions, relating with others in a more attentive and responsive way. From it, the environment of the class became more natural and flowing.

To answer the second objective, two main areas of outcomes were identified. The data made clear how the Holistic Approach principles helped to improve both Soft-Communicative Skills and English-speaking proficiency in eleventh grade pupils. In the first place, students could improve and potentiate their soft-communicative skills on a personal but also social level. On one hand, the implemented approach helped pupils to promote intrapersonal skills to reach personality and well-being development. Students worked through the implemented activities on their negative emotions and the importance of managing them in a proper way to have an easy-going performance. Moreover, the search of solutions for struggling emotions improved students' assertiveness skills, increasing confidence in views, opinions, and future goals.

In addition, eleventh graders also enhanced a flourishing social environment of the group. Team building, problem-solving, and collaborative activities based on the approach helped students to improve communication processes inside the classroom when they were given a

common goal to reach. However, the most significant result was how the students established closer ties and created new relationships with the whole group. Hence, the implemented activities helped pupils' to be more united and join efforts anytime needed in the classroom.

In the second place, the implementation of Holistic approach and the improvement of Soft-Communicative skills fostered TEFL, having the role of a motivator and a promoter. As to the first role, holistic-based activities about soft skills helped learners to feel motivated towards learning EFL. Data revealed how students felt encouragement and stimulation to participate in the different activities. This was because most of the activities were planned to produce amusement on students and to learn about themselves and the different strengths they have to give them security, rather than focusing on grammar topics and common mistakes.

In terms of the second role, EFL holistic environments focused on soft-communicative skills benefitted eleventh graders in reducing speaking negative feelings and showed a proficiency level of English language. First, students could overcome most of the stress and anxiety feelings they were having in speaking English before the implementation. It is key to restate the difficulties faced to reach this finding, due to the students' refusal to use English in most of the class, as they were feeling social anxiety and fear of making mistakes during the first lessons. However, the different activities made them not only feel great, but also calm, and with comfort. Further, data revealed an improvement in the pupils' usage of the English language in terms of vocabulary and handling of grammar. Students left doubts and long pauses behind, using connectors and key words to make their speech sound more fluent, completely understandable, and with a great social sense.

All in all, the implementation of this study showed that the development of soft-communicative skills promoted essential speaking skills in EFL. Even though speech skills did

not improve towards perfect or native fluency, working on intrapersonal and interpersonal skills allowed students to focus on their own well-being in the classroom and then promote a healthier social environment with the rest of their peers. Additionally, working on the Holistic Approach, which is usually designed for younger populations, made it clear that it is key to work on the different areas of a pupil's development regardless of age. This, keeping in mind that the holistic approach allowed students to understand how they prefer to learn, identifying themselves as a crucial part of the learning process in the classroom.

Implications

This research looked at improving soft-communicative skills together with English speaking skills with the help of holistic approach principles, these being used to create meaningful and creative activities to teach EFL. With the aim of doing so, an action research project was implemented having these notions as a basis and leading to analyze some specific implications for the Instituto Pedagógico Nacional, for the EFL heading teachers, for tenth graders, and for me as a novice researcher and pre-service teacher.

In relation to the implications of this project for the institution, some aspects of great relevance can be pointed out. In the first place, it is key to state how students should have more academic spaces to express their feelings and thoughts in a freeway. The institution needs to arrange a period in which students can work on their emotional intelligence and self-esteem concepts. Furthermore, thanks to this project it was relevant to keep under observation that students should be trained not only to be professionals, but also good and healthy people. By way of example, this project followed the rhythm of both vocational and regular English classes, but with a clear focus on providing benefits to the emotional life of the students.

Nevertheless, not only the institution proposals should be borne in mind, the pedagogical practices of educators as well. English learners should be constantly questioned in relation to which methods, activities or topics help them to learn more easily. Thus, focusing on students views, can be also a way of innovating and creating more meaningful learning atmospheres. Besides, this alternative could promote a more active engagement from students' side, making them feel as a determining and influential part of the education processes. Similarly, hearing students inside and outside the classroom is a key manner each teacher should do to listen to their needs and work from there. By this way, heading teachers could take the chance of bringing in new teaching techniques into the praxis, proposing a more centralized teaching.

Regarding participants' implications, some key points can be brought up. Firstly, students need further expertise in acquiring the English language not as a mandatory subject but a means to communicate and live everyday life experiences. Even though this project helped tenth graders to have a different view of the language, advanced considerations are needed to take English language outside of the institution barriers. Moreover, another important aspect is the decisive and running role students need to have in EFL classes. Pupils need to take ownership of their educational processes and participate actively in the planning, understanding that no one knows better how and what makes it easier for them to learn English.

Finally, an emphasis is given to the implications this proposal had to the pre-service teacher and novice researcher, involving research and pedagogical aspects. To begin with, it is crucial to mention the responsibility, full-time commitment, motivation, organization, and perseverance to move this project forward. Additionally, constant reorganization, reconstruction, and redesigning periods took place during the whole project, fitting the lesson plans, activities, and materials according to the needs and suggestions that were emerging from the students and

the heading teacher. Moreover, a long path went all over from the pre-service teacher and researcher, having experiences full of challenging moments, hard times, meaningful facts, and enlightening moments, encompassing a solid expertise as investigator. However, the errors and problems worked out left a wealth of experience to face future research and teaching work related to EFL.

Limitations

Throughout the implementation of this project, several situations limited the development of the corresponding lessons and activities. The first and most remarkable was the English spoken level of students. Although the expected level of the language should have been much higher, tenth graders had socio-emotional and practice difficulties when expressing themselves. Not only was their command of grammar and coherence a serious aspect of their speech, but also the stress and anxiety of using the language in public and making mistakes in speaking. Consequently, the development of the classes with full English usage was something impossible at the beginning of the project, which at the same time holed up the communication exchanges between the pre-service teacher and her students.

As for the second limitation, the socio-emotional environment of students was another huge constraint to develop the project. When the implementation started, the students' behavior was very explosive, disrespectful, and discouraging. Tenth graders did not respect or care for others, they were constantly throwing things or shouting to others, always sharing and doing activities in the same groups. Of course, these were aspects that obstructed the implementation of the project since one of its aims was to help students develop skills to communicate, express, and respect their feelings, share with others, work in groups, among others. Because of this, first

lessons about emotional responsibility, self-confidence, and healthy social immersion were not received in a good way during the first classes.

Lately, the third limitation was in terms of the fluidity with which the proposal could be implemented. This is because the flow of implementation was interrupted on more than one occasion. Of course, it was due to most of the institutional activities scheduled for special days at school, like language day, women's day, among others. However, the most serious constraint was during the vacation period from the end of November to the beginning of February. This is since during this period the students lost the rhythm of the speaking practice. An aspect that made the process of resuming the implementation quite complex.

Further Research

Although this thesis achieved most of its research objectives, future inquiry explorations are proposed to implement this proposal in TEFL. Firstly, further research on The Holistic Approach implementation is needed to evince all feasible ways in which this theory can improve a healthy, meaningful, and creative environment inside any kind of lesson regardless of the subject matter. In other words, future research should explore different topics along with the management of this approach to identify if it works in all types of learning environments. Furthermore, since this is a theory initially proposed to work with young pupils, advanced research with young adults and professionals could explore and identify additional benefits this approach might bring to the different TEFL levels. This idea comes up from the understanding that the Holistic Approach principles could work with any kind of population, not just with kids, as this project demonstrates.

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APPENDIXES

Appendix 1: Characterization and diagnosis Questionnaire

Cuestionario para proyecto de grado

La presente encuesta tiene como objetivo conocer, indagar y analizar las circunstancias académicas que rodean a los estudiantes de grado décimo del Instituto Pedagógico Nacional. Por tanto, se recomienda responder a esta encuesta de forma honesta, teniendo en cuenta que es el punto de partida para iniciar un proyecto que abogue por la enseñanza significativa del Inglés como lengua extranjera.

Correo electrónico *

maquiza@pedagogico.edu.co

Nombre *

MICHAEL DAVID GONZALEZ

Edad *

- ☐ De 13 a 14 años
- ☒ De 15 a 16 años
- ☐ De 17 a 18 años
- ☐ De 19 a 20 años

¿Con quién vives? *

- ☒ Padres
- ☒ Hermanos
- ☐ Abuelos
- ☐ Tíos
- ☐ Primos
- ☐ Todas las anteriores

5/10/22, 16:29

Cuestionario para proyecto de grado

¿En qué barrio vives? *

Fontanar del Río

¿Cuáles son tus pasatiempos favoritos? *

Tocar guitarra

¿Has realizado algún curso de inglés fuera del colegio? Si tu respuesta es "sí", selecciona la casilla "otros" y escribe cuales en el espacio. *

- ☐ Sí
- ☒ No
- ☐ Otros: _____

5/10/22, 16:29

Cuestionario para proyecto de grado

¿Cuál es tu desempeño en la habilidad de lectura del inglés de 1 a 5? *

Bajo 1 2 3 4 5 Excelente

☐ ☐ ☒ ☐ ☐

¿Cuál es tu desempeño en la habilidad de escritura del inglés de 1 a 5? *

Bajo 1 2 3 4 5 Excelente

☐ ☐ ☐ ☒ ☐

¿Cuál es tu desempeño en la habilidad de habla del inglés de 1 a 5? *

Bajo 1 2 3 4 5 Excelente

☐ ☐ ☒ ☐ ☐

5/10/22, 16:29

Cuestionario para proyecto de grado

¿Cuál es tu desempeño en la habilidad de escucha del inglés de 1 a 5? *

Bajo 1 2 3 4 5 Excelente

☐ ☐ ☒ ☐ ☐

¿Has tenido dificultades para aprender luego de las clases virtuales? *

- ☐ No
- ☒ Sí

Si respondiste "SI" a la pregunta anterior ¿Cuáles dificultades has tenido para aprender luego de las clases virtuales? *

Me desconcentro fácilmente, el levantarme temprano

5/10/22, 16:29

Cuestionario para proyecto de grado

¿Qué tan bueno te consideras para trabajar en equipo? *

Malo 1 2 3 4 5 Experto

☐ ☐ ☐ ☒ ☐

¿Qué tan bueno te consideras para liderar grupos? *

Malo 1 2 3 4 5 Experto

☐ ☐ ☐ ☒ ☐

¿Qué tan bueno te consideras para controlar tus emociones? *

Malo 1 2 3 4 5 Experto

☐ ☐ ☒ ☐ ☐

¿Qué tan bueno te consideras para superar el estrés y la ansiedad? *

Malo 1 2 3 4 5 Experto

¿Qué tan bueno te consideras para solucionar problemas? *

Malo 1 2 3 4 5 Experto

¿Qué tan bueno te consideras para construir relaciones personales con otros? *

Malo 1 2 3 4 5 Experto

5/10/22, 18:29

Cuestionario para proyecto de grado

¿Qué tipos de actividades se realizan más seguido en la clase de inglés? Seleccionalas *

- ☐ Formularios
- ☐ Encuestas
- ☒ Guías
- ☐ Juegos
- ☐ Presentaciones
- ☒ Evaluaciones
- ☒ Ejercicios de escucha
- ☐ Actividades artísticas
- ☐ Pictionary
- ☐ Otros:

¿Qué tan bueno te consideras para comunicarte y relacionarte con otros? *

Malo 1 2 3 4 5 Experto

¿Has recibido algún tipo de entrenamiento relacionado con las habilidades que necesitas para desenvolverte en sociedad? ¿Cuál entrenamiento? Selecciona y responde en la casilla "Otros" *

- ☐ Si
- ☒ No
- ☐ Otros:

5/10/22, 18:29

Cuestionario para proyecto de grado

¿Qué tipo de materiales didácticos se utilizan más seguido en la clase de inglés? Seleccionalos *

- ☒ Guías para llenar espacios en blanco
- ☐ Sopas de letras
- ☐ Ruletas para elecciones
- ☐ Libros
- ☐ Cuentos
- ☐ Presentaciones en Power Point
- ☒ Materiales Fotocopiados
- ☐ Kahoots
- ☐ Juegos en línea
- ☐ Juegos físicos
- ☐ Otros:

5/10/22, 18:29

Cuestionario para proyecto de grado

¿Qué habilidades se trabajan más en la clase de inglés? *

- ☒ Speaking
- ☒ Writing
- ☐ Listening
- ☒ Grammar
- ☒ Reading

¿Qué actividades te gustaría realizar en la clase de inglés? *

Kahoots, juegos fuera del salón

¿Qué materiales te gustaría que se utilicen más en la clase de inglés? *

Plastilina, cartelerías, fichas, etc

Google no creó ni aprobó este contenido.

Appendix 2: Interview to the Teacher

	Universidad Pedagógica Nacional - Instituto Pedagógico Nacional		
	Teacher: Angela Romero	Teacher-in-training: Laura Camila Bulla	
	Interview to the teacher - Transcription		

Interview to the teacher	
Questions	Answers
1. Which kind of activities are developed in the IPN related to the English language?	Last year, we designed and created one project for all the school that is called English everywhere. In this project, the institutional project, we have designed many activities that we are going to develop through the year. So one of these activities is for example the placement test. The idea is to identify the level of English of the students. So that is one activity. The second activity is for example the poster. We have 2 posters in the primary part and in the high school part. So the idea is that the teachers we create, design, go and decorate that poster in order to make the language accessible to them. So, for example in October, next month, we are going to paste information on these posters about Halloween. So the idea is that they will design the activities, design the information we are going to paste there. Other activities are for example the English corner, the idea is that each teacher, all the grades, we make or we designate one part of the classroom in order to put all the activities and the english rules. Like, all the information related to the English classes in each classroom, and this is the English corner. In my case for example, what I do in the English corner is to tell the students that they can bring activities and paste them there. And in these activities the idea is that they can get positive points, can practice their vocabulary and these kinds of activities. And there are many more, for example the English day, where they can practice the spelling, or the listening with the play that we had. That's it, and we have many but those are the ones that come to my mind. Yes, because we created that project in order to improve the English level. But of course we know that not is something that is going to happen one day to another, that is takes time. Actually, the project has the purpose to become a bilingual project, but that's hard, so it is step by step.
2. Are there any English reinforcement activities/courses that the school runs in addition to English classes?	Yes, but Vocational Guidance is not a reinforcement, is a class that helps them to know what they have to do or what they want to do after they finish school. Why in English? because it helps them to communicate with other, because when you go out of the school you have to communicate with other to know what you want to do. For example, at the university, when you're planing you have to set down all the purposes that you have in your life, like your life project. So that's why actually it is from english and spanish classes. But, yes we have a.. is like a class, but is not taken by all the students, it is not available for all of the groups. It is just for 11th grade and 5th grade. They have extracurriculares, that is a class from 3 pm to 5pm, some days in the week. In which students that are having problems with the language can go to these classes and can have like small activities or activities according to their difficulties to improve. But it is not available for all of them, as you can see it is only for 2 grades. And also, one day in the week, and two hours actually. So it is not like really helpful but it exists. So it is important to say that exists but it is not as meaningful as we would like to. For next year, we would like to have more. But it depend also on teacher schedules, because it means to spend one afternoon here in the school from 3 to 5. So not all of the teachers are available. Yes, that's it.

3. What activities are usually performed in the English class with 10th graders?	Okay, most of the activities with them are... There are many, actually I like to plan activities according to the abilities, to the communicative abilities. So for example, one class I can focus on speaking and listening. So for example I start explaining, then I play a song or a video, or a conversation they can listen to many times. And then I can start asking them to make a role play based on the listening or based on the explanations that I gave. The next class, it could be writing and then a reading, something like that. But I try to base my activities or the activities they do based on the abilities. Of course, all the abilities are related but one hour, I mean in one class I can not practice all of them. So I have to divide the activities by two abilities maximum. So, for example, writing and listening, because they are taking notes and listening to me. But then, they have to I don't know... the next class, produce by speaking an audio but also they can listen to a conversation.
4. What type of materials are used in the 10th grade English class?	Okay, that is a thought question because I was telling you that there are too many activities. Here, we don't have the schedule or the time we would like to have. Because in all the schools they have at least 2 classes per week. But in 10th grade we have just one class per week and in some cases there are holidays, there are activities, there are many things that interrupt the week. So that's why maybe we don't have enough time. And because we don't have enough time, we don't have a book, or we don't have a material, like established material like the rest of the school. Because all of the groups have a book or a platform but we don't. So what we have to do is to plan and to find materials on the internet or make it by yourself. So most of the time I try to play videos, I try to find conversations, I like to play them conversations that are short and that are related with their emphasis. Because it is something that could help them to improve their vocabulary, because they are doing a research project so the idea is that they have also vocabulary. So I try to find my own material or do it, because we don't have more books or material that are established.
5. What is the students' attitude towards English?	Okay, I think they are in two minds. Because on one side we have the students that have studied English before or that they are studying English at "centro de lenguas". So that helps them to improve their English and like it. But on the other side I could say like the, I don't know, 40 percent of the students, they like it because they don't find it useless. Not, they find it useless or that something that is just a requirement to get the diploma. So it is like two minds. There are the students that are like.. I think that is 50/50. According to all the 4 groups, yes. I consider that it is fifty fifty because for example in this classroom there are some students like 10 that are in English courses, and the others, the 20 left are not. But I could say that the ones that are not, the half of them are conscious or are aware that they need it. So they are willing to have the English classes and they ask for the English classes.
6. What English skills are the most difficult for tenth graders?	I think that the most difficult is speaking. Yes, they are afraid of speaking because they think that if maybe they say something wrong they can be bullied. Like.. bullying is present or it's like in every day classes, even in spanish. So, if they say something that is incorrect or that is wrong. And as I told you before, there are some students that are in extra english classes so they know that they are making a mistake. So they are going to point him or point her out. Yes, and they are going to feel bad. And in some cases they are afraid because they don't want to be bullied. And also because they don't want to be... maybe they don't like it or they don't know how to say it and that is something awkward for them. because they say "no, but I don't know how to say this word, so I can't speak fluently" And they stop themselves by saying they don't have vocabulary, that they don't know how to pronounce it. Or for example when they mispronounce something, the other people are paying attention and that's it. So I think it is speaking.
7. What English skills are the most favorable for tenth graders?	I would say reading or writing. Because they say that they understand, that they guess the idea, the main idea. And actually they do, they get the main idea when somebody is speaking, when they are listening, even when they are reading because they can see key words. So they follow the key word and try to see if they catch the main idea because of the context, because of the main ideas. Maybe in some cases the intonation of some words. So for example, if I'm talking about an English class or

	a Biology class and a student says something wrong and I scream. So they say “okay the teacher is mad, she is angry” because of the context, because of the accent, because of the tone. So I would say those.
8. What effects or affectations did the students' abilities suffer after the Covid-19 pandemic?	But, related to the English classes or the behavior at all? Yes I would say that maybe.. the most important one is that they didn't learn anything and they didn't turn on their cameras. So, first they didn't turn on the cameras, so they are afraid of showing their abilities. Like, I know that maybe I am right in the answer or maybe I know the answer, but they are afraid of showing that. Because they don't want to be exposed. So that one, because during the pandemic they didn't want to turn on the cameras, they didn't participate, like the least the best. So, that was one of the problems I noticed. And the second one that I told you was that they didn't learn. So the students that didn't learn, now are last, and they cannot follow the goals that we established at the beginning of the year. Because they have like difficulties to continue with the pattern. For example, during pandemic we take classes about the verb to be, this is like the basic, the fundamental topic for the present continuous. So if you don't know how to use verb to be, it is going to be difficult to use the present continuous, because you're not going to know how to conjugate or how to structure a sentence with she or with they. Because they are going to use the same verb, for example “Am”. Confidence and also the little they knew I think that they forgot. And the little I explained during the pandemic they forgot too. Because I mean... they paid attention, they took notes, because I asked them for the notes. But it's not guaranteed. Its like yea, I can notice by a test that they know. Actually, when they... for example I explain the verb to be, but know if I tell them “ok what is the verb for she?” They don't know, they are confused about the topic because they didn't pay attention. They took like one two years holiday. The students that were not willing to have english classes lost communicative skills, yes. The ones that are interested and that see english something meaningful they learned, or they practice something at leasts. But the other ones no, they just saw english classes as something mandatory they have to do. So those are the two things I have noticed after pandemic. like the two main problems in English classes. The first one as I told you, the things that they don't want to be exposed to so they try not to show themselves, and the other one about the grammar, the structure, or the knowledge about the English language.
9. Are some of those difficulties still present in English classes?	Yes, most of it with communication. Yes, because they didn't do it during pandemic. If they had to write something, or if they had to speak something, first they planned like several times. Yes, they're anxious and they are willing to have an authority to tell them that is right, trust yourself. But actually that is complicated because during the pandemic they didn't show themselves and they didn't ask for help. Because everything was google. “If it says it is right I send it, if not I dont send it, I prefer to say my camera is not working, or my computer is not”, and they like to log out from the class and that's it. Because they prefer to do that rather than participate or rather than turn on cameras or rather than be exposed.

Appendix 3: Observation Field Note

FIELD NOTE			
Session	Future plans and time management	Date: August 11th 2022	Course: 1004
Viewer	Laura Camila Bulla Ibagón		
Observation objectives	To observe the way in which the classroom environment develops in terms of the English language use To analyze the English skills with which tenth graders have difficulties		
Setting	Instituto Pedagógico Nacional (IPN), Vocational Guidance class focused on Biology		
People involved	Students from 1004 course and teacher Angela Romero		
Descriptive level		Interpretative level	
- The class begins with the teacher asking simple questions about what students have seen over the past few weeks. They participate (in Spanish) and comment on previous discussions about future plans. - Then, the teacher proceeds to explain the activity, which consists of filling out a survey according to a certain number of items related with the management of time. According to the score obtained on the survey, students can know how much they need to improve in order to manage their time appropriately. - During the development of the activity, each item is solved as a group, with the teacher giving constant feedback.		- It can be evident how students like physical activities, any that implies movement and going out from the common routines. However, they seem afraid to move in front of others, always taking care of who is seeing them. - There is not a constant use of the English language. The Spanish remains most of the time even when the teacher tries to maintain it. However, their speaking is more fluent when they make mixtures between both languages. - Students' motivation is incentivated through positive or negative points, but threats or scoldings are not relevant to them. - Students' behavior is not the best. They throw things at each other, don't support each other, don't listen to each other, etc.	
Observations/ Analysis	- From what was highlighted, it is evident that students have difficulties in performing soft communicative skills such as moving in a space, respecting their emotions and those of others, and communicating and listening to each other effectively. - In addition, it is notable how English is an imposition for them, not something that flows naturally to them, but something that must be constantly reminded to them.		

Appendix 4: Diagnosis Test

 Universidad Pedagógica Nacional - Instituto Pedagógico Nacional		
Teacher: Angela Romero	Teacher-in-training: Laura Camila Balla	Group: _____
Subject: English (V.O.)	Students' names: _____	

Guide #1: Emotional intelligence

Case to study		
Name: Juanita Pérez	Age: 16 years old	Course: 10th grade
Problem	Juanita has a social anxiety disorder that makes it difficult for her to establish relationships and interact in the school. This means she suffers from anxiety and stress when communicating with others, even more communicating through the English language. That is why she's looking for some advice in order to solve her problems and have a more meaningful life experience.	
Symptoms	• Lack of confidence when speaking • Sweating and restlessness • Fear of embarrassment and humiliation • Sometimes shaking is present • Waiting for the worst consequences without them happening	
Possible solutions and suggestions		
- She should start with baby steps, which means she could begin making small talks with friends or family, with people that are close to her. - To practice her speaking abilities she should write what she's going to say to be more comfortable and confident about what she says (in English). - She should start with conversations about topics she likes, so she can be more confident at the time she talks.		

Audio Transcription of Diagnosis Activity

Teacher interventions	Students' responses
"You have to speak in English"	Student 8 says: "Ay.. entonces.. she.. I need help. No?" "Ay me siento presionada, yo no sé hablar en inglés. ¿Cómo se dice terapia?" Student 16 says: "Therapy" Student 8 says: "she needs therapy, she needs to.."

Moves to another group, says “You’re supposed to be discussing in groups, a solution”	Student 24 says: “Estamos leyendo en grupo profe”
“Just one minute more to give me the proposals” moves to another group	Student 25 says “With small communication... conversations with others... small talking. Also to get somebody close to her”
Moves to the last group “You’re supposed to be speaking about the case and I’m listening”	Student 9 says: “Pues.. something that we would...that Juanita needs to have more confidence and love herself”
	Student 3 says: “Ajá.. and do like relaxing activities like walk, paint, drawing, dance. It will... ¿Como es que se llama? Juanita burning more endorphins and feel happy and relaxed”
“Okay that’s good”. Speaks to the group “Okay, you have your proposals. Now you have to say it outloud in English and completely, and the teacher Johanna will be the judge, she will choose the winner of the case. Okay the first group”	Student 8 says “Le recomendamos varias cositas. I... ‘como se dice creer? I believe.. the girl is anxiety social and I believe there is need therapy” “I consider she need therapy and the professional is that opinion care”
Another group passes. “You have to tell her.. speak to the teacher”	Student 9 says “Okay.. Juanita.. Bueno, my group says that we can solution the... the possible solution is that she need like have more confidence with himself and love himself as she is”. And 4 says “Yeah, and do relaxing activities like walk, paint and dance, that will liberate endorphines and make that juanita feels more happy”
“Okay last chance to present for you” talking to the last 2 groups. “Now, say to her... speak to the teacher”	Student 17 says “Yes.. yes. my english is beautiful teacher” and “The psychology because... this is the professional for the problem... anxiety social. Eh, so... ”this profession can, she Juanita, No...help Juanita this problem because is professional, is super important”
Last group	Student 23 says “We had three suggestions for Juanita. The first one is that, is for her to take baby steps, to start making small conversations with people she has connection with, people that talk to her. So she can be more confident and that”

Appendix 5: Intervention Field notes

FIELD NOTE N° 3		
Session	<i>Cycle 1, Session 3: How my speaking difficulties make me feel</i>	Date: September 29th 2022
Viewer	Laura Camila Bulla Ibagon	Course: 1004
Observation objective	To identify and analyze the relation students make between speaking difficulties and emotions. To analyze the way in which students propose solutions related with some of their behaviors when speaking (stress and anxiety symptoms)	

Setting	Instituto Pedagógico Nacional (IPN), Vocational Guidance class	
People involved	Teacher in training Laura Bulla, Heading teacher Angela Romero and students from 1004 course.	
Descriptive level		Interpretative level
- The class starts with the teacher dividing the classroom in 5 groups. Then, the introduction of the class is given, remembering with students some of the emotions that are key to manage when speaking. That is how, 2 images are shown to students related to stress and anxiety in communication. With those images, the groups did a vocabulary race, where all of them created a list of expressions related to the pictures. Then, the teacher read out loud some expressions, adding some from their own. There, the most common expressions were: social anxiety, fear, social rejection, pressure, social approval, judgment, stress, sadness, isolation, insecurity, nervousness, bad comments and bad feelings. - After, the escape room game was explained. Each group of students had to complete 2 challenges related to symptoms and solutions to speaking stress and anxiety. The box given to them, could be opened just if they finish all the challenges to obtain a prize. There was a total of 20 minutes to solve all challenges being checked by the teacher. - During the challenge called matching game, students talked about their results of the activity <i>"She doesn't want to do this mistake in the meeting"</i> (Student 8); <i>"Cause speaking he is nervous... No sé por qué pero está nervioso"</i> (Student 24); <i>"The girl is very frustration because is taking the hear out, she is very stressed because the activities, the paper, and the girl is so frustrated"</i> (Student 18) - Meanwhile the challenge called "The box of feelings" students talked about speaking issues related to emotions and their solutions. <i>"It says: Sometimes I don't have enough vocabulary to express my opinions. And the solution to see some podcasts or TVs to practice more the vocabulary"</i> (Student 28); <i>"I confuse when I speak. So we told him to search and hear the words in Google or to use more the dictionary to learn more fast the words"</i> (Student 13); <i>"This is mine, I forget some words when I'm talking. And he said to me that I look more vocabulary and practice more"</i> (Student 14); <i>"I got stuck talking, and we... dijeron que no me trabe jaja, mentiras we said to be more confident"</i> (Student 9); <i>"I speak fast and messed up like disorganized. We told to organize more the ideas and think more slow"</i> (Student 9); <i>"I'm very embarrassed to speak in English, y la solución que me dieron fue Think I'm so social and talk to my toys"</i> (Student 11). - In another speaking challenge, called "I am you" students said thinks like: <i>"I'm santiago, and I think some solutions to the problem at speaking in English maybe use more dictionary, think about principal ideas, and practice in your house to understand the English cause I mean there are a lot of expressions that people use in real life"</i> (Student 28); <i>"I'm Sara, amm she get stuck at speaking I don't know and se pone nerviosa, she gets nervous de hablar en público"</i> (student 15); <i>"Ehh I'am Marianna, and the problem is tiredness. You can get water and think about it, so you can rest and not feel tired"</i> (student 12); <i>"I'm Laura, my problem is ways of improving confidence and I</i>		- Students show more expertise when referring to feelings and emotions related to speech that have been seen in past classes. - Even when their English is poorly understood sometimes, students make a greater effort to communicate in the language, using more complex expressions and managing the language in a more natural way. The use of Spanish is much lower than at the beginning of the observation period. - Students showed a higher level of confidence in speaking and communicating with others. So much that they talk not only about their own difficulties, but about the difficulties of others and ways to help them. During these speaking sessions, there were no problems of lack of empathy or bullying, on the contrary, they shared opinions. This is proof of good training in socio-emotional development. - Motivation was evident. Students were calling the teacher the whole time to participate. Most of them speak in English without the necessity of

would like to have more confidence in myself, and being less embarrassed to speak in public” (Student 17); “The paper says things to improve to communicate with others, and well speak slowly and think before speak. So you have organized ideas and you don't hurt other people feelings” (Student 9); “And I’m Pollita, and the possible symptoms of nervousness, Pollita breaths quickly and get stuck, all well she needs to see from another perspective” (Student 9) - In the last round of matching game, students said: “We found frustrations, lack of motivations and lack of speaking practice. And like the heart goes fast. - During the last speaking challenge called “Dictionary of emotions” students said: “Listo teacher, in this case headaches is a symptom for for stress because the girl is very... stressed and the situation for this symptom is present in your head” (student 1) “In this case is a similarity symptoms of stress because she is tensed, and the man is backache because the stress is from the back” (Student 17) “In this case heart goes fast because in this case of anxiety the heart goes fast and the person is very nervous, is sweating, and heart rhythm is very fast”(Student 1) “Nervous, because the anxiety provoke the nervous in this person” (Student 17).	remembering to do it. This is an evidence of how Holistic Approach helps students not only to develop social skills but also speaking skills in English, giving students a communicative context in English makes them now answer in the same language.
Observations/ Analysis	-A higher level of confidence and motivation was evident when speaking in English even when students were not working with the peers they are closest to, as they always tend to do. -Holistic Approach has helped students not only to develop social skills but also speaking skills in English. -Students now show greater importance and seriousness related to feelings and good communication.

Appendix 6: Interviews to the teacher after implementation

Interview to the teacher - Cycle 1 of intervention	
1. What is your opinion about the impact of the activities that have been carried out so far?	Okay, I consider that the impact has been positive or important because I have noticed that students now are talking more. They are using English for speaking activities and that is something good. They try to find more vocabulary, they are willing to do something in English. And I think that the activities like have been really useful for them because they are something new to the regular English classes. So I think that it has been a good impact on them, the class itself.
2. Do you think that the materials used during this first cycle have been useful for students? Why?	Yeah, as I mentioned before in the previous question, I think that the activities have been different from the regular English classes. Which means that all the materials that you have used is positive for them because is something different. Something that they can do in a different way, more than writing, more than.. I don't know, doing activities to improve their English skills. Also, they are improving another artistic skills or other skills such as listening, that maybe in regular English classes we don't do so often.
3. What do you think students	I think that students have had an emphasis on the feelings, how they feel or how some situations can help them to focus on some feelings they have. For

have learned during these classes?	example, you have done activities about songs, and how a song can make them feel happier or sad. So I think that that's something they can understand and they can use for future activities, their future situations they can face. So, I don't know, if they are feeling sad maybe they can play a song or maybe they can feel better doing something through for example paintings and that's something good. And okay, that's based on the feelings that you have work with them, but also I consider that they have more that learnt, is that they have improved speaking. Because as I told you before, most of the time they are lazy, they don't like to use English so often. But with you, in your classes, I consider that with these activities they feel the pressure to use it, even though they don't know enough vocabulary because you have noticed that they don't know all the words but they try it. So I think that in those 2 aspects they have learnt or they have improved.
4. Do you feel that this class has helped students to reduce any weaknesses they had in English class? Which ones and why?	Yeah, as I told before, in speaking I consider they have improved a lot. In comparison for example with the others classrooms, the other groups, they have improved that because they don't feel like the fear of speaking in public or speaking in front of someone that they don't know, in this case you. So, at the beginning I think that you could see that, that they were afraid of speaking, of making mistakes, but now they are more comfortable. They don't feel the pressure if they make a mistake or if they have questions about something, they just do it. So that's something positive because they see that English is important and English is a way of talking about many topics, just not grammar or learning English.
5. Do you believe that the classes and activities have helped students to continue improving their strengths?	Yeah, the activities yes. I consider that due to the activities are really creative and encourage students to do something different, they are motivated to continue doing it. And to also trying something different, because maybe in some cases they are afraid of doing something different and they are also used to do the same. As I told you before, in the English regular classes they are always writing or focusing on just one or two skills maximum. But in your classes the idea is to mix all the skills and also to do it in a different way. And more than different is creative, because as you noticed today in the class, they said like "Okay, I like the painting, I love to draw" or some different activities that in my classes they can not maybe because of the pressure of time. But in your case is different, so I think that yeah, It helps because they can also see that they have different skills more than knowing simple present, they have noticed that they can do something different.
6. What suggestions would you have for upcoming classes?	I consider that you can continue doing the same activities. And what I mean by the same is like something different. So it's like doing something out of their context, the regular context that is writing, that is listening always the same audios, like page this. So I consider that is a good idea to continue doing something different. Maybe something that they can enjoy together, they like to work in groups, but more than in groups, in some cases they like to work in a whole, I mean like all together, all the group together to say something. For example, I remember the first activity that you made a circle with them and you threw something. And you let them to speak, even though they don't know the vocabulary, or even though they were using spanglish. So that's something good because as you noticed they were afraid, yes, but also they were motivated to speak and to listen to others, to throw the ball to another person, and they like those kind of activities. Obviously, the time, the conditions, the context, because everyday has like a new challenge. So in this classroom we have to handle for example, delays, they are always late, not all of them but most of them are late. So, that's something that we have to be careful with, because

	maybe we can have the perfect planning and the most creative planning, but if we don't have time it is going to be complicated. So, I would say that continue doing the same kind of activities in which they can feel comfortable, in which they can like to improve their strengths or recognize their strengths in other areas, but also taking into account all these aspects that can happen.
7. What new topics/materials/activities would you consider key to address in next classes?	Okay I consider that one of the topics, more than activities or materials, I consider that one of the topics that we have to be really peaky is the careers or the project they are going to develop when they graduate. Because the next year they are going to have the same classes but in Spanish, and they are going to focus on that. So the idea is that in these last days, if you can of course, try to focus on what they want to do or what are those expectations they have, what they would like to do, in order to try to down them to earth, like not to let them dream a lot. Because when we are in school we dream to be engineers, doctors, but they don't know how that is. So the idea is to help them to see if that career or if that project they have is good enough and it's like available for them. Because in some cases for economic reasons they can't and they are dreaming. So I consider that one of the topics is that. Like, they know that they have strengths, they know they have weaknesses, now that we have recognized that and that we are mature, we can see now what is going to be my future about. So I think that is the topic. And materials and activities I consider are good.

Appendix 7: Artifacts



Name: Nikhil Datta / Siddha Date: 6/10/2022 Class: 1004

THE BEST OF ME

This worksheet will help you to build a foundation of healthy self-esteem. The instructions are easy, just complete each one of the statements with positive things about yourself. Enjoy it, you are awesome!

I LIKE WHO I AM BECAUSE...
I am so active when I do / I'm at school, being the funny and outgoing person I am.

I FEEL GOOD ABOUT MY...
I am so dedicated / I look at things, things.

MY FRIENDS THINK I HAVE AN AWESOME...
I have a really cool sense of humor / I am a really funny and smart person.

SOMEONE I FEEL HAPPY IS...
The person and my / The girl and my friends.

OTHERS RECKON I'M A GREAT...
Others reckon I'm a great person / I am a really good person and I'm a really good person.

I'M A LOT TO...
I am a lot to handle / I am a lot to handle with my get with my friends.

I THINK I'M PRETTY GOOD...
I think I am really good in all my / I am a really good person and I'm a really good person.

I REALLY APPRECIATE MYSELF FOR...
I really appreciate myself for / I am a really good person and I'm a really good person.

MY FUTURE GOALS ARE...
Enter to Bangalore / Studying medicine.

I KNOW I CAN ACHIEVE THEM BECAUSE I'M...
I am the best in the / I'm a really good person and I'm a really good person.

GOAL SETTING WORKSHEET

MY NAME: Siddha

GOAL START DATE: 2024

My professional goal is...
MARINE BIOLOGIST

I will know I have reached my goal because...
I'm working on what I like and travelling.

2 things that I need to achieve my goal are...
Get a collage degree / Have money.

The first step is...
Enter university.

The second step is...
Responsibility and compromise.

The third step is...
Look for a sustainable job.

Appendix 8: Questionnaires

	Universidad Pedagógica Nacional • Instituto Pedagógico Nacional	
	Teacher: Angela Romero	Teacher-in-training: Laura Camila Bulla
	Subject: English	Students name: <u>Laura Romero, Ana Doe</u>

Cycle 1 Questionnaire

Answer the next questions according to the experience you have had during the classes done with the teacher in training. Be honest and descriptive.

- What is your opinion about the activities that have been carried out so far in the Vocational Orientation class?
We consider that the activities have been to our liking and have been very dynamic, competing with different materials to understand them.
- What do you think about the materials that have been used during these classes?
We consider that the classes where we use materials have been more fun and participatory since that fact of using paintings and other things makes a great stronging (over)
- What have you learned during these classes?
We have learning to recognize our abilities and emotions, thanks to the activities in addition to achieving a faster understanding of the English.
- Do you feel that this class has helped you to reduce any weaknesses or problems you had in English class? Which one and why?
Yes, since it has helped us to understand English more easily and we have improved a lot in our pronunciation.
- Do you believe that the classes and activities have helped you to continue improving your strengths?
Yes, since we have developed more strength than we already understood in English class.
- What suggestions would you have for upcoming classes with the trainee teacher?
Upon more dynamic activities and not so many writings.
- What new topics would you like to address in next classes?
We would like more activities related to group games and some topics related to the career that we would like to study.

Appendix 9: Consent form

	FORMATO AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD	
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AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Jorge Enrique Torres Blanco Bogotá, 21 de Agosto 2018
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Appendix 10: Sample Lesson Plan 1

Cycle 1: <i>Communicating with myself, difficulties and opportunities</i>		
Lesson plan 1: <i>My emotions when interacting</i>	Sessions: 1 & 2	Time: 90 minutes (each session 45 min)
	Institution: Instituto Pedagógico Nacional	
Date: September 15th and 22nd 2022 (Thursdays)		Grade: 1004
Full professor: Angela Romero		
Teacher-in-training: Laura Camila Bulla Ibagón		
Useful language: • “I usually read, listen to music or dance...” • “I feel excited about practicing sports like...” • “I think communication processes are relevant to create...”		
Objectives: • To raise awareness of the importance and influence of emotions when interacting. • To start developing confidence and a good self-image when interacting with English as a foreign language. • To relate personal feelings with useful language, music lyrics and colors in English.		
Stages	Procedures	Materials
Warm up: An Emotional Pictionary	• To introduce the class the teacher greets students and asks them some questions: How are you feeling today?; Which emotions do you know?; Which emotions do you have when presenting in front of others? • Then, the Pictionary and its rules are explained. Students are separated into 3 groups. Each group will represent a chip that has to advance in a race. • To move their chip they have to follow 2 steps. First, represent a word related to emotional skills (flashcards) and make their group	Flashcards with both sides, emotional skills concepts and graphic representations (Annex 1). Rules and graphic table for the race with chips (Annex 2).

	guess the word. Then, another member of the group has to use the word in a meaningful sentence. • If the group fails, the other side of the flashcard will be revealed with an image of the concept, to make another group get the points.	
Guided discussion: Proposing from the empathy	• To end the race, each group will be given a short writing where a case is explained. The case is about a student who has emotional issues communicating with others. The group who proposes the best solution for the case, from the empathy, will win 5 more final points.	Guide #1: Writing about the case (Annex 3) Graphic table for the race with chips (Annex 2).
Session 2		
Guided practice: The color and melody of my emotions	• Students will be working in the same teams during this session. • Students listen to three selected songs with lyrics and animations. These are also related to emotions. • After listening to each song, each team will discuss what are the feelings the song produces on them. And, focusing on those feelings, they will paint a representation of what they feel. Here, they will have the challenge to use colors that match their emotions.	Lyrics of songs with visual aids (Annex 4) - Lewis Capaldi - <i>Someone You Loved</i>. Link: https://youtu.be/zABLeCsR5UE - Justin Timberlake - <i>Can't stop the feeling</i>. Link: https://youtu.be/ru0K8uYEZWw - Kate Bush - <i>Running up that hill</i>. Link: https://youtu.be/6XV NKmmZLIA Guide to discuss songs in groups. (Annex 5)
Closing reflection	• A final discussion is done. Here some questions are asked by the teacher: Do you think emotions are key to communicate? Why?;	Flashcards are used again. Key questions on the board.

Are positive emotions needed to share with others?; Do you have difficulties sharing what you feel?

Annexes - Materials

Annex 1: Pictionary flashcards.

Empathy



Optimistic



Feel



Frustration



Anxiety



Confidence



Stress



Manage



Affect



Healthy



Motivation



Self-Awareness



**Conflict
resolution**



Safety



Annex 2: Graphic table for the race with rules

The Emotional Pictionary

RULES:

- In each round, two students will be selected at random, which are already numbered. One of them will be the drawer and the other the speaker.
- The drawer will have to choose a word (flashcard) from the bag and will have one (1) minute to represent it graphically. At the same time, the speaker looks at the word and thinks of a meaningful sentence that includes it.
- If the team guesses the word they advance only one point, and if the phrase is correct after guessing the word they advance 3 points.
- If the group fails, the other side of the flashcard will be revealed with an image of the concept, to make another group get the points.



Annex 3: Guide#1 Writing about the case

		Universidad Pedagógica Nacional - Instituto Pedagógico Nacional	
Teacher: Angela Romero		Teacher-in-training: Laura Camila Bulla	
Subject: English (V.O.)		Students' names: _____	
Guide #1: Emotional intelligence test			
Case to study			
Name: Juanita Pérez	Age: 16 years old	Course: 10th grade	
Problem		Juanita has a social anxiety disorder that makes it difficult for her to establish relationships and interact in the school. This means she suffers from anxiety and stress when communicating with others, even more communicating through the English language. That is why she's looking for some advice in order to solve her problems and have a more meaningful life experience.	
Symptoms		• Lack of confidence when speaking • Sweating and restlessness • Fear of embarrassment and humiliation • Sometimes shaking is present • Waiting for the worst consequences without them happening	
Possible solutions and suggestions			

Annex 4: Lyrics of songs

SOMEONE YOU LOVED

I'm going under and this time I fear there's no one to save me

This all or nothing really got a way of driving me crazy
I need somebody to heal



Somebody to know
Somebody to have
Somebody to hold
It's easy to say

But it's never the same
Now the day bleeds
Into nightfall



And you're not here
To get me through it all
I let my guard down

And then you pulled the rug

I was getting kinda used to being someone you loved
I'm going under and this time I fear there's no one to turn to
This all or nothing way of loving got me sleeping without you

Now, I need somebody to know

Somebody to heal
Somebody to have
Just to know how it feels

It's easy to say but it's never the same

I guess I kinda liked the way you helped me escape
Now the day bleeds



Into nightfall
And you're not here
To get me through it all
I let my guard down

And then you pulled the rug

I was getting kinda used to being someone you loved
And I tend to close my eyes when it hurts sometimes
I fall into your arms

I'll be safe in your sound 'til I come back around

For now the day bleeds

Into nightfall

And you're not here

To get me through it all
I let my guard down

And then you pulled the rug

I was getting kinda used to being someone you loved
But now the day bleeds



Into nightfall

And you're not here

To get me through it all

I let my guard down

And then you pulled the rug

I was getting kinda used to being someone you loved
I let my guard down

And then you pulled the rug

I was getting kinda used to being someone you loved

CAN'T STOP THE FEELING

I got this feeling inside my bones

It goes electric, wavey when I turn it on

And if you want it, inside your soul

Just open up your heart, let music take control

I got that sunshine in my pocket

Got that good soul in my feet

I feel that hot blood in my body when it drops, ooh

I can't take my eyes up off it, moving so phenomenally

The room on lock the way we rock it, so don't stop

Under the lights when ever' thing goes

Nowhere to hide when I'm getting you close

When we move, well, you already know

So just imagine, just imagine, just imagine

A feeling good, good, creeping up on you

So just dance, dance, dance, come on

All those things I shouldn't do

But you dance, dance, dance

And ain't nobody leaving soon, so keep dancing

I can't stop the feeling

So just dance, dance, dance (x2)

Ooh, it's something magical

It's in the air, it's in my blood, it's rushing on

I don't need no reason, don't need control

I fly so high, no ceiling, when I'm in my zone

'Cause I got that sunshine in my pocket

Got that good soul in my feet

I feel that hot blood in my body when it drops, ooh

I can't take my eyes up off it, moving so phenomenally

The room on lock the way we rock it, so don't stop

Under the lights when ever' thing goes

Nowhere to hide when I'm getting you close

When we move, well, you already know

So just imagine, just imagine, just imagine

Nothing I can see but you when you dance, dance

Feeling good, good, creeping up on you

So just dance, dance, dance, come on

All those things I shouldn't do

But you dance, dance, dance

And ain't nobody leaving soon, so keep dancing

I can't stop the feeling

So just dance, dance, dance (x3)

I can't stop the feeling

So keep dancing, come on

I can't stop the, I can't stop the (x2)

I can't stop the feeling

Nothing I can see but you when you dance, dance

Feeling good, good, creeping up on you

(I can't stop the feeling)

So just dance, dance, dance, come on (I can't stop the feeling)

All those things I shouldn't do

But you dance, dance, dance (I can't stop the feeling)

And ain't nobody leaving soon, so keep dancing

Everybody sing (I can't stop the feeling)

Got this feeling in my body (I can't stop the feeling) (x2)

Wanna see you move your body

(I can't stop the feeling)

Got this feeling in my body

Break it down

Got this feeling in my body

Can't stop the feeling

Got this feeling in my body, come on

RUNNING UP THAT HILL

It doesn't hurt me

Do you want to feel how it feels?

Do you want to know, know that it doesn't hurt me?

Do you want to hear about the deal that I'm making?

You

It's you and me

And if I only could

I'd make a deal with God

And I'd get him to swap our places

Be running up that road

Be running up that hill

See, if I only could, oh

You don't want to hurt me

But see how deep the bullet lies

Unaware I'm tearing you asunder

Oh, there is thunder in our hearts

Is there so much hate for the ones we love?

Tell me, we both matter, don't we?

You

It's you and me

And if I only could

I'd make a deal with God

And I'd get him to swap our places

Be running up that road

Be running up that hill

See, if I only could, oh

You

It's you and me

And if I only could

I'd make a deal with God

And I'd get him to swap our places

Be running up that road

Be running up that hill

See, if I only could, oh

Let me steal this moment from you now

Oh, come on, angel

Come on, come on, darling

Let's exchange the experience, oh, uh

And if I only could

I'd make a deal with God

And I'd get him to swap our places

I'd be running up that road

Be running up that hill

With no problems

See, if I only could

I'd make a deal with God

And I'd get him to swap our places

I'd be running up that road

Be running up that hill

With no problems

See, if I only could

And I'd get him to swap our places

I'd be running up that road

Be running up that hill

With no problems

See, if I only could

Be running up that hill

With no problems

(If I only could, be running up that hill)

(If I only could, be running up that hill)

Annex 5: Guide 2 to discuss songs

	Universidad Pedagógica Nacional - Instituto Pedagógico Nacional		
	Teacher: Angela Romero	Teacher-in-training: Laura Camila Bulla	Group: _____
	Subject: English (V.O.)		Students' names: _____

Guide #2: Feeling with songs

STEP BY STEP		
Step 1	Listen to each one of the songs while reading the lyrics. Let the music make you feel what it wants. Try to sing if you can keep up.	
Step 2	Then, discuss with your partners: What does this song make us feel? What emotions did I have when I listened to it? What colors would represent those emotions? What objects could represent those images?	
Step 3	With the answers of these questions, all the members of the group start painting with their fingers on cardboard. (You don't have to plan it, just paint your feelings).	
Step 4	Also, do the same with the other 2 songs.	
Step 5	Explain your artistic creations.	