

**FEELEARNING: INTEGRATING EMOTIONAL INTELLIGENCE AND EFL  
SKILLS THROUGH SITUATED ACTIVITIES**

**AURA CAMILA URBANO TÉLLEZ**

**THESIS DIRECTOR  
JOHANNA MONTAÑO MORENO**

**UNIVERSIDAD PEDAGÓGICA NACIONAL  
FACULTAD DE HUMANIDADES DEPARTAMENTO DE LENGUAS  
DEPARTAMENTO DE LENGUAS  
LICENCIATURA EN ESPAÑOL E INGLÉS  
BOGOTÁ, COLOMBIA  
2024**

## ACKNOWLEDGEMENTS

*First and foremost, I am deeply grateful to God for granting me the opportunity to embark on this journey, for being my support, and for guiding me as I near to finishing this significant chapter in my life.*

*I dedicate this thesis to my parents, and particularly to my mother, Francys Stella Téllez, whose unwavering support and prayers have been with me through my best and worst moments. Your unconditional and incomparable love has been indispensable, and I am honored to bring you joy and pride through this achievement.*

*To my siblings, Luz, Cris, Ronal and my beloved Nico, thank you for sharing this dream with me and for your encouraging words that have accompanied me throughout this path.*

*I am also immensely grateful to my dear Sammu, for his constant support since my earliest days in Bogotá and at the University. Your words and gestures of love have been vital in sustaining my passion for this beautiful dream of becoming a teacher.*

*Continuously, I would like to extend my sincere thanks to my thesis advisor, Johanna Montaña, for her patience, valuable guidance, and dedication, which have been crucial in the realization of this project.*

*I also want to express my gratitude to teachers Luz Dary González and Yomaira Muñoz for their kindness and for allowing me to conduct my project in their classrooms. I deeply admire you and I am truly grateful for the opportunity of sharing my first experience as a school teacher with you.*

*Likewise, I want to thank all the students of the third grade at Gonzalo Arango School, for giving me the opportunity to learn from you and take part in your education process.*

*Finally, I want to thank my University, Universidad Pedagógica Nacional, for welcoming and receiving me in its classrooms and showing me the amazing energy and exceptional learning environment of a public university, as well as all those teachers who have instilled in me the responsibility and love for education.*

*Eternal thanks everyone here...*

## ABSTRACT

This document presents an action research project that aimed to implement situated learning activities in order to develop emotional intelligence and EFL skills in an EFL classroom. The participants of this study were third grade students between 7 and 9 years old from the *Institución Educativa Distrital Gonzalo Arango* located in Bogotá, Colombia. Field notes, questionnaires, interviews, audio recordings and artifacts were collected during the interventions, following the design of three cycles of intervention, where different situated learning activities were used. By employing the triangulation method, it was possible to analyze the findings and present the conclusions, implications, limitations and further research of this project.

**Key words:** Situated learning, emotional intelligence, EFL skills, Feelearning.

## RESUMEN

Este documento presenta un proyecto de investigación acción que tuvo como objetivo implementar actividades de aprendizaje situadas para desarrollar inteligencia emocional y habilidades del inglés como lengua extranjera. Los participantes de este estudio fueron estudiantes de tercer grado entre los 7 y 9 años de edad de la Institución Educativa Distrital Gonzalo Arango ubicada en Bogotá, Colombia. Se recopilieron diarios de campo, cuestionarios, entrevistas, grabaciones de audio y actividades durante las intervenciones del docente en formación, siguiendo el diseño de tres ciclos de intervención, donde se usaron diferentes actividades situadas. Gracias al método de triangulación, fue posible analizar los resultados y presentar las conclusiones, implicaciones y limitaciones de este proyecto.

**Palabras clave:** Aprendizaje situado, inteligencia emocional, habilidades del inglés como lengua extranjera, Feelearning.

## TABLE OF CONTENTS

### CHAPTER I: THE PROBLEM

Description of the setting and context.....	6
Population.....	8
Statement of the problem.....	8
Rationale of the study.....	10
Research question.....	12
Objectives.....	12

### CHAPTER II: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

State of art.....	13
Theoretical framework.....	18
Emotional Intelligence.....	18
Emotional intelligence education in an EFL classroom.....	19
English learning in young learners.....	20
Learning English and emotional intelligence.....	21
Situated learning.....	23
Feelearning.....	24

### CHAPTER III: RESEARCH DESIGN

Research paradigm.....	26
Type of research.....	26
Data collection instruments and procedures.....	28
Ethical consideration.....	31
Data collection procedures.....	32

### CHAPTER IV: PEDAGOGICAL INTERVENTION

Vision of curriculum.....	34
Vision of language.....	34
Vision of learning.....	35
Vision of classroom.....	35
Instructional design.....	36

### CHAPTER V: DATA ANALYSIS AND FINDINGS

Data analysis procedures.....	45
Categories of the Analysis.....	47
Category #1. Promotive role of the situated learning activities for ELF skills.....	48
Category # 2. Supportive role of the activities to approach emotional intelligence skills.....	55
Category # 3. Awakening students' interest through the use situated learning activities: <i>Constructing confidence and motivation towards English</i> .....	64
Category # 4. Changing attitudes in the classroom: <i>Building respect and empathy towards others</i> .....	67

## CHAPTER VI: CONCLUSIONS AND IMPLICATIONS

Conclusions.....	71
Implications.....	73
Limitations.....	74
Further Research.....	75
<b>REFERENCES.....</b>	<b>76</b>
<b>ANNEXES.....</b>	<b>79</b>

### LIST OF TABLES

<b>Table 1.</b> Plan of intervention.....	38
<b>Table 2.</b> Categories of the study.....	47

### LIST OF FIGURES

<b>Figure 1.</b> Relation between theoretical constructs.....	25
<b>Figure 2.</b> Coding theory model for qualitative research.....	46

### LIST OF ANNEXES

<b>Annex 1.</b> ....	79
<b>Annex 2.</b> ....	80
<b>Annex 3.</b> ....	82
<b>Annex 4.</b> .....	83
<b>Annex 5.</b> ....	84
<b>Annex 6.</b> ....	85
<b>Annex 7.</b> ....	86
<b>Annex 8.</b> ....	87
<b>Annex 9.</b> ....	90
<b>Annex 10.</b> ....	91
<b>Annex 11.</b> ....	92
<b>Annex 12.</b> .....	93
<b>Annex 13.</b> .....	94
<b>Annex 14.</b> .....	95

## **CHAPTER I**

### **THE PROBLEM**

#### **Description of the setting and context**

The current research was conducted in the public school Gonzalo Arango, located at the location number 11, Suba, Bogotá, specifically at street 130 A, number 135 A - 07. The school is situated near the Arzobispo river and San Cayetano Park, within the El Laguito neighborhood, which is characterized by having commercial activities such as restaurants, supermarkets, clothing stores, etc. In front of the school there is a very large kindergarten and next to it the community action board "El Laguito".

The school's infrastructure comprises three floors designated for students from second to eleventh grade, with a separate floor for preschool children. It has a large park, and multiple classrooms equipped with boards, enough desks for the students, a locker to store the children's personal belongings and another for the teacher's materials, a teacher's desk and a television. However, not all the rooms have an internet connection. The building also has a library and a court for students to play and take physical education classes, alongside a small store where students can buy food during breaks. Additionally, there is a parking area for staff vehicles and bicycle storage for students. There is also a restaurant area, which provides food given by the government to students. On the first floor, there is another restaurant and cafeteria for teachers.

Now, the school is of a co-ed school nature, offering educational levels that include preschool, basic primary, basic secondary, and basic middle school. In the latter stage, students can specialize in communication and media, with further opportunities to articulate their studies with SENA in technical programs, such as Administrative Assistance and

software programming. The school operates two sessions, morning and afternoon, each one attending more than a thousand students.

Its name, "Gonzalo Arango", responds to the name of the Colombian Nadaista poet. It should be noted that the existence of the school is recent, since it has existed since March 2005, as it was created as the "C" campus of the Álvaro Gómez Hurtado school, which is very close. (Red Académica de Bogotá, n.d).

The institutional horizon that the school currently has, goes from the year 2020 to 2030, its mission focuses on the contribution to the training of students where human development is promoted from assertive communication, in order to be able to be critical, creative and purposeful citizens, in turn, its vision focuses on the fact that in the year 2030 the educational institution could be considered as a quality institution for promoting human development from a socio-affective perspective, through assertive communication in the formation of human beings builders of their being and transformers of their social environment.(Red Académica de Bogotá, n.d).

In its document "Proyecto Educativo Institucional" (PEI), six fundamental principles are also contemplated: Identity, where it seeks to develop a sense of belonging and self-respect and respect for others; Co-responsibility, where education is understood as a right but also as a duty, so it also seeks to develop responsibility for one's own acts and their consequences; Inclusion, there seeks to recognize, understand and value diversity, in order to practice equity regardless of whether these diversities are biological, gender, cultural, religious or ethnic; Coexistence, where mutual respect, honesty and solidarity are sought that allow an environment conducive to human development; Democracy, which is assumed as a foundation for the training of students in defense of human rights and dignity, for this, participation in entities such as school government is promoted, and finally, Assertiveness,

here it seeks to develop social skills of being able to express feelings and thoughts in a balanced way without trampling the rights of other people. (Red Académica de Bogotá, n.d).

With all the above, the Gonzalo Arango School seeks that its graduate students are able to recognize, respect and value the diversity of society through the use of socio-emotional, communicative and cognitive skills to function in any setting.

## **Population**

As previously mentioned, the Gonzalo Arango School is a co-ed institution, and the research focused on students in Grade 302. This class consisted of a total of thirty-five (35) students: eighteen girls and seventeen boys, between seven to nine years old. Most of the students resided in different neighborhoods of Suba, including “El rincón”, “Costa rica”, “Aures”, “Tibabuyes”, “La palma”, among others. The modes of transportation to school included, using “sitp” ,cycling or walking. They lived with their parents and siblings, while in other cases with their grandparents, uncles or aunts. They took classes from Monday to Friday and regarding English classes, they had two sessions of 55 minutes a week. It is important to say that it was the first time they were studying English at school, so their English level was very basic since they were learning basic vocabulary.

The classroom where they took classes was similar to the ones described before: big, with large windows, individual desks, two big blackboards, a locker to store the children's personal belongings and another for the teacher's materials, a Tv without internet access and some posters on the wall.

## **Statement of the problem**

Based on the data gathered through the diagnostic and observation process during the semester 2023 - 1, which included the administration of a diagnostic language assessment

(see Annex 1), a semi-structured interview with the teacher (see Annex 2), a student characterization questionnaire (see Annex 3), and a set of field notes (see Annex 4), it was determined that it was crucial for the third-grade students to start working on the different English skills and emotional intelligence. As explained below.

According to the basic standards of proficiency in foreign language: English (2006), third grade students are expected at least to follow instructions, comprehend basic questions about familiar contexts, express feelings, preferences and basic needs within the classroom, recognize elementary instructions of the language, follow the sequence of a short story and talk about routines (P. 18-19). Nonetheless, based on the diagnosis process, it could be said that none of the students had successfully met these goals. Indeed, many challenges concerning basic vocabulary, expressions, grammar structures and pronunciation were prevalent among the group. Moreover, the teacher's limited proficiency in English, resulting from a lack of formal training, seemed to be significantly impacting the instruction, which was focused on isolated words or expressions without relation to the student's context. The teacher relied on videos and online materials, most of which were in Spanish and utilized resources such as "Google Translator" to the execution of printed activities. Furthermore, she expressed apprehension regarding the pronunciation of different words due to her uncertainty. Additionally, English sessions provided were limited to only two per week, each lasting 55 minutes. Notably, the headteacher undertook the courageous task of teaching English to this grade for the first time, as students in the first and second grades had not received any prior instruction in the language. Consequently, their understanding of English remains considerably restricted.

Likewise, during the observation period, it became evident that some students did not engage actively, while others exhibited apathy towards English classes. Frequently, the same

students participated, while others seemed to be shy or not comfortable to talk. Notably, some students demonstrated high levels of engagement on one day and then displayed a markedly opposite attitude in subsequent classes. There were instances where students arrived at school, took their seats, and, even when prompted by the teacher, refrained from speaking. Additionally, several students required meetings with their parents to discuss their attitudes and progress within the classroom. Furthermore, instances of aggressive behavior and expressions among students were observed. The classes did not establish a substantial connection between English language learning and emotional domain, beyond occasional advice provided by the teacher concerning student's attitudes. Regarding this, Agudelo et al. (2020) portrays this issue and expresses, "public education institutions in Colombia do not contemplate within the development and implementation of educational curricula teaching and training (from preschool to 11th grade) in the development of emotional intelligence as a fundamental psychological component in the construction of being" (p. 18). This highlights the importance of integrating the discussion of emotions as a central focus within the classroom curriculum.

In short, it was concluded it was fundamental to implement different strategies to improve EFL skills as well as emotional intelligence competencies, while looking for better personal and academic development.

### **Rationale of the study**

Over time, English has become a global essential tool. Colombia has also noted the importance of learning this language since it induces cultural access and entertainment. That is why since 1994 this country has realized the urgency of learning a foreign language, mainly English (MEN, 2018). In this sense, Colombia and the Ministry of National Education (MEN), have decided to bet on the creation of new programs to promote access to

this language, including the national bilingualism program 2004 - 2019 and the Program for Strengthening the Development of Competences in Foreign Languages (PFDCLE) 2010 - 2014. Despite this, throughout the country there are many populations that still suffer the scourge of not having the opportunity to access extensive training in English, among these are some primary education institutions.

On the other hand, considering that in Colombia there are limited opportunities to develop emotional intelligence at school or to integrate this aspect with language learning, it is necessary to provide students with a space to bring their emotions into the classroom. This may help avoid situations where students feel uncomfortable or lack the confidence to express themselves and process their emotions. Such issues not only generate personal problems for children but also affect their development in the classroom. Learning how to manage emotional skills positively impacts children's well-being and contributes to better academic performance and quality of learning (Campuzano et al., 2024). Similarly, emotional education fosters motivation, self-esteem, decision-making, conflict resolution, self-awareness, and the recognition of others, among other benefits (Campuzano et al., 2024).

This project was carried out with children, a critical stage in life during which a second language can be learned faster, but also, in which it is necessary to have and build strong emotional bases. The benefits of receiving an emotional education will not be limited to the childhood stage but will also have an effect in the adult stage. In addition, it is essential to consider Morin's (1999) perspective of the human individual as an integral being. Students should not be viewed merely from an academic angle but his/ her human nature must also be recognized, and therefore, the emotional domain cannot be overlooked in the classroom.

All of the above, added to the pre-service teacher's experiences of primary education in English, in a rural school, where the problems were very similar; no strong English

language foundations, no emotional education, create the question about why not create a space in which these problems, the learning of English in children of primary schools and the lack of emotional education could be faced with a thought the use of activities that consider the students' context. Since the pre-service teacher considers all these elements could be integrated and not separated or ignored.

To that end, this project dealt with a set of different situated learning activities that integrated both emotional intelligence and EFL learning with the main idea of knowing what their effect and their possible implications to new research could be.

### **Research Question**

- What is the impact of implementing a set of situated learning activities on the development of emotional intelligence as well as EFL skills in a third grade at a public school in Bogotá?

### **Main Objective:**

- To describe the impact of implementing a set of situated learning activities on the development of emotional intelligence as well as EFL skills in a third grade at a public school in Bogotá.

### **Specific Objectives:**

- To identify the roles of a set of situated learning activities on the development of emotional intelligence as well as EFL skills
- To analyze the students' responses to the implementation of a set of situated learning activities that integrate the principle of emotional intelligence and EFL learning.

## CHAPTER II

### THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter presents the state of art, in which five research documents related to this project are reviewed. Then, the theoretical constructs that worked as the basis for the development of this study are explained. They are: *Emotional intelligence*, *Emotional Intelligence Education in an EFL Classroom*, *English learning in young Learners*, *Learning English and emotional intelligence*, *situated learning* and the concept of *Feelerning*.

#### **State of art**

The first study taken into account for this proposal is named *Emotional Intelligence in Colombian Primary School Children. Location and Gender* by Herrera et al. (2017). The purpose of this investigation was to analyze the level of emotional intelligence in Colombia primary school children taking into consideration their location, rural or urban, as well as their gender. To that end, the investigation was carried out with a sample of 1451 students, 727 girls and 724 boys with a mean age of 10 years. 638 students studied fourth grade and 813 studied fifth grade; 690 of the students studied in the rural areas (344 girls and 346 boys) while 761 in urban areas ( 383 girls and 378 boys). The participants lived in three different provinces of Boyacá: 478 of them lived in the Centro, 483 in Tundama and 490 in Sugamuxi. The purpose consisted of administering the “Emotional quotient Inventory: Youth Version” to all the participants, it was composed of 60 items, in which five domains were considered: Intrapersonal, interpersonal, stress managements, adaptability and general mood. There, participants had to respond to a “Likert scale” of four points where 1 meant “very seldom or not true for me”, whereas 4 meant “very often or true for me”. This study demonstrated a huge difference in emotional intelligence between rural and urban areas, where rural students had a lower level. Also, the study demonstrated that the interpersonal domain was the least

achieved by students in general. Finally, the girls showed a higher level in terms of interpersonal skills than boys, but boys obtained a higher score on the adaptability domain. In relation to this project, this research was considered as an important one since it evidences the necessity of developing and enhancing emotional intelligence, especially social or interpersonal skills, also, it offers a diagnosis of emotional intelligence in Colombian children, specifically in primary schools, similar to the present research. However, the opportunity of working with a different population and bringing emotional intelligence inside the classroom, rather than just testing it, opens the doors to new insights.

A second study important for this research was *Emotions as Learning Enhancers of Foreign Language Learning Motivation*, by Mendez and Peña (2012). The main purpose of this investigation was to examine how emotions impacted the motivations of a group of university language learners in México, from their perspectives. To do that, this study used a qualitative approach and was carried out in a public university of Mexico and the participants were a group of 24 second semester university English learners. The interventions consisted of, first, registering personal narratives of students about their motivation to enroll in the English program; second, recording emotional reactions to experiences during the English classes during 12 weeks and third, 18 semi-structured interviews. The analysis of these data was done in four stages. First, the personal narratives about the motivation to enter the English program were read; Second, the emotional journals were revised and imported to “Nvivo 8 software for later analysis. Third, the interviews were transcribed and analyzed, during this stage, researchers noted some patterns between the journals and the answers given to the interviews. Finally, the analysis of journals and interviews in “Nvivo 8 software” was done. Data collected and its analysis determined that both positive and negative emotions had a crucial role on Mexican students’ foreign language learning motivation; although negative emotions affected participation and energy, they were taken as a way to reflect about the

learning process and positive emotions allowed students to reinforce their motivation towards English learning. In addition, data revealed that negative emotions towards foreign language learning were more common than positive ones. In relation to the current research, this study was considered vital, since it demonstrates the effect that emotions can have inside the classroom and their relation with the foreign language learning process. In addition, this document evidenced that most of the emotional responses by the students in English are negative, so, it awakens curiosity about classroom practices.

A third document contemplated by this research was *The relationship between emotional intelligence and complexity, accuracy and fluency in EFL learners' oral performance*, by Abdolrezapour (2018). This study aimed to deeply understand the relationship between emotional intelligence and EFL speaking performance. This time, the research included 102 participants, between 13 and 18 years old, who were native speakers of Farsi and were studying interchange in a language center in Iran. To respond to the research question, the researchers used two instruments: First, a trait emotional intelligence questionnaire adolescent short form (TEIGue-ASF), which was composed of 30 items that included well-being, self-control, emotionality and sociability factors. This questionnaire was applied to the participants and took 10 minutes. Second, an oral narrative task was used to capture oral language performance, where students had to describe some images that were shown. Three measures were taken into account to evaluate the speaking activity: Complexity measures, which included syntactic complexity and syntactic variety; Accuracy measures, which included Error-free clauses and correct verb forms, and finally, Fluency measures, including number of syllables produced per minute of speech as well as number of meaningful syllables per minute of speech. These oral narrations were audio-recorded and transcribed. After the application of the two instruments, the researchers checked TEIQue-ASF scores and then compared them with the measures of oral performances. As a

result of this study, it was possible to identify a high connection of emotional intelligence related to more complex, accurate and fluent speech, demonstrating that the higher level of emotional intelligence, the better speaking performance. That is why this study was considered as important to the present research due to its demonstration of positive corresponding facts between emotional intelligence and the development of a foreign language. However, it is interesting to investigate how other English skills are connected to emotional intelligence, as well as how a younger population performs this correlation.

The fourth document taken into account to this study was “*Revisión Técnica Sobre el Aporte del Sistema Educativo Público en Colombia al Desarrollo de Habilidades Emocionales y su Incorporación a La Práctica Educativa*”, by Agudelo, et al (2020). This study sought to analyze the guidelines that regulate the academic curriculum construction in the public system of education in Colombia, as well as their favoring towards emotional intelligence. To do that the research adopted a quantitative approach with a descriptive scope and took 94 tenth grader students, between 14 and 18 years old of the educational public Institution INEM Jose Félix De Restrepo, in Medellin, Colombia. To begin with, a revision of different Colombian documents that govern Colombian educations, such as Law 1098 of 2006, 1029 de 2006, Resolution N° 7550 of 1994, Decree N° 1108 of 1994 ICBF, Law N° 1170 of 2007, Law N° 1014 of 2006, Decree N° 457 of 2014 and Law N° 1732 of 2014 was done. This, in order to analyze their possible interest in emotional skills. Then, a Trait Meta-Mood Scale TMMS-24, which contemplated Attention to emotions, Emotional Clarity and Emotional reparation was applied to the participants of the study, finally a systematization of the instruments was done in the Microsoft Power BI program. This study concluded with two results. First, in Colombia there did not exist a formal purpose that implemented or developed emotional intelligence strategies in public education, and second, there is a limited management of emotional intelligence of students in Colombian public

educational institutions. This study was vital to the present research due to two factors: First, it offers a deep look about regulations in the Colombian system of education and the null incorporation of the emotional sphere in the curriculum, and second, it demonstrates the limitation that Colombian students had regarding the development of emotional skills.

The last remarkable study for this project was *Facilitating English as a Foreign Language Learners' Vocabulary Learning, Task Completion and Contextual Vocabulary Exploration Processes in a Mobile Supported Situated Learning Environment*, by Bilgin (2016). This study aimed to investigate how vocabulary learning, task completion and contextual vocabulary exploration of English as second language learners could be facilitated in a mobile supported situated learning environment. To do that, this investigation took the participation of 25 elementary level university students, members of “METU” Science and Technology Museum, who were between 17 and 20 years old. During the study, the 25 students participated in interactive experiments, where a constant support of vocabulary related to the setting (TEMU Science and Technology Museum) was given, thus, instructions of the experiments, dictionaries and visual definitions were used. This process lasted 5 weeks. In addition, to the development of the study a mixed model was used, while quantitative factors included pretest-posttest designs and system logs, qualitative one focused on semi-structured interviews, observations processes of the experiments and retrospectives reviews. In the end, this study concluded two main theories: First, contextual vocabulary could be improved thanks to factors such as contextual clues, word frequency and learners’ domain knowledge, interest and focus, and second, situated learning environments encourage long-term retention and contextual and incidental learning of knowledge. Now, regarding this proposal, this study was important since it supports the positive effect of using situated learning in the teaching process as well as it illustrates the possible combination of EFL Skills with another knowledge domain.

## **Theoretical Framework**

As mentioned above, this section frames the theoretical basis that underpinned this project, taking in consideration the five main theoretical constructs: *Emotional intelligence*, *Emotional Intelligence Education in an EFL Classroom*, *English learning in young Learners*, *Learning English and emotional intelligence*, *situated learning* and the concept *Feelerning*.

### **Emotional intelligence**

For a better understanding of emotional intelligence, it is important to explore its historical context. In 1980, Dr. Reuven Baron was the first to create an Emotional Quotient Inventory, which was the first scientifically valid test for EI as it was approved by the American Psychological Association (APA) (as cited in Arias, L et al. 2021). Gardner (1983) raises the theory of Multiple Intelligences, where the human being is no longer observed from a single edge but rather the human being is described as a more integral being. Within these eight emotional intelligences, intelligences number six and seven appeared, called personal intelligence or emotional intelligence.

After this, in 1995, Goleman released his book entitled "Emotional Intelligence", where he brought up all the research and theories that had been developed so far. According to Goleman (1995) "emotional intelligence does not mean giving free reign to feelings—'letting it all hang out', "it is more about managing them appropriately and effectively, as well as allowing people to work together in order to achieve a common goal". (as cited in Arias L, et al. 2021, P. 15). On the other hand, Díaz & Osorio (2017) describe emotional intelligence as the ability to motivate ourselves and continue even when there are problems and frustrations, the ability to control our impulses or to regulate the emotional states that inhabit us, as well as to avoid the anguish and negative emotions that influence our rational attitudes,

also, it is said when developing emotional intelligence, there are some social, relationship and interpersonal skills that can be achieved. Whitener (2022) defines emotional intelligence (EI) as the abilities that help to identify, understand and manage one's own emotions, but also to understand and identify the emotions of those around us. Also, he states that there are five principles that can be developed with emotional intelligence: a) self - perception, b) self-expression, c) interpersonal skills, d) decision making, f) stress management. Like emotional education, it is important to say that emotional intelligence is not an instantaneous process, but rather a long-term and continuous process. Furthermore, the notion of “control” may not be entirely healthy. Rather, it is essential to navigate through emotional experiences. Additionally, emotional intelligence should not be idealized either, thinking that someone who has emotional intelligence is perfect. Possessing emotional intelligence does not imply that an individual is infallible, never experiences sadness, remains entirely neutral, or that the development of emotional intelligence leads to such objectives. In light of the aforementioned, emotional intelligence is understood in this study as any sort of the above discussed aspects. Thus, emotional intelligence includes identifying, understanding and being aware of one's emotions, as well as effectively expressing them. Moreover, emotional intelligence involves the capacity to listen and comprehend the emotions of others for a better construction of relationships.

### **Emotional Intelligence Education in an EFL Classroom**

Human beings inherently experience emotions, making them a fundamental aspect of educational inquiry. These emotions significantly influence human decision-making or other activities that are carried out. Gibson (2023) assures that historically emotions have been seen as something separate from thoughts, actions and from ourselves, this can be a reason why in education they have not been taken into account completely either, when rationality often

prevails leaving the emotional domain overlooked. López (2005) asserts "It can be affirmed that the development of emotional competencies in an intentional and systematic way is, in general, quite absent in teacher training programs" (p. 158). While this observation holds merit, it is essential that current and further educators do not remain passive towards this issue. It is imperative to advocate for the inclusion of emotional education in teacher training programs, however, until this happens, teachers can raise awareness about the necessity of creating a space in the classroom for emotions using the limited resources currently available. Gibson (2023) emphasizes there is an importance in developing or applying emotional education, since emotional education helps the person to understand and express their emotional experiences, understand their influence and use their emotions to understand themselves and others, likewise, emotional education allows the person to develop better relationships, cultivate wisdom and be able to live a life with purpose and authenticity. On the other hand, López (2005) points out that educating emotionally means validating emotions, developing empathy towards others, helping to identify what emotions are being felt at the moment, teaching limits and forms of expression, as well as loving and accepting oneself and proposing strategies to develop problems, in response to this, he states that "The essential characteristics of the intervention by emotional education programs should include, as a minimum, objectives, contents, methodology, activities and evaluation." (p. 158). Given these definitions, in this project, the implementation of emotional intelligence is imperative, thus, emotional intelligence education is recognized as a critical aspect to consider inside the classroom, along with the EFL learning, since emotions are understood as inherent and inescapable aspects of human experience. Likewise emotional education is viewed as a continuous process that evolves throughout an individual's life. Nonetheless, introducing children to the navigation of emotions is vital for initiating this ongoing development.

### **EFL Young Learners**

Numerous perspectives and theories exist regarding the learning of English among children. Although it is known that children require fun and different activities to learn a new language more assertively, there are also authors who express some advantages that children begin learning a non-native language, such as English, at an early age. Singleton (1999) states there is a parallel between the experience of acquiring a mother tongue and learning a second language. Consequently, just as we develop our language in the first years of life, it is important that children are immersed in the language from a very early age. Furthermore, Lemneberg (1967) posits that the capacity for language acquisition diminishes following the onset of puberty. (as cited in Johnson & Newport, 1989). Similarly, Selinker et al (1975) emphasizes that the work of acquiring another linguistic system different from the native one becomes a slower and more arduous process after puberty. These observations may be attributed to the neurological mechanisms involved in language learning, as children's brains exhibit a markedly higher capacity and pace for learning compared to adults. Therefore, it is essential to leverage the heightened ability for language acquisition during childhood to facilitate their introduction to the new language. Al-Harbi (2020) also suggests, when a process of acquiring a new language begins early, the chances of success will be greater. Regarding the above, the previous definitions are crucial, as the participants in the study are students between ages of 7 and 9 years. Implementing English instruction in the classroom serves as an effective means to facilitate their foreign language development.

### **English Learning and emotional intelligence**

As previously noted, the learning of English has frequently been dissociated from emotional consideration, reflecting a broader trend wherein emotions have been detached from the educational experience of students. Language acquisition is often perceived as a cognitive system that necessitates rational or repetitive learning methodologies, with minimal

regard for students' feelings or well-being. Consequently, the focus remains merely on the imperative of mastering the new language.

Some of the benefits of combining emotional intelligence with learning English have already been said. This time, García (2022) states that if there is a positive interaction between the parts of a classroom, it can allow the student to feel fully involved in the space and free to show both their concerns and problems, making their educational process meaningful and effective. If students feel that the English learning space is safe, they will feel confident and secure about expressing himself without fear of being reproached or mocked for his mistakes. Beilock and Ramírez (2011) express that learning in schools cannot be reduced only to the acquisition and demonstration of knowledge, but also aspects such as memory, attention, cognitive processes together with emotional and motivational factors must also be taken into account, since it is very difficult for a child who is sad or who is going through a difficult time to perform academically as expected, and this is where the space to deal with emotions within the classroom should work. In this sense, Abdolrezapour (2018) comments that reproaching fear, anxiety or anger can prevent students, and especially students of a second language, from not learning much in the classroom. Likewise, research has been carried out to determine the impact or influence that emotional intelligence can have on the learning process and academic performance of students, and in most cases, it is found that the influence of emotional intelligence is quite large in the performance that students have in their academic activities. An example of these investigations, there is one carried out by Marquez et al (2006) where it is found that “students with high Emotional Intelligence tended to have more prosocial and perform better in school” (p. 122), as well as another by Extremera & Fernández (2004), where it was evidenced that intrapersonal emotional intelligence influenced students' mental health and this, at the same time, was related to the final academic achievements. In accordance with previous discussion, the integration of these

two elements within educational settings generally yields positive outcomes. Consequently, this study aims to explore their combined effects within a novel context and to evaluate their impact firsthand. Thus, emotional intelligence and English language learning are considered as interconnected domains that coexist in the classroom, fostering both academic success and personal development.

### **Situated Learning**

The concept of *Situated Learning*, as described by Dincer (2022) emphasizes the important role of context in the processes of learning and teaching. Dincer asserts that the theory “refers to the fact that context is of great importance in learning and teaching” (Para 1). Furthermore, she highlights that this approach “assumes that every individual’s thinking is suited to the situated context since what individuals see, how they think and perform grow together in a socially constructed environment” (Para 3).

In view of the above, *Situated Learning* serves as a guiding methodological approach for this proposal, as it seeks to incorporate the students' lived experiences. Thus, by addressing the various emotions and real-life situations they encounter on a daily basis as well as the English expressions used to express them. so, this approach enables a more meaningful and authentic use of English in the learning process.

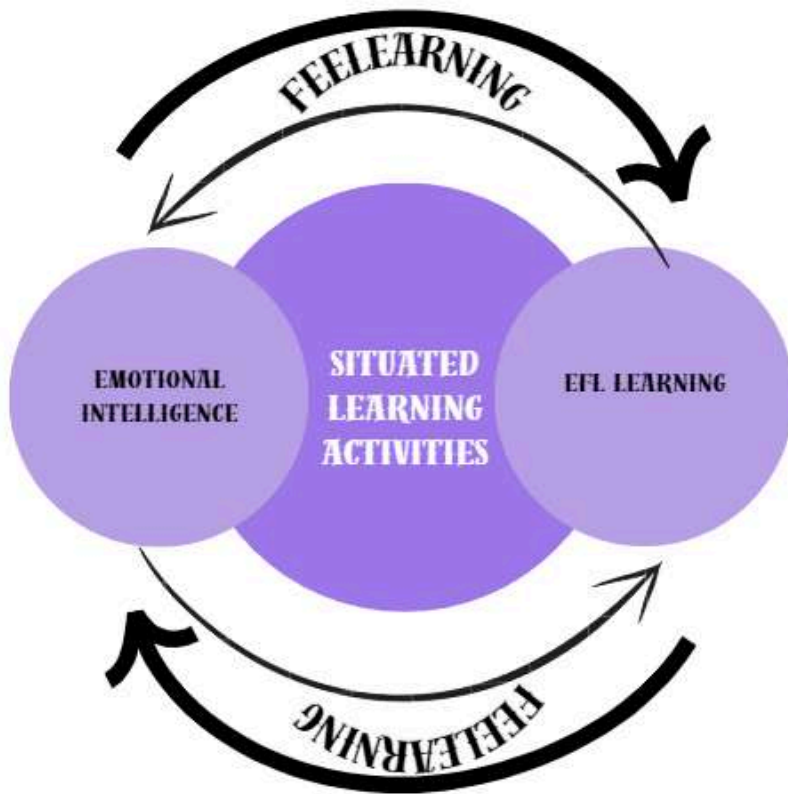
Supporting this view, Stein (1998) argues that “by embedding subject matter in the ongoing experiences of the learners and by creating opportunities for learners to live subject matter in the context of real-world challenges, knowledge is acquired and learning transfers from the classroom to the realm of practice”. (P. 2). This perspective positions learning as an experiential process rather than the mere repetition of content, allowing for significant learning that extends beyond the classroom. In relation to this study, situated learning activities offer the opportunity of exploring and putting the content into relation to the closest contexts of students, such as the classroom and the family settings.

Additionally, Stein (1998) defines *Situated Learning* as an approach where the retention of content is not the primary goal. Instead, it focuses on connecting the content to learners' daily lives, fostering dialogue with them, and engaging in inquiry and negotiation about how they interact with their environment (p. 3). Consequently, this approach is fundamental in the current research project for co-constructing meaning through a collaborative, contextualized learning experience.

### **Feelerning.**

*Feelearning* is a concept introduced by the researcher of the current study, and it was developed to capture the complex interplay between the cognitive and emotional dimensions of the learning process. This term is specifically designed to describe the experience of studying, confronting, recognizing and becoming attuned to both one's own emotions and those of others while engaging with new knowledge, in this instance, the acquisition of the English Language and emotional intelligence. *Feelearning* emphasizes the integration of emotional awareness into the cognitive act of learning, allowing emotions to coexist with the process of knowledge acquisition. It underscores the importance of acknowledging and embracing emotions as a vital component of meaningful and effective learning.

Next figure illustrates how during this study the interconnections of the different theoretical constructs previously mentioned are understood. At the center are the situated learning activities, which guide every implementation and take into consideration the students' contexts. These activities are composed of two main constructs, emotional intelligence and EFL learning, which are integrated and coexist inside the classroom. Finally, *Feelearning* allows students to confront and be aware of their own emotions and those of others, while exploring emotional intelligence and EFL learning domains.



**Figure 1.** Relation between theoretical constructs. Own source.

## **CHAPTER III**

### **RESEARCH DESIGN**

This chapter presents relevant aspects related to the research design that underpins this study. Firstly, the research paradigm and the type of research are explained, then, the data collections instruments and procedures are described. This, to clarify how the investigation process was carried out.

#### **Research Paradigm**

The research paradigm that framed this project was the qualitative study, as it enables the researcher to actively engage in the process and propose improvements to the observed issues. Merriam and Tisdell (2015) define qualitative research as an inquiry aimed at understanding how individuals interpret and construct their realities, as well as their lived experiences. Similarly, Denzin and Lincoln (1998) describe qualitative research as a situated activity that positions the observer within the world they study. In the context of this research project, the active interaction and participation of the students, alongside their daily life experiences, are crucial elements. Through the qualitative paradigm, this study sought to examine the impact of implementing a set of situated learning activities on the development of emotional intelligence and EFL skills.

#### **Type of Research**

Once the research paradigm has been defined, is essential to consider that this study adopted an action research type, which according to Merriam and Tisdell (2015), “it not only seeks to understand how participants make meaning or interpret a particular phenomenon or problem in their workplace, community, or practice, but it also usually seeks to engage participants at some level in the process in order to solve a practical problem” (p.49), Accordingly, this project presented a proposal and subsequently examined and interpreted possible changes that occurred during the implementation process. Herr and Anderson (2015)

further argue that the objective of action research is to address a specific issue in a practice-based setting, such as a classroom, workplace, organization, or program (as cited in Merriam and Tisdell, 2015). These objectives are central to this study, which took place within a specific group of students in a school setting, where a lack of integration of emotional intelligence in English language learning was identified.

Burns (2009) suggests that action research is closely associated with the concepts of "reflective practice" and "the teacher as researcher" (p.2) Therefore, it is important to acknowledge the dual roles of educators as both teachers and researchers. Through training and experience, educators are well-positioned to address classroom challenges, explore these challenges in depth, and develop innovative solutions, all with the primary goal of improving teaching practices and contributing to the educational process.

Moreover, as Crane & Richardson (2000) assert, action research follows a cyclical and continuous process, encompassing four key phases: *Planning, Acting, Observing and Reflecting*. In relation to this study, these phases were duly considered to address the various procedures and processes that informed and directed the present proposal.

In the first phase, *Planning*, Crane and Richardson (2000) emphasize the importance of identifying a specific question related to a problem, followed by the development of a plan to address the question and potentially solve the problem. In the current project, the identified problem relates to the low proficiency in English among third-grade students and the lack of integration of emotional intelligence in the classroom. Consequently, the research question addressed was: *What is the impact of implementing a set of situated learning activities on the development of emotional intelligence and English as a Foreign Language (EFL) skills in a third-grade class at a public school in Bogotá?* Following this, the researcher began formulating plans to address the issue.

In the second phase, *Acting*, Crane and Richardson (2000) state that it is necessary to systematically review and implement the plans developed, involving others in the process. Accordingly, during this study, several lesson plans were designed and applied in the third-grade classroom, with careful organization and the conduction of instructional cycles, which are further detailed.

The third phase, *Observing*, is described by Crane and Richardson (2000) as the stage where the researcher must observe what is occurring during the implementation process. At this stage, it is important to employ various data collection tools to engage participants and avoid relying solely on the researcher's subjective perspective. This data serve both as a basis for making necessary adjustments to subsequent plans and as evidence for later analysis and reflection. In this study, field notes, interviews, diagnostic tests, recordings, questionnaires, and student artifacts were used as observation tools. These instruments provided essential data for analysis and facilitated adjustments to future implementations.

Finally, in the *Reflecting* phase, Crane and Richardson (2000) explain that researchers interpret the information gathered through observation tools, compare it, and identify patterns to understand the results of the investigation. At this stage, researchers also have the opportunity to reflect on the findings. In the present research, the interpretation and analysis of the data were conducted through categorization, which enabled final reflections on the study's outcomes.

### **Data Collection Instruments and Procedures**

To conduct the research process, this study employed field notes, questionnaires, diagnostic tests, audio recordings, interviews and student's artifacts as data collection instruments. This, with the main purpose of attending to the triangulation process, which is defined by Cohen & Manion (1997) as "the collection of data from multiple sources with the intent to obtain diverse views of the studied phenomenon with the purpose of enhancing the

validity” (as cited in Ziyani et al , 2004. p. 12). Thus, the aforementioned data collection instruments were triangulated to find similar results and to ensure the validity and reliability of this research.

**Field notes.** Field notes were a critical data collection tool, as Merriam (1998) highlights that observations allow for the collection of first-hand information and direct engagement with the research context. To capture this information, field notes were recorded throughout the entire observation process on Wednesdays and Fridays from 10:00 AM to 11:30 AM during the semester 2023-1 (See annex 4). These field notes were instrumental in familiarizing the researcher with the classroom context and documenting the various dynamics within it. Additionally, field notes were collected during the implementation phase as both evidence and an observation tool. This was carried out on Wednesdays and Fridays from 10:00 AM to 11:30 AM in the semester 2023-2, and on Tuesdays from 9:45 AM to 11:30 AM during the semester 2024- 1(see Annex 5).

**Interview.** Another important data collection instrument used was the interview, which Merriam (1998) defines as “a process in which a researcher and participant engage in a conversation focused on questions related to a research study” (p. 55). There are three types of interviews: standardized, semi-structured, and unstructured. For this project, the semi-structured interview was selected, as it allows the researcher to access specific information through predetermined questions, while also providing the flexibility to explore additional thoughts, beliefs, or insights that may arise during the conversation—information that may not be easily observed. A first semi-structured interview (see Annex 2) was conducted with the teacher during the observation phase to gain insight into her teaching experience with third-grade students. During the implementation phase, a second semi-structured interview (see Annex 6) was conducted with the students to understand their perceptions of the activities developed during the first and second cycles of the project.

Subsequently, a third semi-structured interview (see Annex 7) was conducted with the students during the third cycle, with the same objective as the previous one. Finally, a concluding interview (see Annex 8) was held during the third cycle with the teacher to gather her reflections and perceptions regarding the project.

**Questionnaires.** Sharma (2022) defines questionnaires as “a research tool that asks respondents to answer questions in order to gather pertinent data. [...] These tools may be used to measure preferences, intentions, attitudes, and perspectives” (p. 2). Consequently, questionnaires are regarded as highly effective instruments for data collection, as they facilitate the organization and standardization of information, while also enabling researchers to establish relationships and identify common patterns in the responses obtained. In the context of this project, an initial questionnaire (see Annex 3) was administered to students during the observation phase in the semester 2023 - 1. The primary objective of this questionnaire was to characterize the participants and to gather information on their preferences regarding activities and their perceptions of English classes. Subsequently, a second questionnaire (see Annex 9) was distributed to the students prior to the commencement of the third cycle, aiming to capture their evaluations and insights regarding the activities developed during the first and the second cycle of intervention.

**Diagnostic Language Assessment.** Lee (2015) defines language assessment as “the processes of identifying test-takers’ (or learners’) weaknesses, as well as their strengths, in a targeted domain of linguistic and communicative competence and providing specific diagnostic feedback and (guidance for) remedial learning.”. In relation to the current proposal, a diagnostic language assessment (See annex 1) was carried out in the observation process during the semester 2023-1 with the aim of identifying students' proficiency in English.

**Audio recordings.** Merriam (1998) asserts that audio recordings offer researchers the advantage of capturing real-time data comprehensively, ensuring the retention of all relevant

information. In the current project, audio recordings were employed to document the information provided by the teacher during interviews (see Annexes 2 and 8) as well as the responses from students in two separate interviews (see Annexes 6 and 7). Additionally, an audio recording was utilized during a classroom activity to capture students' participation during the third cycle (see Annex 10), and another recording was conducted to document a reading activity (see Annex 11), also within the third cycle of implementation.

**Artifacts.** Artifacts, as defined by Ross (2006) refer to products created as part of a course. Student-generated artifacts offer researchers a diverse and individualized set of data, allowing for a deeper understanding of the effects of an intervention. These artifacts also serve as tangible evidence of the work completed during the project. In the context of this study, artifacts corresponded to all the students' creations collected during the implementation stages (See annex 12) as a way to analyze both the EFL learning and the emotional intelligence development, as well as the commitment within the class.

### **Ethical Considerations**

Being an investigation which involucrated children as participants, the researcher had to be very careful with the treatment of their data, giving them to understand and be responsible when saying that the only treatment given to data was for research purposes and that all information provided was confidential. For this, the parents or guardians of each boy or girl will also be sent a document (See annex 13) where their permission will be requested directly so that their children can participate in the investigative process and thus with the different activities and interventions that this implies.

On the other hand, as the project intends to work with emotions, a subject with which one must also be very careful, since it is part of the inner and sometimes little explored part of beings; for some children talking about their emotions can be a little challenging and for others it can even be a little uncomfortable, the researcher must be very respectful towards

the positions or decisions that the students have, they must respect their space, their time and their perceptions of the emotional world. Even though the idea is to give an introduction to the emotional world, at no time can the researcher invade the personal space of the students. Likewise, each of the appreciations or development of it during the class will be completely confidential and oriented towards research.

### **Data Collection procedures**

To begin with, in the semester 2023 - 1, data collection commenced with the design of a consent form (see Annex 13), which sought parents' permission for the participation of their children in the research project. Once consent was signed, the observation phase began, aimed at familiarizing the researcher with the headteacher, third-grade students, and the school environment. During these observations, field notes (see Annex 4) were recorded for each class to capture detailed information regarding classroom dynamics. In addition, an initial questionnaire (see Annex 3) was administered to the students to gather demographic data and insights into their activity preferences and perceptions of English class. A diagnostic language assessment (see Annex 1) followed, aiming to identify the students' strengths and weaknesses in English proficiency. Subsequently, the first interview with the headteacher (see Annex 2) was conducted to explore her experiences teaching English to third graders and to discuss her ideas about the role emotions play in the classroom.

In the semester 2023- 2, the project's implementation phase began with the introduction of lesson plans (see Annex 14). Additional field notes (see Annex 5) were taken to document the development of the intervention. At the conclusion of the first cycle, the students were interviewed (see Annex 6) to gather their reflections on the activities conducted thus far. This phase took place on Wednesdays and Fridays from 10:00 am to 11:30 am. As the research progressed in the semester 2024-1, students were promoted to fourth grade. There, on Tuesdays, from 9:45 to 11:30, the pre-service teacher continued the

implementation process. Prior to commencing the next cycle, a second questionnaire (see Annex 9) was administered to the students to collect their perspectives on the project and a second interview with the teacher (see Annex 8) followed to capture her assessment of the research process. During the third cycle, a subsequent interview was held with the students (see Annex 7), seeking their updated insights into the project, as most of the lessons had been completed by this point. Additionally, two audio recordings (see Annexes 10 and 11) were made during the third cycle to provide evidence of student participation and attitudes in the classroom. Finally, student artifacts (see Annex 12) were collected throughout the project as tangible evidence of their progress and development during the intervention.

## CHAPTER IV

### PEDAGOGICAL INTERVENTION

This chapter presents and describes the curricular vision, vision of language, vision of learning, and vision of the classroom that the study followed. After this, the instructional design and the description of the cycles are included, with the aim of collecting and analyzing data.

#### **Vision of curriculum**

Taking into account that one of the main ideas of this project was to work with both, the learning of English, as well as an introduction to the world of emotional intelligence, the position of Gimeno (1991, as cited in Osorio,2017) was valuable; he expresses that the curriculum should be a bridge, where it not only seeks to meet unchangeable objectives, but also gives space to dialogue and resolution of real problems that arise in the classroom and with which they have to deal with both teachers and students. In this case, the project sought to ensure that problems such as the lack of emotional education could have a space within the classroom and in that way, it does not become an unrelated topic or totally separate from the field of education in school, especially the English learning, on the contrary, that it can be discussed and approached from different points of view. Thus, learning English is not separated from these problems that affect the community in general. In this way, situated learning activities also were used as a resource to join EFL learning and emotional intelligence in a real context.

#### **Vision of Language**

This proposal conceived language as a means for self-understanding and expression. Rabiah (2018) expresses that language is an opportunity to understand what we are, how we think and what society is, more than an end in itself, in addition to being a vehicle for communication and self-expression. Thus, It was sought that students could begin to use their

knowledge and skills in the language as a means to express their ideas, feelings, thoughts and the way in which they understand the world. More than achieving total learning of the language as the last and only goal, what was sought was their interpretation of the language as a tool for communication. As it has already been said, the project is focused on the introduction to the emotional world, so language here came to play a very important role, allowing students to express their experiences through it.

### **Vision of Learning**

The learning perspective that was maintained in this study, taking into account that it worked with real experiences of the students and was sitting properly in their context, was that of situated learning, which according to Lave & Wenger (1991) refers to the relationship that occurs between learning and real situations that occur in the educational community, rather than merely focusing on what type or cognitive process is developed in the classroom. Thus, what was intended in the course of this study was that students could give their opinions, reflect, learn about the emotional world, which is a current need, and with this, achieve and improve their English learning. As it can be seen, there was a combination of two areas, that of the emotional area, responding to a need that exists within the classroom, and that of the approach to the second language, which was also something new for students, a combination that could have a meaningful use for the participants, because as it was already mentioned, learning was focused on close and everyday situations.

### **Vision of Classroom**

The present study pointed to a vision where the classroom is a space of constant interaction between the teacher and the students, and where both parts learn from each other. Being an opportunity for constant interaction, it opened the opportunity for students to share their experiences or perceptions about the topics discussed in class and where comments or questions were continually received. Since it was the emotional area that was being worked

on, it sought to aim for a safe space where respect for each of the interventions that occurred prevailed. In addition to this, it also sought to aim towards a classroom where interdisciplinarity existed, as an important learning factor. Camargo et al, (2018) express the importance of a classroom where a dialogue is maintained between disciplines and teachers, and between disciplines and students. Thus, this study sought to promote interdisciplinarity between a topic that has been left to ethics for years or that simply has not existed at school and the learning of English, as well as there was a constant dialogue between the teacher in charge of the classroom and the researcher, who shared their knowledge.

### **Instructional Design**

Throughout the course of the implementation of this proposal, the researcher sought to achieve both, a first approach to learning English and an introduction to emotional intelligence through the use of situated learning activities. To this end, the implementation was divided into three cycles. Each cycle was composed of four lesson plans (See annex 14) , the last one containing the closing activities for each cycle. It is important to clarify that some of the lesson plans lasted more than two sessions and some of them were created taking into account the idea of the research but also the themes proposed by the Ministry of Education, which are mandatory for each school degree. Moreover, it is important to mention that each lesson plan (See annex 14) was divided into three main sections, the first one, containing general information: The number of the lesson, the session, the time, group, name of the institutions, date and name of the headteacher and pre-service teacher. The second section covered the research question, language contents and objectives for the class. Finally, the third section recorded the procedures, activities and established time for each one of them. The annexes were found in the final part of the lesson plan.

It is necessary to mention that the first part of this implementation was carried out on Wednesdays and Fridays from 10:00 am to 11:30, during the semester 2023- 2 and the second one was developed on Tuesdays, from 9:45 to 11:30, during the semester 2024-1.

To provide a more detailed and comprehensive idea about the pedagogical intervention, table # 1 displays the cycles deeply described.

**Table #1.** Plan of intervention.

Plan of Intervention					
Cycles	Lessons	Objectives	Suggested Language	Emotional Skill	Situated learning activities
<b>#1. I and my emotions.</b>	<b>#1 Knowing Emotions</b>	<ul style="list-style-type: none"> <li>To recognize basic emotions and feelings vocabulary such as happy, sad, bored, sleepy, surprised, angry, scared and the use of the verb to be..</li> <li>To be aware of the emotions we have at the moment.</li> </ul>	<ul style="list-style-type: none"> <li>Emotions and feelings vocabulary</li> <li>I am...</li> <li>Colors.</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the instant emotion (Drawing)</li> </ul>
	<b># 2 What makes you feel ...?</b>	<ul style="list-style-type: none"> <li>To recognize basic phrases to ask about feelings and emotions.</li> <li>To explore emotions and the different situations that cause those emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Emotions and feelings vocabulary.</li> <li>Use of the verb to be "I am".</li> <li>Use of the expression "I feel ... when ..."</li> <li>Use of the expression "What makes you feel ...?"</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>Comparing one's emotions to Nachos's emotions story.</li> <li>Recognizing and writing what makes me feel sad, happy...</li> </ul>
	<b>#3 When I am happy I ...</b>	<ul style="list-style-type: none"> <li>To recognize the use of would in hypothetical situations.</li> <li>To reflect on how we act according to the emotion we have.</li> </ul>	<ul style="list-style-type: none"> <li>Use of "Would".</li> <li>Verbs: scream, cry, kick, jump, laugh, sing, talk, hide.</li> <li>Review of numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Managing emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Writing how I act when I feel a specific emotion.</li> </ul>
<b>Cycle closure</b>	<b># 4 My emotions Journal</b>	<ul style="list-style-type: none"> <li>To identify the importance of spelling for accuracy in English.</li> <li>To be aware of the predominant emotions we have according to our personality.</li> </ul>	<ul style="list-style-type: none"> <li>Spelling.</li> <li>Review of the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>Perceiving emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Creating an emotional journal to register and be aware of my feelings and thoughts.</li> </ul>

<b>#2.My partners' emotions and I.</b>	<b>#5 Knowing my partners' emotions</b>	<ul style="list-style-type: none"> <li>To recognize new vocabulary used in the classroom.</li> <li>To realize the effects of our actions on others.</li> </ul>	<ul style="list-style-type: none"> <li>Emotions and feelings vocabulary.</li> <li>Vocabulary such as partner, classmate, friend, best friend.</li> <li>Review of the alphabet and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>Writing what I feel inside the classroom and why.</li> </ul>
	<b># 6 Sharing our emotions in the classroom</b>	<ul style="list-style-type: none"> <li>To review vocabulary about parts of the body.</li> <li>To recognize that everyone thinks and feels differently.</li> </ul>	<ul style="list-style-type: none"> <li>Emotions and feelings vocabulary.</li> <li>Parts of the body vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Active listening.</li> <li>Being aware of others</li> </ul>	<ul style="list-style-type: none"> <li>Sharing our feelings inside the classroom.</li> <li>Listening to music and learning breathing exercises.</li> </ul>
	<b># 7 Learning about empathy and reflecting about real situations in the classroom</b>	<ul style="list-style-type: none"> <li>To improve vocabulary about key concepts related to empathy.</li> <li>To explore different situations in which empathy can be used.</li> </ul>	<ul style="list-style-type: none"> <li>Review some verbs such as take, cry, fail , laugh.</li> <li>Vocabulary related to empathy, such as compassion, sympathy, kindness and self-awareness.</li> <li>Review a short part about the present continuous.</li> </ul>	<ul style="list-style-type: none"> <li>Empathy.</li> <li>Managing conflict</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting about what I would do in hypothetical situations in the classroom.</li> </ul>
<b>Cycle closure</b>	<b># 8 Saying "Sorry" and writing a letter to my partner</b>	<ul style="list-style-type: none"> <li>To revise expressions to apologize.</li> <li>To reflect on the importance of accepting mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary about dates, words and expressions to write a letter.</li> <li>To learn some expressions used to say "sorry". Such as I apologize, My bad, excuse me, I beg your pardon.</li> </ul>	<ul style="list-style-type: none"> <li>Accepting responsibility for mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Accepting mistakes and writing a letter.</li> </ul>

<b>#3. My emotions, my family and my world.</b>	<b>#9. Thinking about our home</b>	<ul style="list-style-type: none"> <li>To review basic vocabulary about question words and family members.</li> <li>To reflect on the importance of considering our family members and their emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Review vocabulary about family members.</li> <li>Review question words.</li> </ul>	<ul style="list-style-type: none"> <li>Empathy</li> <li>Being aware of others</li> </ul>	<ul style="list-style-type: none"> <li>Thinking about why my family members feel in a specific way.</li> </ul>
	<b>#10. Saying “hello” to the real world.</b>	<ul style="list-style-type: none"> <li>To practice the use of “what would you do if ...?” in hypothetical situations.</li> <li>To explore the ways we can lead and act towards real situations that can be faced outside in the world.</li> </ul>	<ul style="list-style-type: none"> <li>Basic verbs review</li> <li>Use of the expression, “What would you do if ...?”</li> <li>Words, such as <ul style="list-style-type: none"> <li>- Intelligence</li> <li>- Emotions</li> <li>- Self-Aware</li> <li>- Empathize</li> <li>- Beliefs</li> <li>- Listen</li> <li>-Responsibility</li> <li>- Body language</li> <li>- Interaction</li> <li>- Decision</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Relationship management.</li> <li>Being aware of others</li> <li>Managing conflict</li> </ul>	<ul style="list-style-type: none"> <li>Role playing: What would you do if ... (real situations outside the classroom).</li> </ul>
	<b>#11. We all need support words and empathy</b>	<ul style="list-style-type: none"> <li>To expand vocabulary related to empathy.</li> <li>To realize we all need empathy and supporting words.</li> </ul>	<ul style="list-style-type: none"> <li>Basic expressions such as: <ul style="list-style-type: none"> <li>-How are you today? / How can I help you? /It’s ok, I’m with you./I understand your frustration. /Your feelings are valid/No worries, it's ok./I’m sorry to hear that.</li> <li>-Would you like a hug?/-I'm here for you. /I'm proud of you</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Social Awareness</li> <li>Empathy</li> <li>Being aware of others</li> </ul>	<ul style="list-style-type: none"> <li>Writing an empathy message to a person I consider needs it.</li> </ul>
<b>Cycle closure</b>	<b>#12. I’m important , you’re important</b>	<ul style="list-style-type: none"> <li>To identify different adjectives to express positive ideas about</li> </ul>	<ul style="list-style-type: none"> <li>Basic expressions such as:</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>Writing positive messages to ourselves and our</li> </ul>

		<p>ourselves.</p> <ul style="list-style-type: none"> <li>To reflect on the importance of value ourselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>-I'm strong</li> <li>-I'm beautiful</li> <li>-I'm important</li> <li>-I'm unique</li> <li>-I'm enough</li> <li>-I'm happy</li> <li>-I learn from mistakes</li> <li>-I'm capable</li> <li>-Differences make us special</li> <li>-I'm a good friend</li> <li>-I'm smart</li> </ul>		partners.
--	--	---	---	--	-----------

**GIVING THANKS AND SAYING GOODBYE**

### **Cycle 1. I and my emotions.**

The first cycle, *I and my emotions*, focused on recognizing emotions and attitudes from a personal and private sphere. Hence, This cycle took four meetings, the first of them, *Knowing Emotions*, was focused on giving an introduction to the research topic and achieving a first approach and recognition of the world of emotions. The second meeting, *What makes you feel...?* sought to ensure that students, after recognizing some emotions, began to recognize what type of things or situations caused these emotions on them. The third lesson, *When I am happy, I...*, sought to get students to review themselves and began to know what their attitudes were or what actions they took when they felt a certain emotion and finally, *My journal emotion*, was a space where a diary for emotions was built together with the students, made with recyclable materials, the intention was for them to utilize this diary as a medium for personal expression.

With the implementation of these lessons, the next emotional intelligence features were brought to the class: self-awareness, managing emotions, and perceiving emotions. At the same time, language skills such as basic vocabulary, verbs, the alphabet and the verb to be were used.

### **Cycle 2. My partners' emotions and I.**

The second cycle, *My partners' emotions and I*, was focused on recognizing and reflecting on the emotions that one had during the classroom and on knowing the emotions of other classmates and the causes of them, leaving that “private and personal” area. Thus, it is composed of 4 different meetings. The first of them, *Knowing my partners' emotions*, was focused on giving students the opportunity to write what emotions the classroom provokes in them and what situations affect their emotions in it. To this end, the writing was anonymous so that the students did not feel any pressure to express what they felt. The second meeting, *Sharing our emotions in the classroom*, had the purpose of once the situations that provoke

certain emotions in them in the classroom had been written, they could be read aloud so that everyone heard and had the possibility to be awareness that there were certain attitudes and situations that affected their colleagues, situations that were often caused by themselves and that each one of them felt differently. The third meeting, titled *Learning about empathy and reflecting about real situations in the classroom*, sought to achieve reflection and learning about empathy and its use in situations that arose within the classroom. Finally, there was the meeting *Saying “Sorry” and writing a letter to my partner*, where once the students had reflected on their attitudes and how these affected their partners and on the importance of taking responsibility for their actions, each child performed a letter to a colleague with whom they had had an argument or to whom he or she believed she / he should apologize. These letters were read aloud voluntarily.

Emotional intelligence features, such as effective communication, active listening, being aware of others, empathy, managing conflict and accepting responsibility for mistakes were taken into account, simultaneously, new vocabulary, spelling, actions, and a short part about present continuous and the verb to be were addressed.

### **Cycle 3. My Emotions, my family and my world.**

The third and last cycle was called *My Emotions, my family and my world*, where more general aspects focused on social awareness and reflection were addressed. To this end, four meetings were developed, the first of them was called *thinking about our home*, which sought create a reflection on students about the feeling of their family members, taking into account it was the first social circle closest to students; the second lesson, *saying hello to the real world*, was composed by a set of activities that sought to introduce the students to the different emotional intelligence features they needed to have in mind when they faced different situations in the “real world”, “real world” refers to the world that is outside. It looked for a reflection about how they acted when they were immersed in situations that they

did not choose and they needed to confront. The third lesson, *We all need support words and empathy*, carried out activities to invite students to think about others and develop empathy towards their situations. Lastly, *I'm important, you are important!* tried to collect all what had been studied and reflect on the importance of value self and others. Emotional skills such as relationship management, empathy, being aware of others, managing conflict, social awareness and self-esteem were presented there, as well as vocabulary about family members, WH question words, the expression “what would you do if” and basic adjectives and expressions to express empathy were included.

## **CHAPTER V**

### **DATA ANALYSIS AND FINDINGS**

This chapter shows the procedures considered for the analysis of the data collected during the implementation of the proposal. Then, the categories and subcategories emerged from the research project are described.

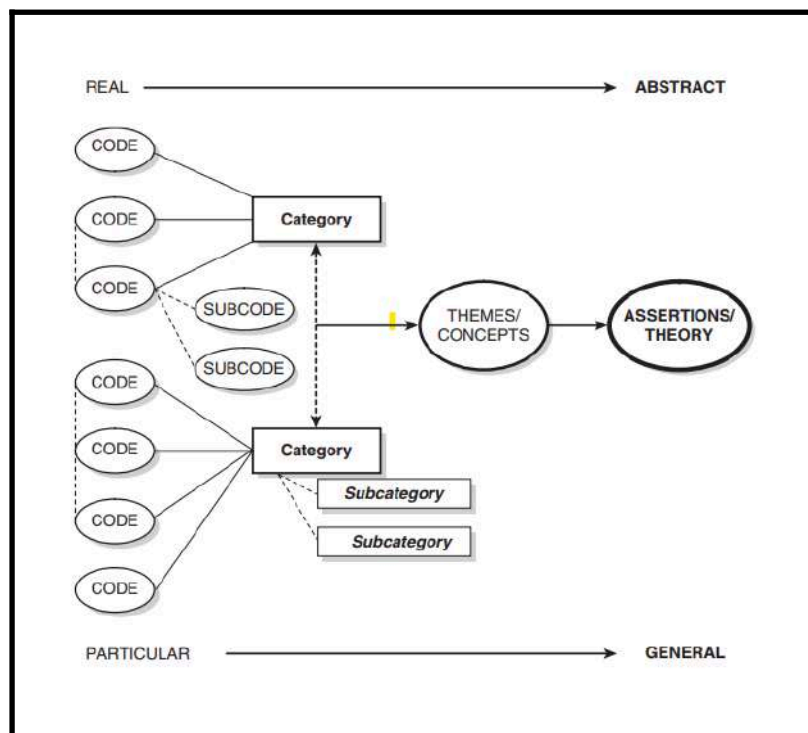
#### **Data analysis procedures**

To begin with, it is important to describe the organization process of the different data collected during the implementation of the current proposal. In the first instance, during the semester 2023-1, where the observation process was carried out, significant information gathered from physical instruments such as diagnostic language assessment, student's questionnaires and consent forms, were organized into a physical folder, called *observation stage*. Similarly, the transcription of interviews and field notes were organized into a digital folder with the same name.

Regarding the semester 2023-2 and 2024-1, where the implementation of the cycles took place, a similar process was followed. There, the data recovered from interviews, recordings, questionnaires, artifacts and field notes, were organized into three different folders according to each cycle of intervention, also transcription of interviews and recordings were archived into digital folders.

Having this in mind, it is now necessary to mention that the method adopted to the analysis of data obtained during the implementation process was the grounded approach, since this approach is focused on the construction of theory based on the analysis of the data collected instead of proving or testing theory previously prescribed. (Cullen & Brennan, 2021), thereby, before the analysis process of the information acquired in this research, there was not a thesis defined expecting for being tested. On the contrary, based on data, some assumptions were developed during the analysis of findings.

In addition to the above, the coding technique was used to process the data collected. Saldaña (2026) claims that in qualitative inquiry a code is a “most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data”(P.3), these codes can be fragments of interviews, artifacts, texts, field notes, videos, etc. Once the codes have been identified, a comparison and contrast between them start, there, common patterns build categories, and from categories, concepts and theories are constructed. *Figure 1* displays the coding theory model for a better understanding.



**Figure 2.** Saldaña (2016. p.13). Coding theory model for qualitative research.

Similarly to the above, in the current research study, interviews, field notes, recordings, artifacts, questionnaires and diagnostic assessments were used to recollect data. Then, several comparisons, looking for similarities and differences were made. After those revisions, common patterns were found, and they formed the categories. Finally, central concepts and themes emerged from those categories.

## Categories of the analysis

This study aimed to analyze the impact of implementing a set of situated learning activities on the development of emotional intelligence as well as EFL skills in a third grade of the Gonzalo Arango School. Based on the research questions, general objective, and specific objectives the data was revised and organized to create the categories and subcategories that are presented below.

**Table # 2.** Categories of the study.

CATEGORIES OF THE STUDY	
<p><b>Research question:</b></p> <p>What is the impact of implementing a set of situated learning activities on the development of emotional intelligence as well as EFL skills in a third grade at a public school in Bogotá?</p>	
<p><b>Main objective:</b></p> <p>To Identify the impact of implementing a set of situated learning activities on the development of emotional intelligence as well as EFL skills in a third grade at a public school in Bogotá</p>	
<p><b>Specific Objective #1.</b></p> <p>To identify the roles of a set of situated learning activities on the development of emotional intelligence as well as EFL skills</p>	<p><b>Specific Objective #2.</b></p> <p>To describe the students' responses to implementation of a set of situated learning activities that integrate the principle of emotional intelligence and EFL learning.</p>
<p><b>Category 1: Promotive role of the situated learning activities for EFL skills.</b>  <b>Subcategory 1:</b> Reinforcing vocabulary and writing skills.   <b>Subcategory 2:</b> Expanding listening skills</p>	<p><b>Category 3: Awakening students' interest through the use situated learning activities:</b> <i>Constructing motivation and confidence towards English</i></p>

**Category 2: Supportive role of the situated learning activities to approach emotional intelligence skills**

**Subcategory 1:** Exploring intrapersonal intelligence.

**Subcategory 2:** Promoting interpersonal intelligence.

**Category 4: Changing attitudes in the classroom:**  
*Building respect and empathy towards others.*

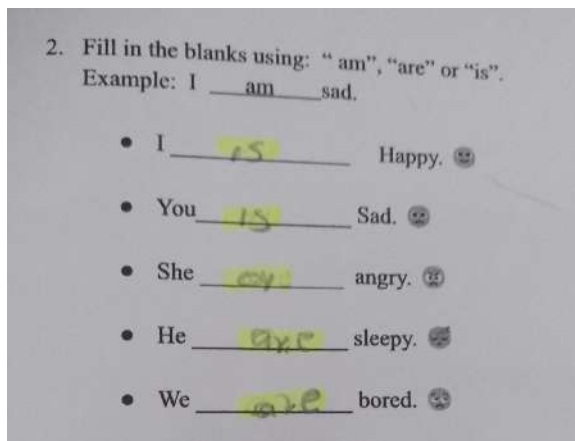
The preview image is the result of the triangulation of the different sources of data and information collected during the intervention process. The first category named, *Promotive role of the situated learning activities for EFL skills*, and the second category called, *Supportive role of the situated learning activities to approach emotional intelligence skills*, were both developed concerning the first specific objective, *To identify the roles of a set of situated learning activities on the development of the emotional intelligence as well as EFL skills*. The third category titled, *Awakening students' interest through the use of situated learning activities: Constructing confidence and motivation towards English* as well as the fourth category, *Changing attitudes in the classroom: Building respect and empathy towards others*, emerged in relation to the second specific objective, which was, *To describe the students' responses to implementation of a set of situated learning activities that integrate the principle of emotional intelligence and EFL learning*. This being said, for the first category, two subcategories were developed: *Reinforcing vocabulary and writing skills* and *Expanding listening skills*. Now, regarding the second category, two subcategories were carried out: *Exploring intrapersonal intelligence* and *Promoting interpersonal skills*.

**Category 1. Promotive role of the situated learning activities for EFL skills.**

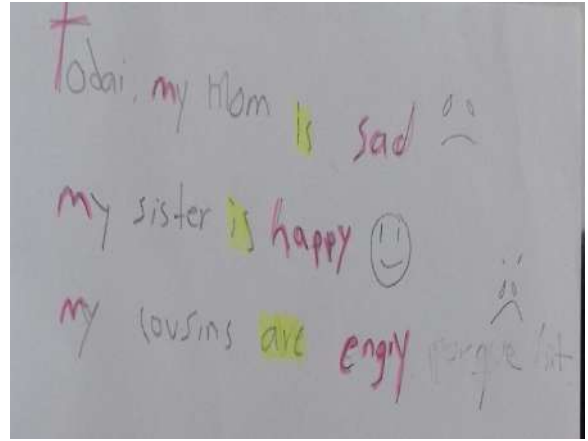
This category refers to the promotive role of situated learning activities for the development of EFL skills. According to the Colombian standards of proficiency in foreign

language: English (2016), third grade students are expected to follow instructions, comprehend basic questions about familiar contexts, express feelings, preferences and basic needs within the classroom, recognize elementary instructions of the language, follow the sequence of a short story, talk about routines, etc. (P. 18-19) while fourth graders are expected to identify sequence of actions, routines, comprehend short descriptions, recognize the use of who, where, how, write about interesting topics, identify and correct orthography of common words, maintain a simple conversation, etc. (P. 20-21). However, as stated at the outset of the project, the participants of the current project had not previously received formal English instruction in their prior years of schooling. Thus, the first semester of third grade and this project represented their initial exposure to the subject. Despite this, the data gathered throughout the implementation phase revealed that students demonstrated an increasing ability to recognize a variety of vocabulary related to emotions, actions, family members, and grammar structures prescribed by the school curriculum, such as the verb "to be" and WH-questions. Furthermore, the findings indicated that students made notable progress in their writing skills, including the construction of short phrases, as well as in the development of their listening skills.

**Reinforcing vocabulary and writing skills.** This subcategory describes how vocabulary and writing skills were developed during the pedagogical proposal. Robertson (2015) expresses that vocabulary is like a link that connects ideas, concepts and holds stories. Hence, its development is crucial for well understanding and comfortable use of the language. Additionally, vocabulary acquisition is deeply connected to writing skills. For this study, vocabulary and writing skills were important since they allowed students to express and communicate feelings and thoughts. In relation to the above, the data collected revealed an increasing development in vocabulary and writing skills, as the next excerpts evidenced:



[Diagnostic language assessment #1, April 18th, 2023. Student #7]



[Artifact # 10. Third cycle: Lesson plan 9. April 30th, 2024. Student #8]

(...)En relación al Inglés,...reconocieron (the students) el vocabulario de las emociones en inglés, eh, también pues el poder, el haber podido integrar las emociones con los temas del área, entonces, también creo que fue una un gran elemento importante para ellos en el inglés.”

[Teacher’s semi-structured interview #2. April 10th /2024. Q#2 ¿ has visto alguna mejoría frente al manejo del inglés de los estudiantes?]


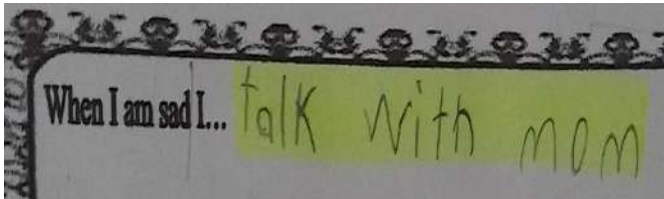
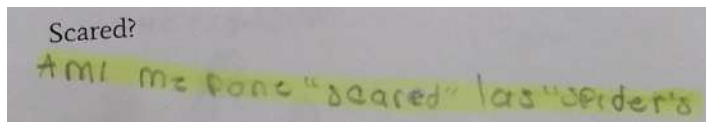
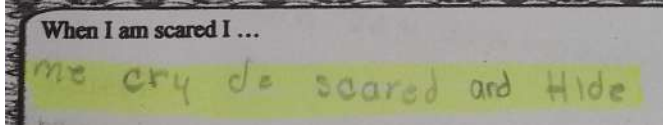
The first artifact was taken from the diagnostic test during the observation process, while the second artifact corresponds to one of the third cycle activities where they needed to think about their family and the emotion that they could be feeling at the moment. Artifact #10 proved the advance they achieved, since in the first artifact they cannot identify or use the verb to be in the correct way, however, in the third cycle of implementation, they could use this verb in a better way. In addition, even when the student # 8 could not spell the word “angry” or “today” correctly, he/she identified the sound and tried to “transcribe” it and seemed to be sure about the meaning of the words. It is also important to mention that during this activity they did not have any guide to follow, nonetheless, she/he could write the emotion he/she wanted to express.

The following artifacts illustrate how students could express ideas related to their context, this time they needed to create a “family card” where they would put some information about them:

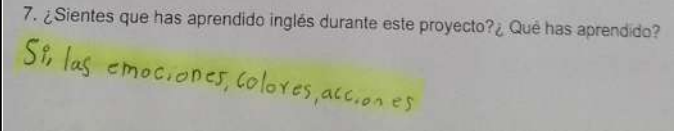
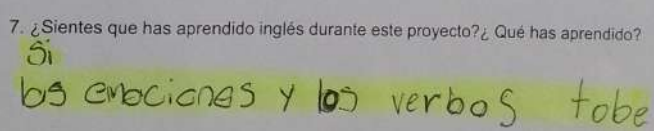
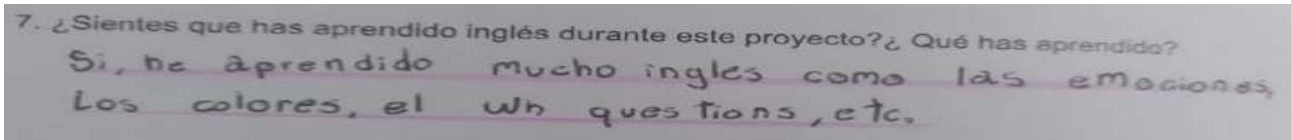
<p>5. How do I feel with my family?      very Good. :)</p> <p>[Artifact # 17. Third cycle: Lesson plan 9. April 30th, 2024. Student #9]</p>	<p>3. Who do I live with?      Mom, Dad, Sister baby</p> <p>[Artifact # 18. Third cycle: Lesson plan 9. April 30th, 2024. Student #4]</p>
<p>3. Who do I live with? Woh do I live With Family</p> <p>[Artifact # 19. Third cycle: Lesson plan 9. April 30th, 2024. Student #10]</p>	

As it is observed, data showed that students provided personal information with very short sentences and using basic vocabulary such as family members. Although in the third artifact the student answered repeating the same question, there was a correct use of spelling and the answer was perfectly understood, also, student #4 showed confusion towards the order of words, saying “*Sister baby*”, nevertheless the communicative intention was clear, it confusion could be due to the difference in terms of syntax between the student’s mother tongue and English, since sometimes when EFL learners need to produce in a foreign language they tend to use the syntactic rules of the first language and the vocabulary of the language that is been learning (Krashen & Terrel, 1983).

Recognition of vocabulary and writing skills were also demonstrated by the next data, here, data portrayed how they could name and write vocabulary when they talked about familiar content and experiences they had. This showed the recognition of single words, such as “My family”, “Scared”, “Spiders”, “Dad”, etc. Although the use of Spanish was there, it was a fist approach to the second language, as well in the second column, where they could recognize some actions and emotions, but they could not make whole sentences. However, there was a constant intention of using the words already learned.

 <p>[Artifact # 3. First cycle: Lesson plan 2. September 15th, 2023. Student #11]</p>	 <p>[Artifact # 6. First cycle: Lesson plan 3. October 4th, 2023. Student #13]</p>
 <p>[Artifact # 4. First cycle: Lesson plan 2. September 15th, 2023. Student #19]</p>	 <p>Artifact # 7. First cycle: Lesson plan 3. October 4th, 2023. Student #19]</p>

Finally, the next excerpts also showed that students realized and were conscious about their achievements in English. Even when they wrote in Spanish they expressed and remembered the topics that had been studied during the different classes and that had been evidenced before.

 <p>[Questionnaire # 2, April 2nd, 2024. Student # 4]</p>	 <p>[Questionnaire # 2, April 2nd, 2024. Student # 14]</p>
 <p>[Questionnaire # 2, April 2nd, 2024. Student # 15]</p>	

**Interviewer: ¿Sientes que has aprendido inglés?**

S1. Si, porque ella ( Camila ) nos ha enseñado muy detalladamente, solo nos ha repetido dos veces, a veces cuando los demás niños no prestan atención, no puede repetir.

S2. Muchísimo.

S3. Sí, con las emociones.

[ Students' semi structured interview #1. / November 22nd /2023]

As it was said before, data collected proved that there was an increasing development of vocabulary and writing skills considering the participants of the study, where they had no more than three hours per week.

**Expanding listening skills.** Within the analysis of data collected, some improvement of listening skills was another finding. Here, data showed that through the evolution of the project, students were able to approach the development of this ability, one of the main aspects when learning a new language, since it is one of the first inputs that an EFL learner receives. Listening skill is a process that combines different aspects, such as the perception, understanding, recognition and appraisal of ideas. (DeVito, 1995).

The next fragment of a headteacher's interview evidenced the previously mentioned:

(...)eh, pues los estudiantes avanzaron bastante , primero,eh, pues en la percepción y en el listening y la escucha, ya conocían y entendían los comandos o las orientaciones que daba camila para hacer las actividades en inglés, eh[...]entonces es muy rescatable que el oído de los estudiantes se fue adaptando a la escucha del inglés,de lo que expresaba Camila en cada espacio de intervención que tuvo, entonces hubo un gran avance en esa parte, en querer el inglés, también creería yo.

[Teacher's semi-structured interview #2. April 10th /2024. Q#2 ¿ has visto alguna mejoría frente al manejo del inglés de los estudiantes?]

As it can be read, the headteacher expressed there was an approach to simple commands and listening, thanks to the recognition of simply vocabulary and the whole process carried out, it also showed the importance of the contact of the second language with students when they are young, as it is cited in chapter second, the earliest they approach to it, the faster and easier they acquire it. (Lenneberg ,1967 as cited in Johnson & Newport, 1989).

In addition, the following fragment taken from a recording also illustrated students' achievements in relation to listening:

**Teacher:** Give me, give me some examples of emotions, give me some examples of emotions, angry, for example, what else?

**Sts.** Happy

**Teacher:** Happy, what else?

**Sts.** Sad

**Teacher:** Sad, good.

**Sts.** Hungry

**Teacher:** Hungry

**Sts.** Bored

**Teacher:** Bored

**Sts.** Tired

**Teacher:** Tired, good.

**Sts.** Surprised.

**Teacher:** Surprised.

**Sts.** Stressed.

**Teacher:** Stressed

**Sts.** In love.

**Teacher:** Stressed, In love, good!

[Recording #1. Third cycle. Lesson plan 10: May 7th, 2024. Lines 1 - 20]

As it has been detected, data demonstrated how students could understand and respond in the same language they were asked. At the beginning they needed an example but once it was given, they immediately made sense about the question, also this data showed the use of vocabulary already learned was used. Subsequently, the participation of many students was a factor to consider, since several students were participating energetically, it could be understood as a general understanding of the conversation. Something similar happened with the next data:

(...)One of the students interrupted me when I was asking them to think about their family members and think about what emotion they would have in that moment. The student said “Cami, Cami, ya casi te entiendo todo lo que dices, solo hay algunas palabras que no”...

[Field note #14. third cycle: Lesson plan #9. April 30th, 2024. Lines 7 - 11]

(...) After watching a video, we started playing “Bingo” with empathy expressions. I was reading the different expressions, and the students needed to look for the word that I was saying. They seemed to listen well and understand what I was saying, since most of them were concentrated and were able to recognize the word on their Bingo papers(...) A girl was a little bit confused, and she was asking her friend to help her and then asked me to help her with the word. One of the students said, “*ven, no, teacher, ¿le puedo ayudar a ella?, yo ya entendí y le explico...*”

[Field note #16. Third cycle: Lesson plan #11. April 30th, 2024. Lines 6 - 12]

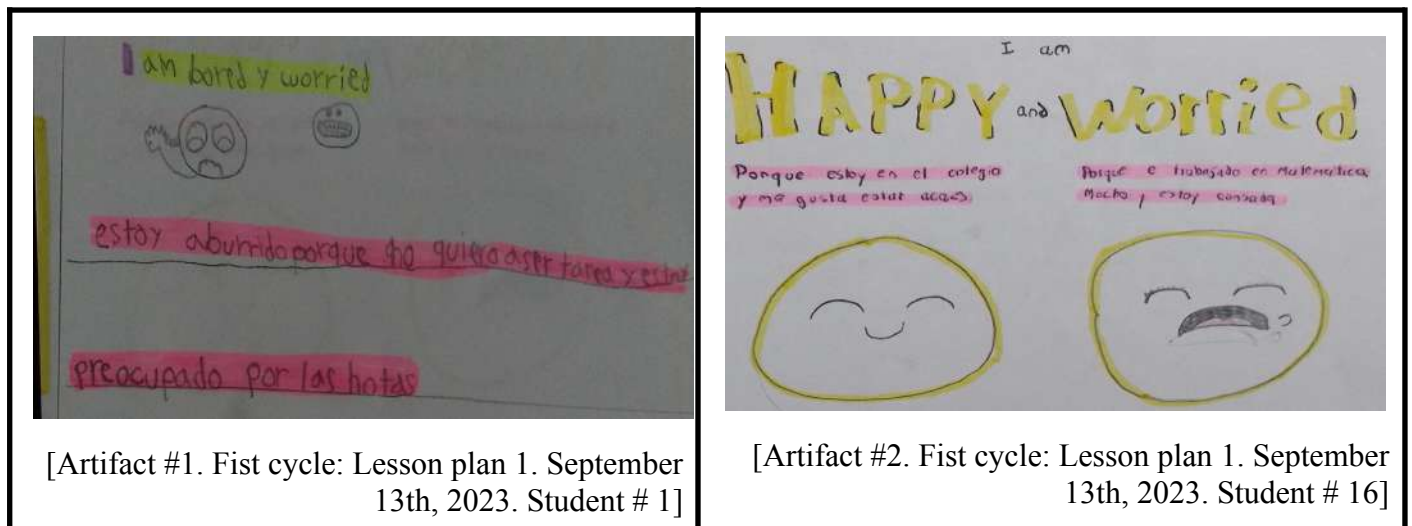
Regarding the first field note extract, the student mentioned how he is surprised and aware about his own process, while saying “*Ya casi*” and “*Solo hay algunas palabras que no*”, the student realized there are some of the words said by the teacher he found familiar and easy to understand, but at the same time he recognized the ones that he was missing. Additionally, this data demonstrated that most of the speech was understood, and students almost made sense about the things the teacher was saying, possibly because of the familiar vocabulary. The second field note was taken during the third cycle, where most of the students were involved in the activity and seemed to understand what the pre-service teacher was saying, also, when one of the students said “*¿Le puedo ayudar a ella?, Yo ya entendí, le explico*” evidences the listening skill achieved, as well as its correlation to the reading one, since the activity integrated listening and reading fields. That is why listening development is crucial, since the improvement of listening skills increases the rest of EFL skills ( Tang & Wan, 2024).

## **Category 2: Supportive role of the activities to approach emotional intelligence skills**

This category defines the roles that activities created had to approach some of the emotional intelligence skills. As described in this study, emotional intelligence includes abilities that help to identify, understand and manage one's own emotions, but also to understand and identify the emotions of those around us Whitener (2022). According to the data collected, students were able to first, recognize their own emotions and feelings, the emotions that they had in the moment, the different situations that caused them and the way they acted when having those emotions, as well as being aware of their value and importance, and second, appreciate the emotions of the other and be conscious about how some of their actions have an impact on the emotions of the other. Thus, students achieved an important development of intrapersonal and interpersonal intelligence, since they developed some emotional abilities such as self- awareness, managing emotions, active listening, perceiving

emotions and empathy. It is important to mention that the expression of their ideas and perceptions were privileged over the use of English; “mandatory” use of English could frustrate or limit some of the students’ thoughts because of their limited vocabulary. However, as it is shown, data illustrated that even when they wrote the most complex information in their mother tongue, they tended to use the vocabulary worked during the classes and described in the previous category. After this description about the first category, the two subcategories: *Exploring intrapersonal intelligence* and *Promoting interpersonal intelligence*. are detailed.

**Exploring intrapersonal intelligence.** As it has been said, intrapersonal intelligence is the ability that a person has to recognize and be aware of his/ her own emotions, thoughts, feelings and motivation (Cherry, 2024). Thus, the person has the opportunity to develop self-awareness and self-reflection. Subsequently, intrapersonal intelligence allows to develop interpersonal abilities, now, in a first instance, collected data showed that students developed the capacity to identify some of the emotions they were feeling at the moment:



This is an example of an activity developed during the first cycle, where it was possible to appreciate that students were able to describe the emotions they were dealing with and why. For example, student #1 expressed: “ *Estoy aburrido porque no quiero hacer*

*tareas y estoy preocupado por las notas*”, it shows the consciousness of the student about his current emotion. Moreover, student # 2 also manifested “*Feliz, porque estoy en el colegio y me gusta estar aquí*”. This is important, since as it is underscored by the Nemours Children’s Health (n.d), being able to identify emotions allows children to talk about their feelings in a more clear way, as well stay away from conflicts or resolving them in a better way . Besides, data evidenced that students could be aware about some of the situations that provoke them different emotions:

A photograph of a student's handwritten response to the question "What makes you feel.. Happy?". The text is written in Spanish and is highlighted in yellow. It reads: "A mi me hace Happy las empanadas de lechona y ver Happy a mi family y teacher y el leer escam".

What makes you feel..  
Happy?  
A mi me hace Happy las empanadas de lechona y ver Happy a mi family y teacher y el leer escam

[Artifact # 5. First cycle: Lesson plan 2. September 15th, 2023. Student #19]

A photograph of a student's handwritten response to the question "Sad?". The text is written in Spanish and is highlighted in yellow. It lists various situations that make the student feel sad, such as "cuando me cojen las cosas sin permiso", "que me dañen las cosas", "cuando me preguntan algo muchas veces", "que me tiren las cosas al piso", "que me agan gritar", "que no me agar caso", "que me presen las evaluaciones", "que me toquen el pelo", "que me toquen la cara", "que me peguen en la cabeza", "que me esculquen la maleta o mis pertenencias", "que le griten a mis amigos", "y que me griten a mi", "que me digan las cosas", "que voy a la ser", "no sacarme buena nota en matemáticas".

cuando me cojen las cosas sin permiso  
que me dañen las cosas cuando me preguntan  
algo muchas veces que me tiren las cosas al piso  
que me agan gritar que no me agar caso que me  
presen las evaluaciones que me toquen el pelo  
que me toquen la cara que me peguen en la cabeza  
que me esculquen la maleta o mis pertenencias  
que le griten a mis amigos y que me griten a mi  
que me digan las cosas que voy a la ser  
no sacarme buena nota en matemáticas

[Artifact # 5. Second cycle: Lesson plan 5. October 18th, 2023. Student #5]

The first artifact corresponds to an activity carried out during the first cycle, where they needed to think about the different things that made them feel different emotions, such as sadness, happiness, etc. The second artifact corresponds to one of the second cycle

activities, where they were asked to think about the things that provoked specific emotions inside the classroom. Both of them demonstrated the students' capacity to perceive how different factors such as “ *ver happy a mi family*”, “ *el ice cream*”, “ *que me tiren las cosas al piso*”, “ *sacarme buena nota en matemáticas y inglés*” ... caused them each feeling. This is crucial, since the awareness of situations and their relation with emotions allowed them to make decisions as well as communicate those feelings with the others. On the other hand, data illustrated the students were able to start understanding emotions as natural, as a part of them, as humans:

(...) de lo que he evidenciado y que hubo una mejoría fue, pues en la forma en que los estudiantes tramitaban sus emociones, en la forma de la resolución de conflicto, en el reconocimiento de sus emociones sin negárselas a vivir, ya que a veces en las casas o las familias como lo nombraron en algún momento, eh, pues, pues negaban a los estudiantes poder sentir la emoción o pensar que el tener la rabia era malo, entonces, creo que una apuesta que desarrolló Camila fue el demostrar que todas las emociones se pueden vivir, se deben de conocer, no se debe negar ...

[Teacher's semi-structured interview #2. April 10th /2024. Q#5 *¿Tienes algún otro comentario, sugerencia o recomendación?*]

**Interviewer: ¿Está mal sentirse triste, amargado, enojado?**

**S6.** No porque es una cosa normal, es algo que todos sentimos, entonces no, no es malo.

[Extracts of students' semi structured interview #2. / April 25th /2024]

The previous data was vital, since it illustrated the students' perceptions towards emotions; S6, during the interview, expressed that feeling sad, embittered or angry was not bad, on the contrary, was normal. Observing positive and negative emotions as a part of human being and considering both of them with equal value could be a first step on avoiding situations where emotions were negated as described by the headteacher in the interview # 2.

Additionally, the situated learning activities developed allowed students to know and express how they acted when having specific emotions, as it is observed in the next excerpts:

When I am angry I ...

cojo la almohada y la hit and kick

Artifact # 8. First cycle: Lesson plan 3.October 4th, 2023. Student #12]

When I am happy I...

Play Cell Phone

Artifact # 10. First cycle: Lesson plan 3.October 4th, 2023. Student #13]

When I am angry I ...

cuando estoy angry me pongo red

Artifact # 11. First cycle: Lesson plan 3.October 4th, 2023. Student #17]

These activities developed during the first cycle, evidenced the identification of different responses to a feeling: “*when I am angry cojo la almohada y la hit and kick*”... as well as describing their body reaction: “*Cuando estoy angry me pongo red*”; This involved students self-recognition, self-regulation, and possible further decision making and creation of an identity.

In the same way, data illustrated most of the students agreed about the importance of having and management emotions, since they affirmed:

**Interviewer: ¿Crees que es importante hablar sobre las emociones? ¿por qué?**

**S1.** Si, es importante, porque, o sea, las emociones nos conllevan por todo el cuerpo, si no tuviéramos emociones, o sea, no pudiéramos hacer nada.

**S2.** Pues, si, si, si, si, porque nos ayuda a controlarnos.

**S3.** Sí, porque podremos saber cómo se siente uno y el otro.

[Extracts of students’ semi structured interview #1. / November 22nd /2023]

**Interviewer: ¿Qué has aprendido sobre las emociones con Camila?**

**S1.** Eh, sobre las emociones, todas tienen un aspecto diferente y también podemos manejarlas tranquilamente.

**S2.** Que es importante tenerlas presentes en nuestra vida.

[Extracts of students’ semi structured interview #1. / November 22nd /2023]

As it can be seen, some intrapersonal intelligence was developed during the study. Through the situated activities, they could recognize and be aware of some of their emotions, the factors that produced those emotions, the way they responded, but also they were able to appreciate their importance. Also, there was an approach to the development and management of their feelings: *“Sí, porque podemos expresarnos y podemos aprender a manejarlas”, “pues, si, si, si, si, si, porque nos ayuda a controlarnos”, “Eh, sobre las emociones, todas tienen un aspecto diferente y también podemos manejarlas tranquilamente”*. These answers given during the first student’s interview showed that after appreciating emotions students were open to “manage” or learn to manage them. This is important, since they could know themselves and make decisions, thus, there will be possibilities of understanding and knowing others.

**Promoting interpersonal intelligence.** This subcategory refers to the way in which the activities designed had the role of developing interpersonal intelligence among students. As it is expressed in chapter II, interpersonal intelligence is the capacity to understand and interact with others effectively. Goleman (1995). To achieve this, it is important to know how they think, how they feel and act. In regard to this, data showed students developed a set of interpersonal intelligence practices:

- Your partner is crying. lo tranquilizo le pregunto que paso si el quiere desirme por qomediga Pe ro sino pdes no

Artifact # 12. Second cycle: Lesson plan 7. October 25th , 2023. Student # NA1]

- Your partner is crying. lo consolacia y lo acia sentic happy

[Artifact # 13. Second cycle: Lesson plan 7. October 25th , 2023. Student # NA2]

**Interviewer: Vamos a suponer que un compañero tuyo está triste y está llorando en el salón, ¿ Cómo actuarías frente a esa situación?**

**S6.** Lo consolaría y lo llevaría a un lugar donde se calmara, donde yo le pudiera hablar, que se sienta bien, que, que, que, que siga adelante porque cualquier persona se puede sentir mal.

[Extracts of students' semi structured interview #2. / April 25th /2024]

The previous artifacts, taken during the second cycle, demonstrated how they would act in a hypothetical situation that could happen in the classroom, they demonstrated their empathy and the interpersonal skill, while thinking about the other and do something towards the situations the other is living, the phrase *“Lo haría sentir happy”* illustrated disposition of the student to help his/her partner, the answer : *“Lo tranquilizo, le pregunto que pasó, si quiere decirme pues que me diga, pero si no , pues no”* communicated the ability to listen but also to respect the other's decision. Next student's response to an interview showed something similar.

Likewise, during the interview when it is asked a hypothetical situation about a partner that is feeling badly, student # 6 says *“lo llevaría a un lugar donde se calmara”*, this demonstrates the capacity of thinking about the other and the possible uncomfortable situations he/ she is living in. Also *“Que se sienta bien(...) porque cualquier persona se puede sentir mal”* describes the positive and healthy perception that the student has about sadness. The above is connected to Gardner's (1983,1999) claims, since he emphasizes interpersonal intelligence is “an ability to recognize and understand other people's moods, desires, motivations, and intentions” (as cited in Davis et al 2011, P. 488).

Next data also illustrated how the students were able to think about “the other” and try to identify his/ her feelings. During the third cycle this activity was carried out. Here, they needed to think about some family members and write the emotion that they think they had most of the time, but also, they needed to think about the possible cause of that feeling:

Family member	Emotion	Why do you think she /he has that emotion most of the time?
mother	happy	Por que sigue buenas notas

[Artifact # 20. Third cycle: Lesson plan 9. April 30th, 2024. Student # 18]

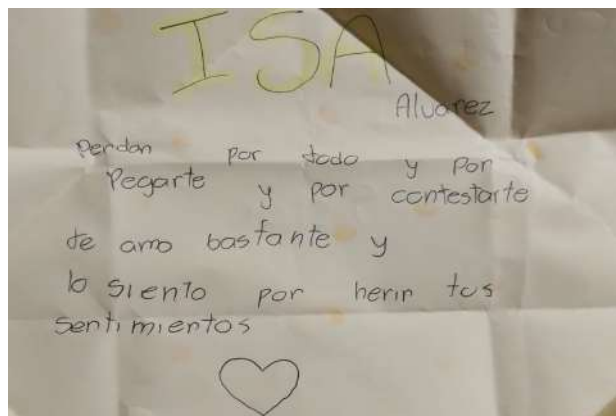
mother	Stressed	por que ase mucho oficio
--------	----------	--------------------------

[Artifact # 21. Third cycle: Lesson plan 9. April 30th, 2024. Student #6 ]

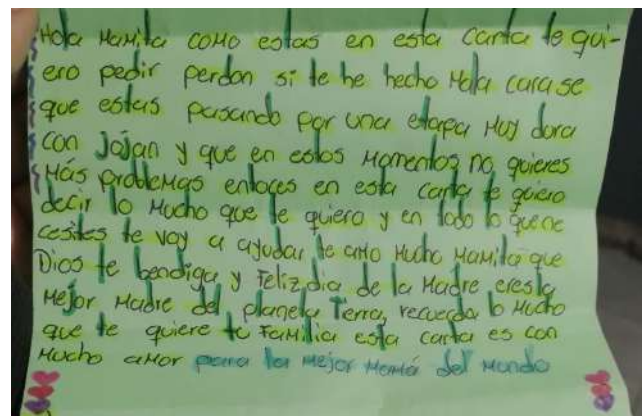
sister	tired	por que cuando se va a la universidad sega super cansada
--------	-------	--

[Artifact # 22. Third cycle: Lesson plan 9. April 30th, 2024. Student #17 ]

Once again data showed there was an approach to be aware of the other and his/ her emotions. One of the students expressed his/her mother is stressed “*porque ase mucho oficio*”, this can be one of the first steps to develop respect and empathy for the other. Similarly, the next artifacts taken from two different activities, also demonstrated the commitment towards the other’s feeling:



[Artifact # 16. Second cycle: Lesson plan 8. November 8th, 2023. Student #NA3]



[Artifact # 23. Third cycle: Lesson plan 11. May 21st, 2024. Student #NA4]

Artifact # 16 was taken from an activity where they needed to think about a person that they had hurt inside the classroom, while artifact # 23 corresponds to an activity where students needed to think about a person that was dealing with a difficult situation and dedicate a supporting message. As it can be perceived, emotions of the others were identified and expressions of apologizing, love and encouragement were written. It can be a source of positive and healthy relationships.

Finally, the next data evidenced a positive effect of the situated learning activities on interpersonal intelligence, since they enhanced self-perceptions and self-awareness as well as the recognition of the other, considering their differences and their willingness to listen to listen and help them, two main factors in the construction of relationships:

(...)Entonces, ha sido muy muy importante y de resaltar pues que los estudiantes valoran bastante el espacio de encuentro con Camila, ya que, pues se dan varios elementos importantes para trabajar con ellos como ese reconocimiento desde la parte de sus emociones, el, el poder ser más como, encaminándose un poco a reconocer también en el otro esas emociones, de identificar por ejemplo qué le genera alegría a algunos compañeros, qué le genera tristeza, qué les molesta, entonces, a partir de estos reconocimientos creo que en los estudiantes pues asistió la motivación de poder conocerse unos a otros de conocerse a sí mismos también.

[extracts of teacher's semi-structured interview #2. April 10th /2024. Q#4¿ *Cómo considera que ha sido la respuesta de los estudiantes frente a las actividades propuestas?*]

<p>5¿ Por qué es importante conocer las emociones de los compañeros? para entenderlos y ayudarlos</p>
[Questionnaire # 2, April 2nd, 2024. Student # 4]
<p>5¿ Por qué es importante conocer las emociones de los compañeros? para saber como se siente y segun defenderlo</p>
[Questionnaire # 2, April 2nd, 2024. Student # 19]

(...)Una mejoría frente al reconocimiento y canalización de las emociones de los estudiantes el que hayan podido tener este espacio a partir del inglés en reconocer las emociones, en

poder empezar a hacer como otro trabajo no solo personal sino interpersonal con los compañeros, pues ayudó bastante en la parte de convivencial ..

[extracts of teacher's semi-structured interview #2. April 10th /2024. Q# 3;  
*has visto alguna mejoría frente al reconocimiento y canalización de emociones de los estudiantes?*]

As it is observed, students comprehended the emotions of their partners as something to understand in order to offer their help. As previously mentioned, this is necessary in the construction of healthy relationships, especially in their classroom and their home, which were the closest contexts to them.

### **Category 3: Awakening students' interest through the use situated learning activities:**

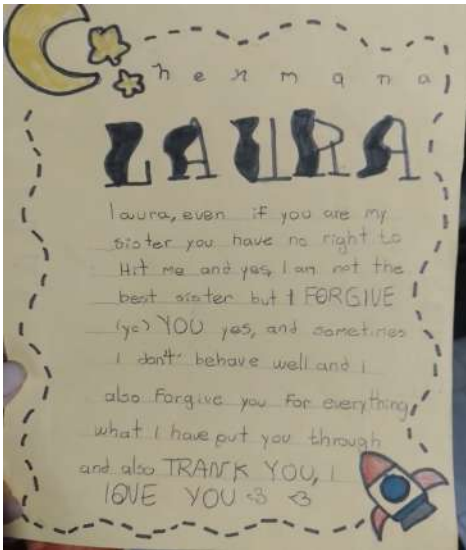
#### *Constructing confidence and motivation towards English*

This category refers to the Awakening students' interest through the use of situated learning activities. Data showed there were some positive responses from the students towards the activities developed during the implementation, such as the improvement of motivation and confidence towards English. Learning a foreign language is more than just acquiring an academic performance in terms of structures, the focus of learning a new language has to do also with the comfort that students can feel in the classroom and their involvement with their own education process. Koteková (2013). According to the data, students could feel relaxed about to speak, write or read in English, although some students were still nervous about it, most of them were not afraid about making mistakes and the respect for the other when it occurs was very crucial:

(...)Veo muchos avances en los estudiantes, especialmente, o una respuesta grande de los estudiantes es perderle el miedo, como el, el quitar el temor al inglés. Antes como que se veía un poco esta parte de que yo no puedo pronunciar, habían varios estudiantes que decían: profe, es que no me gusta el inglés, profe es que yo no puedo pronunciar, entonces ellos siempre los motivaba primero desde mi área, o bueno , desde el espacio que yo hacía de intervención o que hago intervención es a perderle el miedo al inglés, porque tal vez en algún momento yo también lo sentía y me identificaba con ellos, pero pues , eh, la motivación es esa, o la motivación fue esa, perder el miedo al inglés....

[Extracts of teacher's semi-structured interview #2. April 10th /2024. Q#4¿  
*Cómo considera que ha sido la respuesta de los estudiantes frente a las actividades propuestas?*]

As it was previously cited, confidence is a very important aspect when learning a new language, since it allows more interaction inside the classroom without considering mistakes as a problem. Next data showed how a student wrote a letter during cycle 3, and even when it is possible that the letter has been written through “google translator” the student was able to read it aloud in the classroom:

 <p>[Artifact # 22. Third cycle: Lesson plan 11. May 21st, 2024. Student #12]</p>	<p><b>Student:</b> (...and yes, I am not the best sister, but I forgive you, yes, and sometimes I don't behave well and “y” forgive you for everything what I have put you, sorry and thank you, love you”.</p> <p><b>Teacher:</b> Ok, very...</p> <p>[Recording #2. Third cycle: Lesson plan 12. May 28th, 2024. Lines 1 - 6]</p>
---	--

The last evidence demonstrated that the student could feel confident using her voice in front of their partners, although the pronunciation of some words was not perfect and the student ignored enunciating some of information presented on the paper, the student took the challenge of reading in a foreign language and a big part of the speech is understood. This is quite important if we compare this situation to one presented during one of the first intervention spaces:

I asked several students to help me to read some of the short phrases that appeared on “Nacho's emotions” story, most of them said: “No Cami, me da pena”, “ No teacher, No puedo”, “No, yo no”, “No, Cami, yo no sé”...

[Field note #13. First cycle: Lesson plan #2. September 15th, 2023. Lines 6 - 9]

(...)Eh, se ha visto mucha fortalezas porque ellos se arriesgan a hacerlo, no les da miedo, no les da pena hacerlo, entonces ha sido muy positiva esta parte, entonces creo que la motivación ha estado siempre presente, el interés por aprender de los estudiantes, también el sentir como una confianza y tranquilidad de que, eh..., pues Camila los escucha, no los juzga, eh, les corrige con cariño entonces también esto es importante el que ya haya mostrado la posibilidad de trabajar en inglés de otra manera entonces también es fundamental.

[ extracts of teacher's semi-structured interview #2. April 10th /2024. Q#4¿  
*Cómo considera que ha sido la respuesta de los estudiantes frente a las actividades propuestas?*]

As it has been seen, there was an evident improvement in terms of self-confidence but also it could be a result of the respect of their partners that is explained in the last category.

In addition to the above, the activities developed helped students to have a motivation towards English classes, and data illustrated their response:

**Interviewer: ¿Te han gustado las actividades que se han desarrollado?**

**S1.** Eh, si, porque son muy divertidas, eh, ella también nos ha enseñado, no solo todo es juego, porque también tenemos que aprender inglés porque es muy importante para nuestra vida.

**S2.** No, no me gustan, me encantan, porque a mi me gusta muchísimo el inglés, es una de mis clases favoritas.

[Extracts of students' semi structured interview #1. / November 22nd /2023]

**Interviewer: ¿Hay algo que no te haya gustado durante estas clases?**

**S5.** No, todo me ha gustado porque pues es divertido y nos enseña mucho.

**S6.** No.

[Extracts of students' semi structured interview #2. / April 25th /2024]

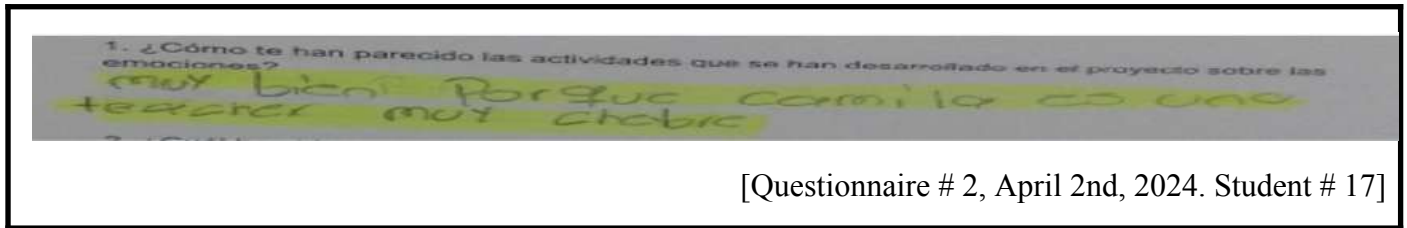
1. ¿Cómo te han parecido las actividades que se han desarrollado en el proyecto sobre las emociones?

happy, good, okay

[Questionnaire # 2, April 2nd, 2024. Student # 4]

1. ¿Cómo te han parecido las actividades que se han desarrollado en el proyecto sobre las emociones? Muy divertidas porque la profe camila siempre llevaba diferentes actividades.

[Questionnaire # 2, April 2nd, 2024. Student # 11]



[Questionnaire # 2, April 2nd, 2024. Student # 17]

As data showed, the situated learning activities produced a positive students' response, since they liked the activities and the English classes, students expressed feelings of enjoyment and also rescued the variability of activities carried out. In regard to this, Mirza (2021) expresses there are two main types of motivation: Intrinsic (personal stimulus), extrinsic (external stimulus), but there is a third one that should be developed by the teacher through different strategies in the classroom. With the current research those notions of motivation were mainly found. First, students expressed their personal interest and stimulus about learning English, "*me encantan (the activities), porque a mi me gusta muchísimo el inglés, es una de mis clases favoritas*", while other expressed an external stimulus to learn the language, student # 1 manifests "*tenemos que aprender inglés porque es muy importante para nuestra vida*" and finally, some of the students agree about the activities and attitude performed by the pre-service teacher: "*Muy divertidas porque la profe Camila siempre llevaba actividades diferentes*", "*muy bien porque Camila es una teacher muy chévere*". These were important factors in the development of the classes, as well as emotional and EFL learning. Motivation was also appreciated by the headteacher as follows:

(...) para ellos(the students) era muy chévere tener la clase de inglés trabajar sobre las emociones en esta área, entonces creo que la motivación estuvo permanente de forma personal y en el grupo en general.

[Extracts of teacher's semi-structured interview #2. April 10th /2024. Q#3 ¿has visto alguna mejoría frente al reconocimiento y canalización de emociones de los estudiantes?]

**Category 4: Changing attitudes in the classroom:** *Building respect and empathy towards others.*

This category refers to other students' responses to the activities developed during the implementation. This time, some attitudes in the classroom were changed, and respect and empathy were developed. As it is underscored by the Love and Logic Institute (2024), empathy has to do with the faculty to comprehend and share the emotion of the other, so, in a classroom it is vital since empathy allows students to connect with their partners and hold and cooperate with the other, avoiding negative practices, similarly, respect in a classroom helps to make students to feel comfortable, secure and free to share their ideas. Now, according to the data collected, some of these aspects were evidenced in the third graders classroom, as next data illustrates:

(...) Otro aspecto importante que vi fue el acercamiento a la empatía, ¿no?, yo les decía a ellos y reflexionamos en las actividades que ella hacía, por ejemplo, qué le enojaba, qué le ponía triste y el escuchar que otro compañero decía me pone triste cuando (Student #25) me dice por ejemplo “negro”, me pone triste cuando no me dejan jugar mis compañeros, me pone triste o me enoja cuando mis compañeros cojen mis cosas sin permiso, entonces creo que en algunas de esas acciones o en la convivencia empezó a verse un poco la cercanía a la cercanía la empatía a pesar de que de pronto el desarrollo de los estudiantes en su edad le es difícil todavía leer un poco al otro de cómo se siente pero se inició un acercamiento a esa parte de la empatía y también pues un poco a la mejora de la capacidad de relacionarse con el otro.

[ extracts of teacher's semi-structured interview #2. April 10th /2024. Q#3¿  
*has visto alguna mejoría frente al reconocimiento y canalización de  
emociones de los estudiantes?*

This sense of empathy and students' attitudes after listening to their partner's feelings and how some of their actions affected the other, made a most beautiful and confident space for the class. As the headteacher expressed, it was a first approach to the development of a better coexistence inside the classroom. In the same way, as the next fragment of an interview displays, common respect allowed students to participate freely, since when there were asked some questions there were not “fear” about mistakes or about feeling judged, but also, there was a reflection about their attitudes and the way they act when they had some emotions, so as it was said during the second category, there was an approach to management of emotions:

(...) ha generado la confianza en los estudiantes de poder arriesgarse a hablar sin ser ridiculizados por los otros, tonces ahí también se ve la respuesta un poco de la parte de las emociones, en el respeto con el otro así me equivoque, así me de pena, así esté enojado y de pronto me equivoque nuevamente pues trato y cuando esté de o cuando está enojado, pues saber que requiere unos tiempos para poder volverse acercarse a hablarle o buscar una estrategia para calmarse.

[Extracts of teacher's semi-structured interview #2. April 10th /2024. Q#4.  
*¿Cómo considera que ha sido la respuesta de los estudiantes frente a las actividades propuestas ?]*

Small but important demonstrations of respect and empathy were evidenced through the next data. Here, it is shown how these actions helped to achieve a “transformation” of the classroom environment:

One of the students was feeling sick, she had a headache, she was almost crying, when a student realized the situation he said, ““shhh! ya, silencio, que ella tiene dolor de cabeza, a ustedes no les gustaría que gritaran si estuvieran enfermos”

[Field note #15. Third cycle: Lesson plan 10. May 7th, 2024. Lines 8 - 11]

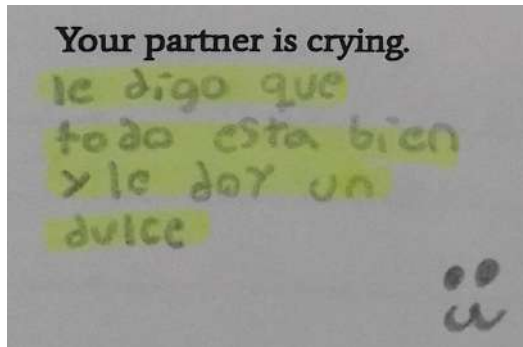
(...) Entonces el poder respetar y el respetarse entre ellos, entre ellos, el respetar al otro, el estar más pendiente de cómo se siente el otro compañero, entonces hubo más avances en esa parte en las relaciones sociales de manera más asertiva y pacífica, no usando la violencia.

[Extracts of teacher's semi-structured interview #2. April 10th /2024. Q#3;  
*has visto alguna mejoría frente al reconocimiento y canalización de emociones de los estudiantes?]*

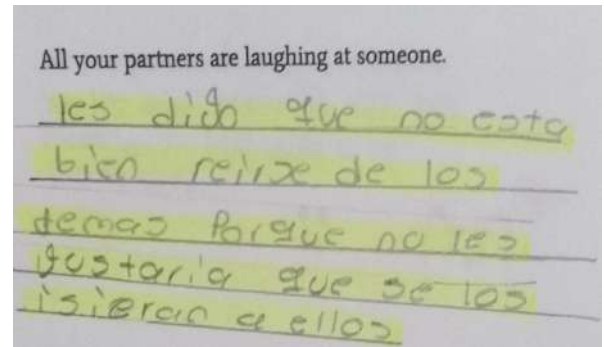
As it was said before, respectful attitudes in the classroom helped students to feel secure, the expression “*ya, silencio, que ella tiene dolor de cabeza, a ustedes no les gustaría que gritaran si estuvieran enfermos*” revealed how there was an interest of helping the other and making her feel better. This also helped to create a space where students had a sense of care for others, mutual support signs and a space where students could feel included and appreciated.

As it was proclaimed at the beginning, it was a process, for example, thanks to the following artifacts that emerged from the first and second cycle, it was possible to see how

students thought about different possibilities to help and act towards several situations that could happen in their classroom:



[Artifact # 14. Second cycle: Lesson plan 7.October 25th, 2023. Student # 20]



[Artifact # 15. Second cycle: Lesson plan 7.October 25th, 2023. Student # 17]

5¿ Por qué es importante conocer las emociones de los compañeros?

para no herirlos con palabras

[Questionnaire # 2, April 2nd, 2024. Student # 21]

5¿ Por qué es importante conocer las emociones de los compañeros?

para que no se sientan mal o esclvidos

[Questionnaire # 2, April 2nd, 2024. Student # 5]

All the above showed how empathy and respect were some positive aspects students developed and were able to anticipate situations that occur in any primary school classroom. Also, it is important to remember that students were between seven and nine years old, a potential age to explore emotional intelligence, since it helps students to achieve better academic developments, but also build better relationships in their context and use some benefits in the childhood stage but also during her whole life.

## CHAPTER VI

### CONCLUSIONS AND IMPLICATIONS

This chapter portrays the conclusions that arose from this project in regard to the findings discussion presented previously, as well as the implications of the study, the limitations of the project and some suggestions for further research.

#### **Conclusions**

The aim of this project was to identify the impact of implementing a set of situated learning activities on the development of emotional intelligence as well as EFL learning skills of 3rd graders. Thus, this project was guided by the following question: What is the impact of implementing a set of situated learning activities on the development of the emotional intelligence as well as EFL skills in a third grade at a public school in Bogotá?. Hence, to answer this question, two objectives were set:

1. To identify the roles of a set of situated learning activities on the development of emotional intelligence as well as EFL skills.
2. To describe the students' responses to the implementation of a set of situated learning activities that integrate the principle of emotional intelligence and EFL skills.

Considering the first objective, data demonstrated that the set of situated learning activities had two main roles. On the one hand, the information collected showed that the use of situated learning activities helped develop some English skills on the third graders; specially vocabulary, writing, and listening. As for vocabulary and writing skills, results illustrated an advance in terms of recognition of words related to emotions, actions and grammar topics such as the verb to be. It is important to mention that even when the writing exercises did not appear in English completely, it was possible to evidence a first approach to the spelling and order of words in sentences, therefore, students' ideas could be understood.

Concerning the expansion of listening skills, data revealed that with the class activities proposed, third graders could understand more expressions than before.

On the other hand, the situated activities supported the progress of the students in terms of emotional intelligence skills. Hence, interpersonal abilities such as self-awareness, recognition of one's emotions were progressed. Moreover, data evidenced that the activities helped students identify the situations that cause them each emotion and the way they act towards them. Now, it is necessary to highlight that interpersonal intelligence was also promoted, data displayed some evolution in terms of respect, empathy, active listening and awareness of the other's emotions, as well as the impact and importance of their actions on them.

Regarding the second objective, the data collected evidenced that the students' responses to the set of situated learning activities were highly positive. First, data revealed that the activities awoke students' interest in the English class. On this point, data exhibited students' curiosity towards English language and a sense of enjoyment of it. Therefore, motivation and confidence were enhanced. According to the data, students were able to appreciate English classes and participate in them without thinking about possible mistakes. Second, the use of activities resulted in a favorable change of attitudes in the classroom; data illustrated an advancement of respect and empathy for the other. Therefore, coexistence into the classroom was affected positively.

In summary, the results of this project showed that the situated learning activities implemented helped to develop important skills in terms of English and emotional intelligence, as well as they had a positive impact in the classroom dynamics. Hence, it is important to understand that the integration of English and emotions brings positive effects on the students, since they can grow on a personal and academic level. This said, Feelearning

demonstrated an important role while connecting the learning of new experiences and knowledge and the awareness of the emotional domain.

## **Implications**

The implications that arose from this study are associated with the teaching and learning of EFL, the school where the implementation was carried out, the participants of the research and the pre- service teacher.

To begin with, with respect to the teaching and learning of English EFL, it is necessary to say that developing a project such as this one implies to reformulate EFL teaching and learning definitions. Thus, this process has to be understood as an exercise that goes beyond grammar, structures or instructions which are disconnected from students' contexts. Likewise, EFL teaching and learning English cannot be seen as a separate exercise from other important aspects such as the emotional education which is essential just because the learner and teacher are human beings. Therefore, principals and teachers must see the foreign language as a vehicle to achieve integrated learning.

Some implications related to the institution where the study took place also arose. First, regarding the strategies used to enhance EFL learning, it is important to claim that the school needs to adapt some of those procedures to achieve a better development of English, taking into account the context of the students, looking for a more meaningful learning process. Also, as expressed before, the school needs to be open to integrate other crucial aspects such as emotional intelligence inside the classroom along with EFL instruction and curriculum. Second, this study offers the institution insights into the necessity of having different materials that allow students to have more dynamic classroom experiences, as well as providing resources that make for the teachers the teaching process easier. Finally, it is important to acknowledge that the English teacher's training plays a significant role in the

development of EFL skills, so institutional motivation also might continue expanding teachers' foreign language abilities, as well as a reflection about the importance of emotional intelligence inside and outside the classroom.

Regarding the third graders of the Gonzalo Arango School, the implementation of this proposal implies students to observe English not as something impossible or boring to learn, but as a necessary area to develop and perceive themselves as being capable of learning new things. In addition, the participants of this project need to understand English as another tool to express their feelings and thoughts and use it in real-life contexts.

Finally, there are some relevant implications for the pre-service teacher as well. First, carrying out a proposal with the characteristics of this one, implied that the preservice teacher re-thought herself as a novice researcher and understood the exercise of doing research as something necessary in education and in near contexts, since it provides insights of how to approach current real issues or situations in the classrooms. Second, this project implied that the pre-service teacher read about other topics that were not very close to her area, such as emotional intelligence, and finally, this implementation implied effort, responsibility, hard work and opening opportunities to reflect upon her teaching practice in different environments.

### **Limitations**

There were four main limitations that came out during the development of the current project: First, the resources of the school, because when the pre-service teacher wanted to implement activities in which internet or a Tv connection were needed, it was impossible or it was necessary to download the video, so the use of resources was very limited. Second, the schedules, since students had only three hours a week, and sometimes this time was not enough for the implementation of each of the lesson plan activities. Similarly, extracurricular

activities were sometimes developed in the school, so those exercises interrupted the sequence of the project. Third, the number of students, since there were thirty-five boys and girls, it was a little bit complicated to manage the group and do more individual work. Sometimes students were doing other activities when the implementation was taking place, as well, some of them did not have the basic supplies (eraser, pencil, colors, glue, ruler, scissors, etc.) to develop some of the activities, so it was necessary to take more time than expected in each one of them. Finally, the disposition of some students, especially during the first implementations; students were frustrating because they could not understand what I was saying, since I spoke most of the time in English, so at the beginning it was difficult for them to adapt to the new classroom dynamics. Likewise, some of the activities carried out involved other movements inside the classroom, such as teamwork, games, listening circles, performances, etc. Some of them took advantage to promote indiscipline.

### **Further Research**

In the present research, it was evident that the use of Feelearning through a set of situated activities allowed to improve and integrate the third grade students' English skills and some of the emotional intelligence skills, as well as there was an awakening of interest towards English classes and some positive changes on attitudes in the classrooms. Nevertheless, it would be interesting to carry out a research process with another population in other contexts and with another level of English. Furthermore, this project was developed with children from eight to nine years olds, therefore, it would be exciting to see the result of working with teenagers or even with adults. Also, as the time invested on this implementation was not very long, it would be important to see the results of a longer investigation.

## REFERENCES

- Abdolrezapour, P. (2018). The relationship between emotional intelligence and complexity, accuracy and fluency in EFL learners' oral performance. *Cypriot Journal of Educational Science*. 13(3), 310–318.
- Agudelo, B., Arias, L. & Guerrero, S. (2020). *Revisión Técnica Sobre el Aporte del Sistema Educativo Público en Colombia al Desarrollo de Habilidades Emocionales y su Incorporación a La Práctica Educativa*. Tecnológico de Antioquia, Institución Universitaria.
- Al-Harbi, S. (2020). Language development and acquisition in early childhood. *Journal of Education and Learning (Edulearn)*, 14(1), 69-73.
- Arias, L., Chiquiza, E., Quemba, G & Silva, M. (2021). *Emotional Intelligence and EFL Learning: A State of the Art*. Universidad El Bosque.  
<https://repositorio.unbosque.edu.co/server/api/core/bitstreams/60b50808-77f9-4195-9d91-9baf0008b046/content>
- Beilock, L., & Ramirez, G. (2011). On the interplay of emotion and cognitive control: Implications for enhancing academic achievement. In J. P. Mestre & B. H. Ross (Eds.), *The psychology of learning and motivation: Cognition in education* (pp. 137–169). Elsevier Academic Press.  
<https://doi.org/10.1016/B978-0-12-387691-1.00005-3>
- Burns, A. (2009). *Doing Action Research in English Language Teaching: A Guide for Practitioners* (1st ed.). Routledge. <https://doi.org/10.4324/9780203863466>
- Camargo, C., Camargo, M., Carvalho M., & Oliveira, C. (2018) Classroom: A Space of Pedagogical Interaction. *Open Access Library Journal*, 5: e4958.  
<https://doi.org/10.4236/oalib.1104958>
- Campuzano, A., Lalangui, M., Jumbo, C., Sallo, A., & Moran, R. (2024). Desarrollo Integral de los Estudiantes: Importancia de la Inteligencia Emocional en el Ambiente Escolar. *Ciencia Latina Revista Científica Multidisciplinar*, 8(3), 7675-7693.  
[https://doi.org/10.37811/cl\\_rcm.v8i3.11959](https://doi.org/10.37811/cl_rcm.v8i3.11959)
- Cherry, K. (2023). Intrapersonal intelligence: Understanding yourself. Verywell Mind.
- Crane, P. & Richardson, L. (2000). *Reconnect Action Research Kit*. Department of family and community services. Australia.
- Cullen, M., & Brennan, N. (2021). Grounded theory: Description, divergences and application. *Accounting, Finance & Governance Review*, 27.
- Davis, K., Christodoulou, J., Seider, S., & Gardner, H. (2011) 'The theory of multiple intelligences in RJ Sternberg & SB Kaufman (Eds.)', *Cambridge Handbook of Intelligence*, pp. 485-503.
- Denzin, N. & Lincon, Y. (1998). *The Landscape of Qualitative Research : Theories and Issues*. Sage Publications, Inc.
- DeVito, J. (1995). *The interpersonal communication book*. HarperCollins College Publishers. ISBN: 0673991776, 9780673991775
- Diaz & Osorio. (2017). *TEACHING ENGLISH APPLYING EMOTIONAL INTELLIGENCE*. Universidad Tecnológica de Pereira.  
<https://repositorio.utp.edu.co/server/api/core/bitstreams/dcf21d20-2d71-43f8-8d99-f9ca27408c47/content>
- Extremera, P. & Fernández-Berrocal, P. (2004). El papel de la inteligencia emocional en el alumnado: evidencias empíricas. *Revista electrónica de investigación educativa*, 6(2), 1-17. Retrieved from  
[http://www.scielo.org.mx/scielo.php?script=sci\\_arttext&pid=S1607-4041200400020005&lng=es&tlng=es](http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1607-4041200400020005&lng=es&tlng=es).

- García, E. (2022) Effectiveness of an Educational Program on Emotional Intelligence to Prevent Suicide. *Biblioteca Lascasas*, 18, e13431. <http://ciberindex.com/p/lc/e13431>
- Gardner, H. (1983). *Frames of Mind: A Theory of Multiple Intelligences*. New York: Basic Books
- Gibson, J. (2023). *Emotional Intelligence for Adults 2023: Unlocking the Essential Secrets of High-Performing Skills: The Key to Life Success*. ISBN-13 : 979-8870416175
- Goleman, D. (1995). *La inteligencia emocional. Por qué es más importante que el coeficiente intelectual*. Le Libros.
- Herrera, L., Buitrago, R., & Cepero, C. (2017). Emotional Intelligence in Colombian Primary School Children. Location and Gender *Universitas Psychologica*, vol. 16, no. 3.
- Johnson, J., & Newport, E. (1989). Critical period effects in second language learning: The influence of maturational state on the acquisition of English as a second language. *Cognitive Psychology*, 21(1), 60–99. [https://doi.org/10.1016/0010-0285\(89\)90003-0](https://doi.org/10.1016/0010-0285(89)90003-0)
- Koteková, D. (2013) Confidence Mastery as the Fundamental Task in Learning a Foreign Language, *Journal on Efficiency and Responsibility in Education and Science*, Vol. 6, No. 2, pp. 84-104, ISSN 1803-1617. [www.eriesjournal.com/\\_papers/article\\_206.pdf](http://www.eriesjournal.com/_papers/article_206.pdf)
- Krashen, S & Terrell, T. (1983). *The natural approach: Language acquisition in the classroom*. Alemany Press.
- Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.
- Lee, Y.-W. (2015). Diagnosing diagnostic language assessment. *Language Testing*, 32(3), 299-316. <https://doi.org/10.1177/0265532214565387>
- López, E. (2005). La educación emocional en la educación infantil. *Revista Interuniversitaria de Formación del Profesorado*, 19(3), 153–167.
- Love and Logic. (2023). *Fostering empathy and respect: Key values for a Love and Logic classroom*. Love and Logic.
- Marquez, P., Martín, R., Brackett, M. (2006). Relating emotional intelligence to social competence and academic achievement in high school students. *Psicothema*, 18, 118–123. <https://www.redalyc.org/pdf/727/72709518.pdf>
- Méndez, L., Mariza G, & Peña A. (2013). Emotions as Learning Enhancers of Foreign Language Learning Motivation. *Profile Issues in Teachers` Professional Development*, 15(1), 109-124. Retrieved from [http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S1657-07902013000100008&lng=en&tlng=en](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902013000100008&lng=en&tlng=en).
- Merriam, S. (1998). *Qualitative research and case study applications in education*. Jossey-Bass Publishers.
- Merriam, S. & Tisdell, E. (2015). *Qualitative research: A guide to Design and Implementation* Jossey-Bass Publishers.
- Ministerio de Educación Nacional. (2006). *Estándares básicos de competencias en lenguas extranjeras: Inglés*. Ministerio de Educación Nacional. [https://www.mineducacion.gov.co/1780/articles-115174\\_archivo\\_pdf.pdf](https://www.mineducacion.gov.co/1780/articles-115174_archivo_pdf.pdf)
- Ministerio de Educación Nacional. (2006). *Estándares básicos de competencias en lenguaje, matemáticas, ciencias y ciudadanas*. Santillana.
- Ministerio de Educación Nacional. (2014, September 24). *Programa Nacional de Inglés Colombia Very Well!*. Ministerio de Educación Nacional.
- Morin, E. (1999). *Los siete saberes necesarios para la educación del futuro*. Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO). <https://www.ideassonline.org/public/pdf/LosSieteSaberesNecesariosParaLaEdudelFuturo.pdf>

- Mirza, B.(2021) Role of Motivation in English Language Learning: A Real Challenge: The Creative Launcher, vol. 6, no. 4, 2021
- Dincer, N (2022). Situated learning in education. Myeltcafe.
- Nemours Children's Health. (n.d.). *Understanding emotions*. KidsHealth. <https://kidshealth.org/en/teens/understand-emotions.html>. Retrieved October 17, 2024.
- Osorio, M.(2017). El currículo: Perspectivas para acercarnos a su comprensión.Revista del Instituto de Estudios en Educación y del Instituto de Idiomas. Universidad del Norte. n° 26. ISSN 2145-9444. <https://doi.org/10.14482/zp.26.10205>
- Rabiah, S (2018). LANGUAGE AS A TOOL FOR COMMUNICATION AND CULTURAL REALITY DISCLOSER. *Center for Open Science*. <https://doi.org/10.31227%2Fosf.io%2Fnw94m>
- Red Académica de Bogotá. (n.d.). Colegio Gonzalo Arango IED. Red Académica.
- Robertson,F.(2015).Reading, writing and the importance of vocabulary.Headteacher Update.
- Ross, J (2006). The reliability, validity, and utility of self-assessment. *Practical Assessment, Research, and Evaluation*, 11(1), 10. <https://doi.org/10.7275/9wph-vv65>
- Saldaña, J. (2013). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.
- Selinker, L., Swain, M., & Dumas, G. (1975).The interlanguage hypothesis extended to children. *Language Learning*, 25(1), 139–152.
- Sharma, N. (2022). Instruments Used in the Collection of Data in Research. *SSRN Electronic Journal*, 1-8.
- Singleton, D. (1999). *Exploring the Second Language Mental Lexicon*. Cambridge: CUP.
- Stein, D. (1998). *Situated Learning in Adult Education*. Eric Digest. <http://www.ericdigests.org/1998-3/adult-education.html>
- Tang & Wang. (2024). Analysis of young learners' listening skills. *Journal of contemporary educational research*. Vol 8. N°4.
- Úz Bilgin, Ç. (2016). *Facilitating English as a foreign language learners' vocabulary learning, task completion and contextual vocabulary exploration processes in a mobile supported situated learning environment [Ph.D. - Doctoral Program]*. Middle East Technical University.
- Whitener, S. (2022). *Why is emotional intelligence important? Forbes*. <https://www.forbes.com/councils/forbescoachescouncil/2022/12/30/why-is-emotional-intelligence-important/>
- Ziyani, I., King, L., Ehlers, V. (2004).Using triangulation of research methods to investigate family planning practice in Swaziland. *Sabinet African Journals*. Volume 6 No 1. [https://journals.co.za/doi/pdf/10.10520/AJA16825055\\_208](https://journals.co.za/doi/pdf/10.10520/AJA16825055_208)


## ANNEXES

### *Annex 1. Diagnostic language assessment*

Diagnostic Test

Name: [REDACTED]

1. Read the text, then answer the questions:



**1**

**My name is Bear, I live in a big forest.**  
**I have a huge body so everyone is afraid.**  
**My house is located inside the cave.**  
**I like to eat honey because it is delicious.**

















©Unique Lessons Teacher

- ¿What's the name of the animal that appears in the image? live
- ¿Where does Bear live? colombia
- ¿What does Bear like to eat? cave


2. Fill in the blanks using: "am", "are" or "is".  
 Example: I am sad.

- I is Happy. 😊
- You is Sad. ☹️
- She are angry. 😡
- He are sleepy. 😴
- We are bored. 😞

3. Listen and choose the correct answer

  <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">ANGRY</div> <div style="border: 1px solid black; padding: 2px; text-align: center;"><del>BORED</del></div> </div>	  <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;"><del>OLD</del></div> <div style="border: 1px solid black; padding: 2px; text-align: center;">THIRSTY</div> </div>
  <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;"><del>THIRSTY</del></div> <div style="border: 1px solid black; padding: 2px; text-align: center;">HAPPY</div> </div>	  <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">PRETTY</div> <div style="border: 1px solid black; padding: 2px; text-align: center;"><del>HAPPY</del></div> </div>
  <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">PRETTY</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">TIRED</div> </div>	  <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;"><del>HUNGRY</del></div> <div style="border: 1px solid black; padding: 2px; text-align: center;">ANGRY</div> </div>
  <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">TIRED</div> <div style="border: 1px solid black; padding: 2px; text-align: center;"><del>OLD</del></div> </div>	  <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;"><del>ANGRY</del></div> <div style="border: 1px solid black; padding: 2px; text-align: center;">HAPPY</div> </div>

4.

-  Tell me, what's your favorite animal?
- Tell me, what's your favorite color?



*Annex 2. First teacher's interview ( Observation process)*

First teacher's interview ( Observation process)	
<b>Date: April 18th, 2023</b>	<b>Place: I.E.D Gonzalo Arango</b>
<b>Interviewer: Pre-service teacher</b>	<b>Interviewee: Headteacher</b>
<b>Grade in charge: 302</b>	<b>Length: 10 minutes</b>
<b>Question</b>	<b>Answer -transcription</b>
1.¿Cómo ha sido su proceso de enseñanza de Inglés a los estudiantes del grado 302?	El proceso de enseñanza inglés a los estudiantes del grado 312 bueno ha sido difícil, yo soy licenciada en educación infantil y pues mi formación no está en el área de inglés. He tenido que recurrir a la búsqueda de varias estrategias o metodologías que me ayuden un poco a orientar el proceso, siento algunos vacíos en mi información, con relación al manejo de la lengua en el desarrollo de habilidades como el diseño y bueno en la parte gramatical, pues uno digamos que encuentra algunos apoyos desde la parte tecnológica, como videos o canciones que puedan ayudar un poco a los estudiantes en el desarrollo, especialmente el poder orientar el inglés. Siempre ha estado preocupada por la formación, entonces pues desde mi desde la parte personal siempre he tratado de buscar formación que me ayude un poco a orientar pero pues definitivamente se debe resaltar que un maestro que oriente el proceso de inglés debe tener una formación específica en términos de las habilidades que acabo de nombrar sobre todo, pues también en cuanto al desarrollo de metodologías, porque creo que en el área pues también hay como una metodologías propias para el desarrollo. Entonces, ha sido un gran reto, ha sido difícil, porque a pesar de que se buscan apoyos, muchas veces pues no se ven avances en los estudiantes, sobre todo porque también hay ausencias y desde el acompañamiento de los padres de familia. Digamos que igual la intensidad, un poco el trabajo del inglés la idea o la propuesta a nivel institucionales es que se realizó un proceso de bilingüismo. Hay una ausencia muy fuerte de formación en esta área en los maestros entonces, sobre todo en primaria. Entonces, bueno son retos complejos, pero creo que existen siempre como de mi parte como el interés de mejora en este proceso de aprendizaje de una segunda lengua.
2.¿Qué piensa del trabajo sobre las emociones en el aula de clase?¿Es importante educar a los estudiantes en cuanto a las emociones?	Bueno, esta es una necesidad,es algo importante, fundamental de trabajarlo de forma transversal en la formación de los estudiantes, porque creo que después de la pandemia se agudizó un poco la parte afectiva de los estudiantes, el reconocimiento de las emociones, el cómo sentir las, el como poder por ejemplo abordarlas, digamos es difícil en los estudiantes que reconozcan las emociones en que si deben usarlas, porque,eh, digamos que desde la escuela hasta ahora se está iniciando un trabajo con relación a este tema de las emociones, por necesidad que se que se ve de forma ahorita permanente coyuntural en la vida de los estudiantes. Entonces, esa es una puerta que tiene la escuela, pero que pues no tiene una trayectoria muy larga de su interés que hasta ahora renace por algunas necesidades problemáticas desde su parte personal, familiar con relación a las emociones. Principalmente en la escuela está la necesidad de abordar las emociones porque hay muchos conflictos de convivencia, las familias no saben cómo ayudar a los estudiante, orientarlos con relación a la emoción, porque muchas veces ellos pueden reconocerla pero no saben

hasta dónde trabajar o hasta dónde permanece con la emoción, igualmente, cómo la tramita, porque muchas veces los estudiantes cuando sienten esa emoción, por ejemplo de la rabia, se desquitan con el compañero, con la parte de la expresión verbal, entonces pues esto fomenta bastantes conflictos que los que vemos en este momento. Las dificultades a nivel mental como la depresión, las emociones son fundamentales trabajarlas en el aula, creo que hay una búsqueda y una necesidad para llevar las emociones a la escuela desde las áreas desde un proyecto curricular. Todavía no hay un camino claro sobre cómo trabajarlas en las emociones de los estudiantes para que baje el nivel de conflictos escolares o en las interacciones con los compañeros.

La pregunta sí es importante educar a los estudiantes en cuanto a las emociones, es una necesidad actual de la escuela prestar atención a las emociones, creo que hasta ahora pues se ha pensado un poco en esta parte desde Howard, con las inteligencias múltiples, hay otras teorías con la parte emocional como los sistemas emocionales. Bueno, hay varias como varias cosas que personalmente por mi curiosidad ha intentado indagar en las emociones y como lo expresaba un poco en la anterior pregunta es importante mirar cómo desde qué corriente de pensamiento, teoría, se podrían abordar las emociones en la escuela. No solo como un contenido, sino como algo transversal que lleve a un proyecto de sensibilización en los estudiantes, que tengan unas metas como mejorar la convivencia, los conflictos a nivel también convivencial, la parte de reconocer, que los estudiantes puedan reconocer estas emociones, de cómo pueden tramitar las emociones también, de que no es malo sentir las emociones, porque muchas veces también encontramos difícil el lugar a las emociones en la escuela. Se han buscado estrategias a partir de escuelas de padres de sensibilizarlos a ellos sobre la importancia de prestarle atención a las emociones a los estudiantes, de lo que sienten en sus casas, porque a veces en la escuela nosotros damos como unas orientaciones o posturas diferentes, y pues bueno hay algunas estrategias como los semáforos, los rincones, pero también a veces esos espacios requieren de elementos didácticos y tal vez eso no lo tenemos en este momento. Nos encontramos trabajando con las niñas, debemos buscar estrategias en el momento, realizar un proyecto como tal a veces es difícil porque no se encuentra apoyo también en otros compañeros maestros. Entonces, es una necesidad, es una búsqueda, es una apuesta el que las emociones sí están presentes en la escuela que no hay una ruta clara que se están buscando varias cosas que se ha aprobado como varias actividades, varias estrategias pues para mirar qué tanto resultados dan en las convicciones. Igualmente, también siento que las emociones tienen un lugar importante ya que ahorita por ejemplo con el manual de convivencias con relación a género y a enfoque diferencial se debe dar un lugar a las emociones en términos de poder afectar al otro desde la diversidad, desde la diferencia, entonces la emoción creo que nos ayuda un poco a poder identificar en nosotros que somos diferentes, que no somos iguales, que cada uno vive una emoción de forma diferente según el momento en el que se encuentra. Entonces, yo como maestra sí veo una gran necesidad de que las emociones estén presentes.

**Annex 3. First Students' questionnaire. Observation process**



**UNIVERSIDAD PEDAGÓGICA NACIONAL**  
**PRAXIS- PROYECTO DE INVESTIGACIÓN**


**CUESTIONARIO DE CARACTERIZACIÓN**

Con el fin de alimentar el proyecto de intervención a realizar durante el siguiente semestre en el grado tercero (302) de la IED Guzmán Arango, me gustaría hacerte unas preguntas para conocer tus intereses y preferencias que podrían ser tenidas en cuenta en las clases de inglés. Por favor, responde con sinceridad.

Nombre [REDACTED] Edad: 8

Haz un dibujo de ti mismo(a)



**Tus Gustos y preferencias**

1. ¿Qué es lo que más te gusta hacer?

Bailar \_\_\_\_\_ Leer X \_\_\_\_\_

Mirar Videos \_\_\_\_\_ Desarrollar Crucigramas \_\_\_\_\_

Aprender trabalenguas \_\_\_\_\_ Ver películas X \_\_\_\_\_

Dibujar X \_\_\_\_\_ Actuar \_\_\_\_\_

Jugar X \_\_\_\_\_ Escuchar Música X \_\_\_\_\_

Escribir \_\_\_\_\_ Cantar \_\_\_\_\_

Desarrollar rompecabezas \_\_\_\_\_

¿Otra? ¿Cuál? Estar sola pintando

2. ¿Qué cosas no te gusta hacer?

Bailar X \_\_\_\_\_ Leer \_\_\_\_\_

Mirar Videos \_\_\_\_\_ Desarrollar Crucigramas X \_\_\_\_\_

Aprender trabalenguas \_\_\_\_\_ Ver películas \_\_\_\_\_

Dibujar \_\_\_\_\_ Actuar X \_\_\_\_\_

Jugar \_\_\_\_\_ Escuchar Música \_\_\_\_\_

Escribir \_\_\_\_\_ Cantar \_\_\_\_\_

Desarrollar rompecabezas X \_\_\_\_\_

¿Otra? ¿Cuál? no estar sola pintando

3. ¿Te gusta la clase de inglés? Si X No \_\_\_\_\_ ¿por qué?

me gusta porque puedo ir a Estados Unidos aprendiendo inglés jaja

## Annex 4. Field note (Semester 2023-1)- Observation process

### Sixth Observation

Field note (Semester 2023-1)			
Name of the School	IED Gonzalo Arango		
	Grade:	Third Grade (302)	
Date:	10th May, 2023	Schedule:	8:20 Am - 9:15 am
Criteria	Observation	Comments	
Relationship between teacher and students	The teacher enthusiastically greets the students, and they also greet the teacher. Sometimes the students stand up and go to hug the teacher and she touches their heads.	I think the relationship between teacher and students is really healthy, both of them demonstrate kindness and appreciation to the other, but there always is a sense of respect.	
Materials used by the teacher	The materials that teacher uses are the same: -Tv. -USB Device. -Cellphone -Book -Photocopies -Blackboard	I think one of the most used materials used by the teacher is the Tv, so I think how important it could be if they have an internet connection. It could be easier for the teacher to just look for the videos and not to download them every class for then present them.	
Disposition or attitude of the guys towards the class	Some of the students are so distracted, so the teacher calls their attention and says it is so hard and annoying to be talking and that they don't listen to her. Some of the guys stand up and walk through the classroom.	I consider this class was a little bit hard for the teacher in the sense the students were so distracted and did not pay enough attention to the teacher, so she needed to repeat and repeat the same instructions a lot.	
Structure of the class	First the teacher makes a review of the “Verb To Be”, then she says the class is going to focus on the negative way of the verb to be, She presents a video in Spanish when the negative way of the verb to be is explained. Then, with different sentences on the blackboard she explains that form of the verb to be to the students. After that, the teacher put some exercises to the students for them to practice. Finally, she closes the class reviewing the class.	I think one important aspect here is that the teacher always tries to connect the classes, she makes reviews of the different topics they have seen, and it allows the students to concentrate more in the class, so I think it is a very good strategy that teacher has and that I also could use it.	
English Skills	There are some problems again with pronunciation and also with some vocabulary writing the sentences on the blackboard, so the teacher uses google translator. Most of the class is in Spanish and the students also speak in the same language.	I think it is very difficult for the teacher to teach English in that way, I think she is taking on a challenge and I admire her for doing that. Also, I think this is not a situation that exists just in this school, I am sure in many schools in Colombia we have the same issue. Our teachers are not well prepared in English to teach in primary schools and that affects the students’ proficiency in English.	
Emotions inside the classroom	The guys seem to be very distracted. Also, there is a situation in which a student is talking a lot, and he does not listen to the teacher, so the teacher tells him that he need to respect the voice of the others and needs to learn how to listen, The guy now is angry, and he does not want to talk to the teacher.	I think it could be important to teach students how to manage their emotions and try to explain to them that what we do sometimes affects others, so we need to be careful with that. Also, teach them through different activities why is it important to listen to others.	

*Annex 5. Field note (Semester 2023 2 - 2024 1)*

Field note (Semester 2023 2-2024 1)	
<b>Date:</b> April 30th, 2024	<b>Cycle:</b> Third / Lesson plan # 9
<b>Start time:</b> 9:45 am End time: 11:30 am	<b>Topic:</b> Thinking about our home
<b>Pre-service teacher:</b> Aura Camila Urbano Téllez	<b>Group:</b> 402
<b>Number of students:</b> 33	<b>School:</b> IED Gonzalo Arango
<b>Observer's name:</b> Aura Camila Urbano	<b>Materials:</b>
Description	Analysis
<p>1.The class started at 9:50 am. There were 33 students in the  2.classroom, they were using the physical education uniform.  3.When I said hello, they started to hug me. Then, I asked them to  4.organize the classroom and the class started.  5.I was giving the first instructions to the classes. They were  6.looking for their notebooks and pencils and something nice .7.  7.happened: one of the students interrupted me when I was asking  8.them to think about their family members and think about what  9.emotion they would have in the moment. The student said “  10.Cami, Cami, ya casi te entiendo todo lo que dices, solo hay  11.algunas palabras que no”.While they were writing, some of  12.them were talking with their partners. Then, when the time  13.finished, I asked them to voluntarily share their answers. Four  14.students participated.  15.After this activity, I asked them to tell me some words related  16.to family members, some of them said “father”, “mother”,  17.“sister” and “brother”, with this I introduced the topic and I  18.showed them a video to review family members vocabulary.  19.While they were watching the video, they were in silence and  20.most of them were paying attention to the video, sometimes  21.they tried to repeat the words on the video.  22.After watching the video, I gave each one of the students a  23.piece of paper, where there were different questions about their  24.family. It was a “Family card” .I asked some of the students to  25.help me to read aloud the questions and I wrote them on the  26.whiteboard. There, I explained in a simple way the use of  27.question words. The students were participating in a very good  28.way. After reviewing the question word, they were asked to  29.complete their family card. While doing this, several students  30.called me to explain the questions again.  31.When they finished, I put relaxing music and asked students to  32.imagine their families, then I gave them another piece of paper  33.in which they needed to write a family member, the emotions  34.that she/he felt most of the time and the possible reason for that  35.feeling. Students seemed to be relaxed and most of them  36.completed the exercise. It was 11:25 am when they finished, so  37.the last activity was not carried out.  38.The classes finished at 11:29 am, they took their bags and  39.materials and said goodbye.</p>	<p>1.Regarding the environment of the class, it was calm,  2.sometimes there were students laughing or speaking but most  3.of the time it was under control.  4.First, the students seemed to be interested in the class, they  5.were attentive to the questions that I asked and participated at  6.the same time.  7.Second, during the class, it was possible to identify that the  8.students could understand several commands and instructions  9.in English, since they did not ask for translation to Spanish,  10.however, it was necessary to repeat more than once.  11.Third, with relation to the questions about vocabulary of  12.family members, there I could realize some of them  13.remembered some words such as “father”, “mother”,  14.“sister”, “brother”, it is very important, however, they are the  15.most common words in English, so it could be interesting if  16.they can expand their vocabulary.  17.Fourth, the students showed a deeper attention when the  18.video was reproduced, it can be due to the current  19.technological society in which they are immersed, thus,  20.videos can be a good resource to use during the classes.  21.Fifth, the students demonstrated to feel relaxed when they  22.listened to music; similar to the use of the videos, it can be  23.considered as a good strategy to manage the group and help  24.them to expand their imagination.  25.Sixth, With the explanation of some of the question words, it  26.could be evidenced that there was confusion among some  27.of them, for example, students confused the word “Who” and  28.“How”, also, they seemed to be confused with the use of  29.“What” in different sentences. Therefore, it is necessary to  30.look for another class to clarify those doubts.  31.Finally, students appeared to be overthinking about their  32.family relative’s emotions and the causes of those emotions,  33.sometimes they said, “pero yo como voy a saber”, and some  34.minutes later wrote an answer. It seems to be important,  35.since  36.they start thinking about the other person, start to develop  37.empathy and stop conceiving the world as a place where  38.they are the center. Maybe it would not change a lot, but it is  39.the first approach to the constructions of healthy  interpersonal relationships.</p>

*Annex 6. Students' semi-structured interview ( First and second Cycle)*

Students' semi-structured interview ( First cycle)	
<b>Date:</b> November 22nd, 2023	<b>School:</b> IED Gonzalo Arango
<b>Interviewer:</b> Aura Camila Urbano	<b>Group:</b> 302
Interview	
<p><b>1. ¿Qué piensas sobre el proyecto de Camila?, ¿te ha gustado?, ¿no te ha gustado?</b>  <b>S1.</b> La verdad si me ha gustado, pero lo único que no me gusta es que aveces mis compañeros no le prestan atención, pero para mi la clase de Camila si me gusta mucho.  <b>S2.</b> Pues me gusta mucho, bastante, son muy chéveres las clases de Camila, me gusta muchísimo el inglés, más que lo que no me gusta es que no me duerma a veces. Problemitas.  <b>S3.</b> que podría ser algo divertido aprender más.</p> <p><b>2. ¿Te han gustado las actividades que se han desarrollado?</b>  <b>S1.</b> Eh, si, porque son muy divertidas, eh, ella también nos ha enseñado, no solo todo es juego, porque también tenemos que aprender inglés porque es muy importante para nuestra vida.  <b>S2.</b> No, no me gustan, me encantan, porque a mi me gusta muchísimo el inglés, es una de mis clases favoritas.  <b>S3.</b> Sí, porque aprendo, trabajo en clase.</p> <p><b>3. ¿Hay algo que no te haya gustado?</b>  <b>S1.</b> No.  <b>S2.</b> Pues la verdad no, a mi me gustan todas las actividades.  <b>S3.</b> No.</p> <p><b>4. ¿Sientes que has aprendido inglés?</b>  <b>S1.</b> Si porque ella nos ha enseñado muy detalladamente, solo nos ha repetido dos veces, a veces cuando los demás niños no prestan atención, no puede repetir.  <b>S2.</b> Muchísimo.  <b>S3.</b> Sí, con las emociones.</p> <p><b>5. ¿Alguna vez habías trabajado sobre las emociones en clase?</b>  <b>S1.</b> Si, pero a veces era con la profe, pero en español hasta que llegó Camila y nos comenzó a enseñar Inglés y también nos comenzó a enseñar las emociones y eso.  <b>S2.</b> Con mi profe, una vez, antes de que camila llegara.  <b>S3.</b> No, nunca en inglés.</p> <p><b>6. ¿Crees que es importante hablar sobre las emociones y por qué?</b>  <b>S1.</b> Si, es importante, porque, o sea, las emociones nos conllevan por todo el cuerpo, si no tuviéramos emociones, o sea, no pudiéramos hacer nada.  <b>S2.</b> Pues, si, si, si, si, porque nos ayuda a controlarnos.  <b>S3.</b> Sí, porque podremos saber cómo se siente uno y el otro.</p>	

*Annex 7. Students' semi-structured interview ( Third cycle)*

Students' semi-structured interview ( Second and third cycles)	
<b>Date:</b> April 25th, 2024	<b>School:</b> IED Gonzalo Arango
<b>Interviewer:</b> Aura Camila Urbano	<b>Group:</b> 402
Interview	
<ol style="list-style-type: none"> <li>1. <b>¿ Qué piensas sobre el proyecto de Camila?, ¿te ha gustado?, ¿no te ha gustado?</b>  <b>S5.</b> Que es una hora muy divertida para aprender y divertirnos en clase.  <b>S6.</b> Es muy chévere, ella nos enseña y tiene muy buen vocabulario.</li> <li>2. <b>¿Te han gustado las actividades que se han desarrollado?</b>  <b>S5.</b> Sí, porque Camila enseña muy bien y tiene muy buen carácter para enseñar.  <b>S6.</b> Sí, porque podemos aprender más inglés de forma divertida y educativa.</li> <li>3. <b>¿Hay algo que no te haya gustado?</b>  <b>S5.</b> No, todo me ha gustado porque pues es divertido y nos enseña mucho.  <b>S6.</b> No.</li> <li>4. <b>¿Sientes que has aprendido inglés?</b>  <b>S5.</b> Sí, porque Camila enseña muy bien y tiene muy buen carácter para enseñar.  <b>S6.</b> Sí, porque podemos aprender más inglés de forma divertida y educativa.</li> <li>5. <b>¿Alguna vez habías trabajado sobre las emociones en clase?</b>  <b>S5.</b> Sí, pero no en inglés sino en español.  <b>S6.</b> No.</li> <li>6. <b>¿Crees que es importante hablar sobre las emociones y por qué?</b>  <b>S5.</b> Sí, porque así se pueden expresar las personas.  <b>S6.</b> Sí, porque podemos expresarnos y podemos aprender a manejarlas.</li> <li>7. <b>¿Qué has aprendido sobre las emociones con Camila?</b>  <b>S5.</b> Que tenemos que respetar las emociones de cada uno de nuestros compañeros.  <b>S6.</b> A manejarlas.</li> <li>8. <b>Vamos a suponer que un compañero tuyo está triste y está llorando en el salón, ¿ Cómo actuarías frente a esa situación?</b>  <b>S6.</b> Lo consolaría y lo llevaría a un lugar donde se calmara, donde yo le pudiera hablar, que se sienta bien, que, que , que siga adelante porque cualquier persona se puede sentir mal.  <b>¿Está mal sentirse triste, amargado, enojado? S6.</b> No porque es una cosa normal, es algo que todos sentimos, entonces no, no es malo.</li> </ol>	

*Annex 8. Teacher's semi-structured interview ( Third cycle)*

<b>Second teacher's interview (Third cycle)</b>	
<b>Date: April 10th, 2024</b>	<b>Place: I.E.D Gonzalo Arango</b>
<b>Interviewer: pre-service-teacher</b>	<b>Interviewee: Headteacher</b>
<b>Grade in charge: 302</b>	<b>Length: 15 minutes</b>
<b>Question</b>	<b>Answer -transcription</b>
1.¿Cuál ha sido su percepción sobre el proyecto realizado por Camila?	Bueno, primero darle un agradecimiento a Camila por acompañar el proceso de enseñanza del inglés en primaria, creo que no no es fácil el asumir la primaria como como docente en términos por ejemplo de enseñar por la diversidad que hay, también pues se encuentra un nuevo reto que es la inclusión, entonces también el poder orientar a los estudiantes que tienen algún tipo de discapacidad o diagnóstico no es fácil. Camila es una docente en formación, pero vi muchas capacidades y pues se nota bastante la formación que recibe de la universidad pedagógica, es una persona muy responsable, que en cada actividad que realizó se vio su compromiso el interés, el asumir pues los retos que se presentaban en cada espacio de clase con los estudiantes, tratando de solucionar, tratando de acompañar. Resalto siempre la paciencia que tuvo con los estudiantes, el acompañamiento permanente en términos de saberes explicar, saberles llegar a cada uno de los estudiantes, son 35 estudiantes habían, tres estudiantes diagnosticados que están en proceso de inclusión cognitivo leve y pues un estudiante que tiene que tener una situación de diagnósticos psicosocial y que tiene bastante dificultad en la gestión de sus emociones, entonces pues llegar a un aula con esta diversidad no es fácil y pues siempre encontré en Camila como la disposición de acompañarlos, de buscar estrategias para saberles llegar con relación por ejemplo al ritmo de trabajo, a los espacios que realizaste, a las actividades que desarrollaba en cada encuentro que tenía con ellos, pues el proyecto que ella plantea me parece muy valioso y muy importante como lo percibí. Resaltar un poco esa apuesta que ella tiene porque pues asume un acompañamiento y pues es la experiencia de poder ayudar también a los estudiantes, orientarlos con el trabajo de las ,emociones creo que es algo sobre la inteligencia emocional entonces me parece espectacular la propuesta que ella desarrolló esos acercamientos y esas estrategias que trabajo en los estudiantes. Entonces, me parece un proyecto muy potente, con unos inicios muy importantes y desarrollo que ojalá ya en algún momento también los puedan socializar, no sé si en la institución o de manera particular en el grado en el que se trabajó, tal vez con los padres de familia. Ellos sabían que Camila estaba acompañando un poco este proceso de acompañamiento del inglés en los estudiantes y pues que tenía este plus de trabajar las emociones con ellos, desde el área de inglés, entonces me parece que es un proyecto que tiene muchos, muchos, muchos, cómo se dice...,potencias, para trabajar desde diferentes grados. Habría que mirar porque no conozco mucho desde que metodología ya lo está haciendo, como cuáles son las apuestas o categorías que ella está trabajando en los estudiantes, eso no tuve mucho conocimiento de esa parte, solo vi como la parte práctica en cuanto a las actividades en cuanto lo que veía de los temas entonces me parece que es una propuesta que se puede llevar a cabo y trabajar en diferentes grados y rescatable pues que sea desde el área de inglés y que sea la primaria donde están las bases en donde los estudiantes pues inician todo su proceso de desarrollo emocional desde donde lo trabaja Camila desde la primaria. -
2.Durante el proyecto	Sí muchísimas , eh, ss evidente cuando el maestro tiene formación en este caso en un área específica como es el inglés, pues hay un dominio de todo con relación a habilidades a la formación que se le da la universidad, pues no conozco mucho sobre cuál es la formación en el inglés, yo hablo de algunas habilidades como el listening, el speaking , la gramática, pero sé que la formación en esta área pues tiene

<p>realizado por mí, ¿ has visto alguna mejoría frente al manejo del inglés de los estudiantes?</p>	<p>muchas cosas más que desconozco. Entonces, eh, pues los estudiantes avanzaron bastante. Primero, eh, pues en la percepción y en el listening y la escucha, ya conocían y entendían los comandos o las orientaciones que daba Camila para hacer las actividades en inglés, eh, reconocieron el vocabulario de las emociones en inglés, eh, también pues el poder el haber podido integrar las emociones con los temas del área, entonces también creo que fue una un gran elemento importante para ellos en el inglés, porque ellos también ya no temían hablar, sí, o equivocarse al hablar, porque yo como maestra no podía expresar las orientaciones en inglés cómo lo hacía Camila, entonces es muy rescatable que el oído de los estudiantes se fue adaptando a la escucha del inglés, de lo que expresaba Camila en cada espacio de intervención que tuvo, entonces hubo un gran avance en esa parte, en querer el inglés, también, creía yo, en el querer esta lengua, porque muchas veces los estudiantes o a veces veces los maestros cometíamos el error, aunque yo pues no lo hice, pero sí vi algunas prácticas también de hacer gramática, no, entonces hacer planas, escribir cinco veces la palabra pero más allá, yo veo que la importancia del inglés está en el escuchar, en los comandos, en que haya un gusto por esta lengua, entonces, vi un cambio y un gusto de los estudiantes por el área del inglés, no era feo llegar y tener inglés, sino que chévere tenemos inglés, entonces fue muy rescatable pues la actitud de mejoría de los estudiantes en cuanto al conocimiento, al gusto por el área, a encontrar otra manera diferente de que les explicaran el inglés, de escuchar otra voz, otras estrategias y otras metodologías, entonces hubo una gran mejoría en esa parte, creo que se deja una huella importante que ojalá pues este año que estamos trabajando se siga, pues fortaleciendo, porque, agradezco mucho pues también la asistencia de los estudiantes de la pedagógica y especialmente en este caso de Camila, de que estén acompañando y principalmente la primaria. Yo rescato mucho esto, porque muchas veces los maestros en formación a veces intervienen en bachillerato y muy pocas veces se ve en el preescolar en la primaria y pues resaltar esa valentía de haberlo asumido desde grado tercero, entonces me parece que los resultados se van viendo o sea se vieron poco a poco con la intervención que se hizo desde el primer día y con la participación permanente en las intervenciones que se hizo por parte de Camila.</p>
<p>3. Durante el proyecto realizado por mí, ¿ has visto alguna mejoría frente al reconocimiento y canalización de emociones de los estudiantes?</p>	<p>Una mejoría frente al reconocimiento y canalización de las emociones de los estudiantes, el que hayan podido tener este espacio a partir del inglés en reconocer las emociones, en poder empezar a hacer como otro trabajo no solo personal sino intrapersonal con los compañeros, pues ayudó bastante en la parte de convivencial, por que, tengo un grupo que es muy complejo en la parte porque no hay un poco de cuidado al lastimar al otro compañero con palabras, con gestos. Entonces, a veces se trata de pasar por encima del otro con agresiones verbales y físicas. Entonces, permanentemente se veía bastante conflicto en los estudiantes. Veo que al realizar el trabajo que realizó Camila con la parte de las emociones, pues los chicos primero avanzaron un poco más de forma personal en la autorregulación de sus emociones, especialmente Javier que es el estudiante que nombraba anteriormente que tiene una discapacidad psicossocial y que está nombrado en la gestión emocional principalmente, tiene algunos aspectos, o sí, aspectos sobre el espectro del autismo, pero pues no está diagnosticado, pero sí tiene una situación sobre la gestión emocional, digamos que le permitió un poco empezar a autorregular sus emociones y la autorregulación de cada uno de los estudiantes porque pues ya reconocían algunas de esas emociones que se trabajaron con Camila y pues sabían que de alguna manera no podían aflorar estas emociones sin tener como una regulación o una canalización de cómo poder abordarlas. Entonces, yo nombraba mucho la rabia porque es el que más se mantiene, y pues que cuando alguien estaba enojado se desquitaba con el otro pegándole y diciendo cosas feas, entonces había estrategias ahora de poder controlar un poco la emoción, no desquitándome con los demás. Usualmente, pues en la parte de la motivación, porque para ellos era muy chévere tener la clase de inglés, trabajar sobre las emociones en esta área, entonces creo que la motivación estuvo permanente de forma personal y en el grupo en general, y otro aspecto importante que vi fue como el acercamiento a la empatía, ¿no?, yo les decía a ellos y reflexionamos en las actividades que ella hacía, por ejemplo, qué le enojaba, qué le ponía triste y el escuchar que otro compañero decía “me pone triste cuando Javier me dice por ejemplo, negro”, “me pone triste cuando no me dejan jugar mis compañeros”, “me pone triste o me enoja cuando mis compañeros cojen mis cosas sin permiso”, entonces, creo que en algunas de esas acciones o en la convivencia empezó a verse un poco la cercanía, la cercanía a la empatía, a pesar de que de pronto el desarrollo de los estudiantes en su edad le es difícil todavía leer un poco al otro, de cómo se siente, pero se inició un acercamiento a esa parte de la empatía y también pues un poco a la mejora de la capacidad de relacionarse con el otro. Entonces, el poder respetar y el respetarse entre ellos, el respetar al otro, el estar más pendiente de cómo se siente el otro compañero, entonces hubo más avances en esa parte en las relaciones sociales de manera más asertiva y pacífica, no usando la violencia entonces creo que eso, hubo avances en esta parte importante de los aspectos que acabo de nombrar.</p>
<p>4. ¿ Cómo considera que ha sido la respuesta</p>	<p>Bueno, pienso que los estudiantes han tenido una percepción positiva con relación a lo que Camila ha desarrollado, en qué términos lo positivo: la motivación, en el interés por participar, por estar atentos en lo que se propone en cada espacio de encuentro con Camila, en que esto ha trascendido no solo en el área de inglés sino también como lo decía antes en la parte convivencial, en la parte de la relación que se encuentran en espacios diferentes al salón, por ejemplo en los descansos. Entonces, ha sido muy muy importante y de resaltar pues que los estudiantes valoran bastante el espacio de encuentro con Camila, ya que pues se dan varios elementos importantes para trabajar con ellos, como lo es el conocimiento desde la parte de sus emociones, el, el poder ser más, como encaminándose un poco a reconocer también en</p>

<p>de los estudiantes frente a las actividades propuestas?</p>	<p>el otro esas emociones, de identificar por ejemplo qué le genera alegría a algunos compañeros, qué le genera tristeza, qué les molesta. Entonces, a partir de estos reconocimientos, creo que en los estudiantes pues asistió la motivación de poder conocerse unos a otros, de conocerse a sí mismos también, entonces, ha sido muy importante pues para los estudiantes contar con este espacio, eh, bueno esto es del lado de las emociones. En cuanto a lo que yo había nombrado antes, un poco de su autorregulación, de su conocimiento de sí mismo y del otro desde lo emocional, y pues desde el área como tal del inglés en términos de pues, de los avances en habilidades, por ejemplo al hablar, al escuchar, digamos como en la gramática en escribir, eh, veo muchos avances en los estudiantes, especialmente, o una respuesta grande de los estudiantes es perderle el miedo, como el, el quitar el temor al inglés. Antes como que se veía un poco esta parte de que yo no puedo pronunciar, habían varios estudiantes que decían profe, es que no me gusta el inglés, profe, es que yo no puedo pronunciar. Entonces, ellos siempre los motivaba primero desde mi área, o bueno, desde el espacio que yo hacía de intervención o que hago intervención es a perderle el miedo al inglés, porque tal vez en algún momento yo también lo sentía y me identificaba con ellos, pero pues, eh, la motivación es esa, o la motivación fue esa, perder el miedo al inglés, entonces, pues camila con la intervención que ha tenido en las diferentes actividades ha generado confianza en los estudiantes de poder arriesgarse a hablar sin ser ridiculizados por los otros, tonces ahí también se ve la respuesta un poco de la parte de las emociones, en el respeto con el otro así me equivoque, así me de pena, así esté enojado y de pronto me equivoqué nuevamente, pues trato de o cuando está enojado, pues saber que requiere unos tiempos para poder volverse acercarse a hablarle o buscar una estrategia para calmarse, entonces en todo este sentido del área, eh, en esas habilidades de la escucha del hablar, entonces, se ha visto mucha fortalezas porque ellos se arriesgan a hacerlo, no les da miedo, no les da pena hacerlo, entonces ha sido muy positiva esta parte, entonces creo que la motivación ha estado siempre presente, el interés por aprender de los estudiantes también, el sentir como una confianza y tranquilidad de que, eh, pues Camila los escucha, no los juzga, eh, les corrige con cariño, entonces también esto es importante el que ya haya mostrado la posibilidad de trabajar en inglés de otra manera, entonces también es fundamental.</p>
<p>5. ¿Tienes algún otro comentario, sugerencia o recomendación?</p>	<p>La primera recomendación sería pues que Camila se siga manteniendo en el interés de trabajar la inteligencia emocional en los estudiantes, pensaría que es importante que se siga indagando en la básica primaria. Una sugerencia también podría ser el que ella pueda socializar su experiencia, de escucharla a ella como maestra en formación sería importante, su percepción sobre su práctica, sobre los resultados que arrojaron la investigación que hizo su proyecto. Digamos, también y escuchar un poco si fue para ella fácil poder relacionar la inteligencia emocional con el inglés, digamos que yo nunca tuve la posibilidad de escucharla sobre esta parte, me parece que es fundamental porque a veces los maestros pues nos centramos solamente como en la parte curricular y veo una potencia muy fuerte en el proyecto con hacer un trabajo interdisciplinario, que se siga fortaleciendo pues la inteligencia emocional desde el área de inglés, no sé si es de una metodología, desde estrategias. Que no se queden la experiencia de ella guardada, sino que ya la pueda socializar en la institución o en básica primaria, o con las docentes que estuvimos cerca un poco para conocer un poco cuál fue la experiencia, digamos(...), como las fortalezas que encontró, cuáles serían como las metas a trabajar más adelante, sería también fundamental poder proponerla en preescolar o en los primeros grados de primero y segundo, pues como para que haya un hilo conductor de trabajo y en cada año, cada grado tenga la posibilidad de trabajar un aspecto, no sé, y se pueda seguir como prologando pues para que haya un fortalecimiento de la inteligencia emocional en este momento en la escuela, porque de lo que he evidenciado y que hubo una mejoría fue, pues en la forma en que los estudiantes tramitaban sus emociones, en la forma de la resolución de conflicto, en el reconocimiento de sus emociones sin negárselas a vivir, ya que a veces en las casas o las familias como lo nombraron en algún momento, eh, pues pues negaban a los estudiantes poder sentir la emoción o pensar que el tener la rabia era malo, entonces, creo que una apuesta que desarrolló Camila fue el demostrar que todas las emociones se pueden vivir, se deben de conocer, no se debe negar y, pues digamos que ahí está un poco también con relación pues a la autorregulación y autocontrol que uno debe tener, pues con respecto al proceso de las emociones, el que la motivación siempre estuvo permanente y un poco pues que yo rescato también es la empatía que los estudiantes de grado tercero lograron, cómo empezar a comprender un poco qué es colocar el zapato del otro, sentir de pronto lo que siente el otro, o cómo yo me puedo sentir si alguien me hace algo que me genera daño, molestia. Entonces, pues la sugerencia es a que permanezcan también acompañando el colegio Gonzalo Arango a través de los maestros de formación, pues porque traen muchas cosas enriquecedoras en términos de lo pedagógico, de lo didáctico, pues en este caso especialmente en el inglés que ayudan y oxigenan bastante las prácticas pedagógicas, así como también todo el tiempo con los estudiantes, en hacerse preguntas, en cuestionarse. Entonces, es una invitación que nos ha hecho Camila en este caso a mí de forma personal, a reflexionar sobre mi práctica pedagógica, a repensarme otras formas de enseñar, a darle lugar a otras cosas que no sea solo las temáticas curriculares por parte de los estudiantes y pues felicitar a Camila por el reto que asumió y lo hizo de manera muy comprometida y responsable.</p>

Annex 9. Second questionnaire (End of the second cycle)

IED: GONZALO ARANGO

TEACHER: Yomaira Muñoz

PRE-SERVICE TEACHER: Camila Urbano

Nombre: [REDACTED]      Date: 11/02/2024

Answer the next questions:

1. ¿Cómo te han parecido las actividades que se han desarrollado en el proyecto sobre las emociones?

Genial y increíble super divertido y Emocionante

2. ¿Cuál ha sido la actividad favorita?

Cuando abrimos todas las emociones para expresarnos

3. ¿Qué has aprendido en el estudio que se ha desarrollado con Camila?

Aprendido yo inglés como utilizar las emociones

4. ¿Por qué es importante conocer nuestras emociones?

Para poder controlarlas aprender a usarlas a adecuada parte

5. ¿Por qué es importante conocer las emociones de los compañeros?

Para saber sus sentimientos y su estado

6. ¿Te parece importante aprender inglés?

Si para poder viajar a Inglaterra o países ingleses

7. ¿Sentiste que has aprendido inglés durante este proyecto? ¿Qué has aprendido?

Si se pudo aprender inglés y aprendi sobre las Emociones

*Annex 10. Recording - Students participation*

Recording transcription (class carried out on May 7th, 2024)		
Observer's name: Aura Camila Urbano	School: IED Gonzalo Arango	Group:402
Transcriptions	Comments	
<p><b>Recording # 1 .</b></p> <p><b>1.Teacher:</b> Give me, give me some  <b>2.examples of emotions, give me some</b>  <b>3.examples of emotions, angry, for example,</b>  <b>4.what else?</b>  <b>5.Group 402.</b> Happy  <b>6.Teacher:</b> Happy, what else?  <b>7.Group 402.</b> Sad  <b>8.Teacher:</b> Sad, good.  <b>9.Group 402.</b>Hungry  <b>10.Teacher:</b> Hungry  <b>11.Group 402.</b> Bored  <b>12.Teacher:</b> Bored  <b>13.Group 402.</b> Tired  <b>14.Teacher:</b> Tired, good.  <b>15.Group 402.</b> Surprised.  <b>16.Teacher:</b> Surprised.  <b>17.Group 402.</b> Stressed.  <b>18.Teacher:</b> Stressed  <b>19.Group 402.:</b> In love.  <b>20.Teacher:</b> Stressed, In love, good!</p>	<p><b>Recording # 1.</b></p> <p><b>1.</b>The teacher is asking the students to  <b>2.</b>review some vocabulary related to  <b>3.</b>emotions because they are going to  <b>4.</b>start a new topic.  <b>5.</b>When the teacher asks them for the  <b>6.</b>first time to start saying different  <b>7.</b>emotions, they are in silence, then,  <b>8.</b>the teacher repeats the statement,  <b>9.</b>“give me some examples of  <b>10.</b>emotions” and she gives the first  <b>11.</b>example: “angry, for example, what  <b>12.</b>else?” the students understand the  <b>13.</b>question and more emotional words  <b>14.</b>appear from their voices. It is kind  <b>15.</b>of difficult to identify the student  <b>16.</b>that is talking, because most of  <b>17.</b>them are talking at the same time.  <b>18.</b>However, it allows me to be aware  <b>19.</b>of their capacity to recognize  <b>20.</b>vocabulary and complete phrases in  <b>21.</b>English, without using Spanish.</p>	

*Annex 11. Recording - Reading a letter*

Recording transcription (class carried out on May 28th, 2024)		
Observer's name: Aura Camila Urbano	School: IED Gonzalo Arango	Group:402
Transcriptions	Comments	
<p><b>Recording # 2</b></p> <p><b>1.Student:</b> (...and yes, I am not the best sister  <b>2.but I forgive you yes, and sometimes I don't</b>  <b>3.behave well and "y" forgive you for</b>  <b>4.everything what I have put you, sorry and</b>  <b>5.thank you, love you".</b>  <b>6.Teacher:</b> Ok, very...</p>	<p><b>Recording #2.</b></p> <p><b>1.</b>The student was reading a letter that  <b>2.</b>she had written to her sister. At the  <b>3.</b>beginning, she seemed to be nervous,  <b>4.</b>but then, their partners and the  <b>5.</b>pre-service teacher told her  <b>6.</b>encouraging words, such as " You  <b>7.</b>can do it, come on". The student  <b>8.</b>started to read her letter, there were  <b>9.</b>some mistakes in terms of  <b>10.</b>pronunciation and she also forgot to  <b>11.</b>say some of the words, but she did  <b>12.</b>it very well. It was the first time she  <b>13.</b> read a long text in English.</p>	

12. Student's artifacts

Students' artifacts

My Emotions Journal ( Lesson plan # 4. October 6th, 2023)

The box of beautiful thoughts ( Lesson plan # 12. May 28th, 2024).

Self-esteem phrases ( Lesson plan # 12. May 28th, 2024).



Annex 13 . Consent form

	<b>FORMATO</b>		
	<b>AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD</b> Resolución 767 de 18 de junio 2018		
<b>FOR009GSI</b>	<b>Fecha de Aprobación: 18-06-2018</b>	<b>Versión: 01</b>	<b>Página 2 de 2</b>

**AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD**

Ciudad y fecha: \_\_\_\_\_  
 Yo, \_\_\_\_\_, identificado con C.C.  C.E.  No. \_\_\_\_\_ expedida en \_\_\_\_\_, representante legal del menor \_\_\_\_\_, identificado con T.I.  NUIP  No. \_\_\_\_\_ declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web [www.pedagogica.edu.co](http://www.pedagogica.edu.co), actuará como Responsable del tratamiento de mis datos personales<sup>1</sup>, necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles<sup>2</sup> y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: [quejasyreclamos@pedagogica.edu.co](mailto:quejasyreclamos@pedagogica.edu.co)

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la **UPN** para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

\_\_\_\_\_ **FIRMA**

**Nombre:** \_\_\_\_\_

**Identificación:** \_\_\_\_\_

<sup>1</sup> La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

<sup>2</sup> Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promueva intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

## Annex 14. Lesson plan class 10

### Lesson plan # 10: Saying hello to the real world.

Lesson plan 10	Session: 18 & 19	Time: 105 minutes 09:45 am to 11: 30 am
Grade: 402	Institution: IED Gonzalo Arango	
Date: May 7th 2024 ( Tuesday )		
Pre-service Teacher: Aura Camila Urbano		
<p>Research Question: What is the impact of implementing a set of situated learning activities on the development of emotional intelligence as well as EFL skills in a third grade at a public school in Bogotá ?</p>		
Language Contents:		
<ul style="list-style-type: none"> <li>• Basic verbs review.</li> <li>• Use of the expression, “What would you do if ...”</li> </ul>		
Objectives:		
<ul style="list-style-type: none"> <li>• To practice the use of “what would you do if ...? in hypothetical situations.</li> <li>• To explore the ways we can lead and act towards real situations that can be faced outside in the world.</li> </ul>		
Procedures:		
15 minutes	<ul style="list-style-type: none"> <li>• Greetings and welcome to the class.</li> </ul> <p>Warming Up:</p> <ul style="list-style-type: none"> <li>• Questions of the day: <ul style="list-style-type: none"> <li>- The teacher will ask students what they remember about emotions.</li> <li>- Then, she will say that now they are going to go beyond, and think about the world outside.</li> <li>- The teacher will ask the students to think about situations in the world that cause them positive and negative emotions.</li> <li>- The teacher will ask them how they act when those situations happen.</li> </ul> </li> </ul>	
30 minutes	<p>Time to learn:</p> <ul style="list-style-type: none"> <li>• After answering the questions, the teacher will show a short video, [See annex 1], where there are some emotional intelligence features we need to take into account. The teacher will reproduce the video, then, she will ask students to help her to read some lines, there will be an explanation and time for questions.</li> </ul>	
25 minutes	<p>Time to play and sharing</p> <ul style="list-style-type: none"> <li>• The teacher will create pairs, and she is going to give each pair several pieces of paper [See annex 2]. There will be different letters, and they need to try to organize the word that is related to the video. The first group will be the winner, and they have the opportunity of asking another group to say what they understand by that word, and if it is possible, there will be an example for each word.</li> </ul> <p>The words are:</p> <ul style="list-style-type: none"> <li>- Intelligence</li> <li>- Emotions</li> <li>- Self-Aware</li> <li>- Empathise</li> </ul>	

	<ul style="list-style-type: none"> <li>- Beliefs</li> <li>- Listen</li> <li>- Responsibility</li> <li>- Body language</li> <li>- Interaction</li> </ul>
35 minutes	<p>Time to practice</p> <ul style="list-style-type: none"> <li>• Role playing <ul style="list-style-type: none"> <li>- The teacher is going to organize different groups, then, she is going to assign a topic or “real world situation “ to each one of the groups.</li> <li>Each group needs to think about two different ways of facing that situation (What would you do if ... )and they are going to act in front of their partners, then, there will be a reflection and discussion about the ways of facing the situation.</li> <li>The situations are: <ul style="list-style-type: none"> <li>- Your brother/ sister / mother is angry and you don’t know why.</li> <li>- There is something you don’t like and you are in silence.</li> <li>- The teacher gives you a wrong grade.</li> <li>- A person in the street feet your dog.</li> <li>- Your friend says she/he doesn’t want to continue being your friend.</li> <li>- You have a lot of homework to do.</li> <li>- There is a long queue at the grocery store.</li> <li>- There is a kid that is bothering you on the street.</li> </ul> </li> </ul> </li> </ul>

Annexes:

Annex 1: [Emotional intelligence Video](#)

<https://www.youtube.com/watch?v=n9h8fG1DKhA&t=149s>

Annex 2: [Papers for the activity](#)

Intelligence	Emotions	Self-Aware	Empathise	Beliefs	Listen
Responsibility	Body language	Interaction	Decision	Intelligence	Emotions
Self-Aware	Empathise	Beliefs	Listen	Responsibility	Body language
Interaction	Decision	Intelligence	Emotions	Self-Aware	Empathise
Beliefs	Listen	Responsibility	Body language	Interaction	Decision
Responsibility	Emotions	Decision	Body language	Beliefs	Empathise