

**Lights, Tasks, and Emotions: Short Films as a Path to Emotional Intelligence
Development in an EFL Environment**

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Abstract

This qualitative action research study aimed to analyze the use of Short Films through the reinforcement of Emotional Intelligence while Task-Based Learning activities were implemented in an English as a Foreign Language environment. This research project emerged from the observation process in which students did not interact with peers, demonstrated lack of autonomy in classes, and relied on their devices and technological resources to solve tasks. The following document includes Short Films to explore different stages of Emotional Intelligence Development and embrace students' emotions while learning the target language. The results showed an effective change in students' development in English and their management of emotions after this process.

Keywords: *Short Films, Task-Based Learning, Emotional Intelligence, English as Foreign Language.*

Resumen

La presente investigación cualitativa tuvo como objetivo el analizar los cortometrajes y su uso mientras se implementaba el aprendizaje por actividades guiadas, buscando el apoyo a los estudiantes en su desarrollo en inteligencia emocional en un espacio de inglés como idioma extranjero. Esta investigación emergió por las observaciones de clases en las cuales los estudiantes no interactuaban con sus compañeros, demostrando una falta de autonomía en clases y dependían de sus aparatos electrónicos y otros recursos para solucionar sus problemas. A partir de esto, el siguiente documento incluye los cortometrajes para explorar los diferentes estados del desarrollo de la inteligencia emocional y realzar las emociones de los estudiantes mientras aprenden el idioma objetivo. Los resultados mostraron un cambio en el desarrollo de inglés y su manejo de las emociones después del proceso.

Palabras Clave: *Cortometraje, Aprendizaje por actividades guiadas, Inteligencia Emocional, inglés como lengua extranjera.*

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Chapter 1: Context and Statement of the Problem

This chapter explains the general data collected at the Guillermo Cano Isaza school. More specifically, information about the mission, vision, and curricular proposal for students within the educational environment. Additionally, it demonstrated the contextualization of students' behaviors in the classroom, as well as the results obtained from the diagnostic test, and presents their perspectives on English language learning. Besides, it explored how, during the observation classes, a problem emerged and needed to be addressed through an intervention process, which led to a research question with its corresponding objectives.

1.1 Contextualization

1.1.1 Local Context

When describing the school environment, several key aspects need to be mentioned. First, its location is Ciudad Bolívar, Meissen, neighborhood Tunjuelito. Which is a place recognized because of its characteristics of social vulnerability as an area with frequent public order disturbances. From an initial perspective, the sector has complexities regarding problems such as traffic and noise outside the institution, the pollution and trash around the area, and homelessness that sleep outside and near the school. Second, the Guillermo Cano Isaza school is situated next to a river filled with trash that emits strong odors, which is considered a cause of distraction and a motive to cancel classes to not expose students to possible diseases. Lastly, the security in the area where the school is located is very low, exposing both teachers and students to security issues.

1.1.2 Institutional Context

The Guillermo Cano Isaza school is recognized as an official institution that offers preschool, elementary, junior high, high school, and technical high school programs for both

children and teenagers. In addition, the curricular proposal promotes the development of academic, citizenship, technical, occupational, sports, artistic, and communication competencies. That is to fulfill the requirements of a globalized world and contribute to the needs of the generation of people who are studying and growing within the institution. Focusing on the changing quality of students' lifestyles that are essential for them, their families, the community, and the country.

For 10th-grade students, the educational curriculum aimed to promote various valuable strategies, such as reading texts to improve their writing skills and participating in oral exercises to express their opinions about controversial, scholarly, and labor-related themes, enhancing their learning processes successfully. Bearing these aspects in mind, the present research was considered essential to emphasize the use of Emotional Intelligence, producing and inspiring students into the human aspect of learning beyond traditional practices. Through the development of students' skills and addressing problems related to plagiarism and the lack of communication. Afterward, it looked for students' interests and helped them to learn. Allowing students to express themselves in the EFL environment through Task-Based Learning activities.

The mission of the school is to form individuals who can develop their labor competencies using various tools the institution provides to support them at each stage of their formative process. In this way, students can both solve problems and develop as they progress in their personal and professional lives. The school's vision is primarily focused on the growth and development of its students, as they utilize different resources to contribute to the community through their projects.

To conclude, the institution's PEI is focused on the Comunidad Guillermita, a life project that aims to guide students through adversity and problems, considering the

difficulties that the institution addresses. Moreover, the institution uses its issues as an opportunity to address them and turns those adversities into essential points to strengthen the Guillermo Cano Isaza school. For this reason, the school focuses on constructing different life projects for each participant, intending to convey the essence of human life.

1.2 Participants

The population observed was 10th graders with a total of 39 students, composed of 15 boys and 24 girls from the Guillermo Cano Isaza school. Also, their age range was between 14 and 18 years old, and their socioeconomic status fell within the first and second strata.

Regarding the observation classes, once the English class began, students were fighting because of an argument they had in a previous class, which created a tense environment where some were fighting, and others took advantage to play or went wild in the classroom (Field Diary #1). Students presented diverse behaviors in the classroom regarding communication with their peers. To start, the way they expressed to their classmates through mockery, either when they participated or when they made mistakes during tasks. It resulted in an absence of empathy among others and a demonstration of individualism, since they neither took into consideration other's feelings nor respected their contributions to the English learning environment. In fact, students' behaviors showed the importance they gave to the class and their learning processes, considering that at a certain point, they did not know how to solve their problems without being defensive, what seemed to be more than just a disciplinary issue.

Also, it was found that students tended to use their cell phones when they did not understand the topics explained in class. One example of this was when the teacher gave them a text where students had to answer some questions based on the reading. Still, students began to say that they did not understand the text and started using their translators to

facilitate their comprehension of the reading; the problem was that they translated the entire text instead of just the words they did not understand. Moreover, some students got connected to the institutional network to access their social media accounts; even though they developed their activities normally, it represented a distraction not only for them but also for their classmates.

Another observation in the classroom was that students were divided into groups. It made the learning process disruptive, since they were not interested in sharing their ideas with other classmates outside of their social circle. In addition, it represented a problem, given that students who ignored the teacher or their classmates were unable to understand that such behavior was either disrespectful or harmful to their educational process. They were not contributing to the creation of a healthy classroom, where everyone could share their ideas, perspectives, and feel that their peers respected them. Furthermore, it generated a lack of communication when students did not value others' opinions, which led to destructive behavior in students when they interacted with diverse opinions in other activities.

1.3 Diagnostic Test

To begin with, the diagnostic test ([Annex 1](#)) was created in consideration of the Basic Learning Rights (BLRs), as it was regarded as essential information that students must know for each course they are enrolled in. In this case, 10th-grade students were shown which abilities they should have had in listening, speaking, writing, and reading.

According to the BLRs (2016), students should be able to use general information from specific texts to provide opinions and different writings about topics of their choice (p. 27). However, in the writing section of the diagnostic test, students seemed to be very limited, because they did not find enough words to express their ideas. Their word repertoire was limited because most of them wrote only a few sentences, as reflected in their knowledge

about the image and text they had to write about. Indeed, some students proceeded to write in Spanish because they were unable to find a way to express themselves in English.

In the reading section of the diagnostic test, students appeared to be very confused because they did not understand the text, repeatedly questioning the teacher for clues to help them know what the reading was about. In addition, they also used their devices to translate text and understand it more effectively, as well as to convey their ideas from Spanish to English. It represented a problem since their actual grade; they should be at least capable of understanding and extracting central ideas from readings.

In the speaking section, students had to analyze an image of children decorating a Christmas tree and express what they were doing, considering that the BLR's students in 10th grade should be able to share their opinions naturally and coherently (2016, p. 28). However, students were unable to describe what was happening in the image. Students felt nervous when speaking in English, expressing their discomfort and stating that they did not tend to speak the language frequently.

The researcher selected an A1 audio about bullying in the school for students to answer three questions about what happened in the story that they heard. The audio was played three times to give them more opportunities to understand what the story was about. Nevertheless, some students could not grasp the key points of the story, while others struggled to write their answers correctly and opted to write a single word to encompass all that they understood.

Finally, the grammar section was brief because students had been learning about grammar since junior high school, even though a significant portion of the population struggled to identify the correct verb in a sentence during the diagnostic test. Most students

achieved two good results out of five. This indicated that their actual level of English was not at the expected level for 10th graders.

In conclusion, 10th-grade students of Guillermo Cano Isaza demonstrated a lack of confidence during the diagnostic test procedure. They showed nervousness and fear of grading, which led some of them to take the easy way out, while others did not even try to avoid wasting effort. These aspects caused the gap in their levels of English proficiency and made them face different challenges in the English language acquisition. For that reason, the present study looked further to develop their English skills both in academic settings and in social contexts to support continued emotional growth and reinforcement of their knowledge.

1.4 Statement of the Problem

Based on classroom observations, diagnostic test results, and questionnaire ([Annex 2](#)) responses, it was evident that tenth-grade students at Guillermo Cano Isaza School had difficulties with communicative competence, particularly in English speaking and writing. In addition, students showed low levels of interaction with their classmates, limited autonomy when completing tasks, and a tendency to rely excessively on digital translators and technological devices. These behaviors not only affected their language learning but also limited opportunities for collaborative work and emotional expression in the classroom. Moreover, the present research focused on Emotional Intelligence to help students manage their feelings while learning the target language, aiming to address the difficulties that could arise during their learning process.

It was fundamental for students to acquire the target language by learning how to communicate and express their emotions with others, thereby enhancing their skills, as Emotional Intelligence (EI) can universally contribute to academic success. In the same vein, (...) purported that more than one aspect of EI, namely stress management, intrapersonal, and

general mood competencies, could be practical in escalating success in education” (Taheri, Sadigh, Bagheri & Bavali, 2019, p.3). Likewise, it stimulates and enriches their ways of perceiving life, helping them to become fluid and congruent with their communication.

During the classroom observations, it was evident that even students with limited knowledge of the English language remained curious and interested in learning more. In addition, their responses to the questionnaire showed their enthusiasm for learning the language, as several students expressed that learning English could be helpful to them in workplace scenarios or vacations, because “English is a good tool to open doors for better opportunities.” (Field diary #1) Consequently, their desires aligned with the PEI of Guillermo Cano Isaza by building a solid future for each student, considering the difficulties and disadvantages they faced. Furthermore, it was a competence that scholars needed for their daily lives, both inside and outside the school, utilizing Emotional Intelligence to manage their academic and social affairs while learning to understand themselves through self-awareness and emotional self-care.

Furthermore, the questionnaire results demonstrated that students enjoyed more didactic classes since they captured their attention and made them feel connected to the progress they were making in the classroom. The use of new strategies in the classroom could help teachers establish a close relationship between students and the acquisition of the target language. For this reason, the way to answer students' needs will be using Short Films that make them see English from a non-traditional perspective, changing the mechanics that they are accustomed to, and wrapping them in a diverse way to learn English. Furthermore, they enhance their skills while working cooperatively with their classmates.

Ultimately, English in the classroom must be addressed for students to acquire new skills, but at the same time, it must also provide a new way for them to interact with and

understand diverse realities. According to this, the use of Emotional Intelligence played an essential role in the development of the English skills of students. In the classroom, shared emotional experiences not only shape group norms and expectations but also fuel cognitive engagement and academic growth, reminding us how students feel while learning deeply influences what they learn (Aitor Aritzeta et al., 2015). Emotional Intelligence is not just about feelings; it is about perceiving, understanding, and managing emotions to build stronger relationships, enhance self-awareness, and improve performance. While IQ opens doors, it is EI (emotional intelligence) that enables us to connect, lead, and thrive both personally and professionally (Durdu & Şahin, 2018). Hence, using Short Films in an academic environment would open a variety of perspectives for analysis and help scholars have a positive impact on society. Therefore, it was primordial to use both English and Short Films to foster students' understanding of reality itself and all its nuances, allowing them to develop their ways to communicate, connect, and understand themselves and others.

1.5 Rationale

It was essential that students continue acquiring the target language, in this case, English, since it is a globalized language that has become a mean of interaction with individuals worldwide. It offers a valuable way to access more professional opportunities. Moreover, acquiring a language can improve the quality of life, considering the range of possibilities it provides for bilingual people around the world.

Additionally, it was relevant to research in this field because for students the learning of Emotional Intelligence in education could be potential according to Coetzee and Jansen (2007) when students are met with EI in the classroom, they feel safe, respected, and empowered, opening the door to deeper learning, genuine connection, and meaningful participation. It was important because students would feel free and secure about themselves.

Through the implementation of Short Films in an EFL environment, it was possible to bring real situations and language for students beyond the academic structures and phrases because it provided real scenarios in which students were involved, while the language was used further than a formal style, and helped them to explore more meanings that were involved with their actual reality. The use of Short Films offered opportunities to develop their Emotional Intelligence, as they would be watching contexts where they could improve and analyze how the story conveyed hidden messages that connected with their emotions, helping them to go beyond what they knew and allowing them to connect with their emotional aspects. Then, through the impact that Short Films would have on scholars, they would feel motivated and ready to manifest their perspectives.

Thus, this source reinforced students' potential and provided a basis for guiding them to play a more effective role in various areas, such as school environment or their social spaces. Emotional Intelligence enhances emotional clarity and attention, allowing teachers and students to respond with greater empathy, balance, and presence, cultivating not only their well-being but also a more positive and connected classroom environment (Ledo et al., 2018). And it was important since Short Films allowed different interpretations for students, each one would create their perspective about what they understood, and it would create a new meaning once they shared with their classmates about their experiences, producing empathetic human beings who considered others' opinions and respected them. In addition, when students learn in clean, safe, and well-equipped environments, they would feel emotionally secure and motivated because the classroom itself conveys a message that they matter. Their growth is worth investing in (Coetzee & Jansen, 2007). It was important for the research problem since students needed new ways of learning that did not focus purely on technical English. Still, in a freer, more meaningful way of learning, which could make a difference in students' formative processes.

1.6 Research Question

What is the impact of using Short Films through Task-Based Learning activities on the development of Emotional Intelligence in an EFL environment?

1.7 General Objective

To analyze the influence of Short Films implemented through TBL in promoting Emotional Intelligence development in an EFL environment.

1.8 Specific Objectives

- o To describe the use of Short Films as a pedagogical tool to develop students' Emotional Intelligence.

- o To explore students' responses to Emotional Intelligence intervention in their English learning experience with Task-Based Learning.

Chapter 2:

Theoretical Framework and Literature Review

This section of the research incorporated a range of studies that provided valuable support, according to the missing incorporation of diverse sources, such as Emotional Intelligence, motivation in class, and technological devices as an advantage that helped students during their formation processes and reinforced the validity of the present research. Furthermore, it detailed specific theoretical categories that offered a deeper and more comprehensive understanding of the benefits of developing Emotional Intelligence in the EFL students' environment. These constructs highlighted the practical advantages and educational significance of the targeted competencies.

2.1 Literature Review

The literature review presented various studies that supported, criticized, analyzed, or considered the principal idea, which had a focus on using Short Films in the classroom or promoting Emotional Intelligence.

First, the research conducted by Karen Ruiz Cortes, called Fostering emotional intelligence through a practical dictionary of English idioms based on the American television sitcom 'Friends' in 2021, established that its principal objective was to create authentic and cultural material for students and teachers in informal spaces. Through the use of scenes from the series Friends as a tool, students would be able to reach the target language while they used informal expressions at the same time, and they developed a dictionary in the process to enhance their knowledge. This research was particularly suitable for the present project because it presented a different and instructive approach to implementing Emotional Intelligence in the classroom. Cortes's research unified Task-Based Learning for students to gain new language material. In contrast with the present study, the

objective was to reinforce students' previous knowledge, but it was indeed focused on Emotional Intelligence (2021). To finish Cortes' research used constructivism with eleven graders. In contrast, the present study was intended to help tenth graders strengthen and give them a new perspective through Emotional Intelligence. In contrast, communicative approach and Task-Based Learning were used to influence the way students learned from each other and how they found different views about the emotions of their classmates.

July Trisnani, Oikurema Purwanti, and Ali Mustofa said in their study project named *The use of animated short movie in teaching writing narrative text to facilitate students critical thinking skills for eight graders* in 2021 that they focused on the use of audiovisual methods because it was easy to catch students attention which simplified the process of learning a new language which they were not involved in. Besides, the researchers mentioned that "Teaching media is everything used to transfer information from sender to receiver. Teachers can generate new circumstances and create enjoyable classes by using the media" (Trisnani, Purwanti, & Mustofa, 2021, p. 3). For that reason, this research was convenient to the actual project because it aimed at the engagement of students in new practices that supported their learning processes. Nevertheless, the previous study was managed by scores to assess students' progress in learning critical thinking. Meanwhile, the present research focused on Emotional Intelligence to understand students' mindsets deeply and teach them properly by managing Task-Based Learning activities to consider their processes, but centered on the development of their emotions, not on the target language, mainly.

Now, the project that has managed a similar perspective, but with a different focus, was *Cortos sin cortos. A didactic sequence for the use of short films as an instrument to develop listening skills* by Angelica Maria Lopez Zambrano and Julian Sebastian Saldarriaga

Quirama in 2022. In this study, their principal objective was to use Short Films as a strategy to develop 5th graders' abilities in listening. According to the previous information, they aimed to have engaging material which would help students to use their communicative skills and to provoke interest in their learning processes. Considering this, the management of Short Films was addressed in a different way because listening skills were not the focal point in the present research. Also, bearing in mind the huge difference that existed between the two populations. Therefore, the present study aimed to awaken students' interests with the use of Short Films, which had a deep meaning, generating new processes for students at the Guillermo Cano Isaza. However, the suggestions the researchers applied were open to changes to be aligned with the requirements of the students to provide a humanistic education. For this reason, the use of new perspectives and tools can be added to increase the effectiveness of sequences that improve the students' environment.

By now, the research called *Emotional Intelligence in the English classroom*, conducted in 2020, used a non-experimental and descriptive cross-sectional method, since the author of the study wanted to be centered on the observation and results obtained from them. It had a focus on a qualitative approach to have a deep understanding of people's interactions, behaviors, and demonstrations during the development of the study. In fact, this research looked to transcend the new scope of the English class where the focus is on adapting technological and scientific challenges instead of the lack of Emotional Intelligence (Quishpe, 2020). This was an important aspect, considering that the principal idea of this study was to change traditional classrooms to provide a personal environment for students, where they could improve their abilities and learn the target language. This research helped bringing a broad vision of students learning improvement during the English class, how they reacted and how teachers could pursuit to assist and be a companion in students' processes because "students who learn English out of interest with intrinsic goals of understanding

English culture, socializing (...) foster their psychological development of English learning” (Peng, & Fu, 2021. p. 10). Indeed, the use of English through their Emotional Intelligence experiences enhanced both their ability to process information and transform it, and their skills to understand not only the language and express it, but also their abilities to communicate, concentrate, and manage their emotions

2.2 Theoretical Framework

This section introduced the theoretical framework that guided the researcher in prompting constructions to direct the study. Furthermore, it highlighted key concepts such as Emotional Intelligence in Teenagers, Short Films in Education, and English as a Foreign Language (EFL) in Colombia. These constructs were based on academic perceptions and the perspectives of different authors.

2.2.1 Emotional Intelligence in Teenagers

Emotional skills are a fundamental part of students’ development within institutions since they build them as coherent and independent beings to co-exist in society. Therefore, through Emotional Intelligence in education, students can understand the world around them empathically, neither judging nor criticizing. In fact, applying Emotional skills in education will make students able to communicate with others, be sure about their opinions, and defend their postures without feeling attacked by others’ comments or ideas. It will improve students’ skills to manage their time, be organized, be aware of themselves, and be respectful with others as part of the metacognitive abilities that students develop through their Emotional skills (Drigas, Papanastasiou, and Skianis, 2023).

Adolescents who develop Emotional Intelligence skills can understand the world in which they are immersed, and it allows them to interact with their feelings effectively.

Furthermore, teenagers' awareness makes them more realistic about how society works, it helps them to stop being overly individualistic, and lets them be more critical, reasonable, and conscious about their actions, opinions, and interests (Abdulla, Salim, 2023).

In addition, the exploration of Emotional Intelligence skills with teenagers could further enhance the learning processes by transforming their lives and providing them with a personal perspective on their experiences. It influences their autonomy and self-reflection. It is at this stage that they experience various circumstances that shape their personality, thinking, and character (Marheni et al., 2024). For this reason, it is essential to consider the space in which adolescents live and the people they interact with, as it is significant for their behavior, cognitive, and mental development.

Alina et al. (2021) state that teenagers need to be empathetic beings capable of developing themselves in diverse spaces to perceive people as more than individuals. Emotional Intelligence is crucial for adolescents' formation as individuals in society because they must understand three aspects: their own emotions, the emotions of others, and the correct use of language in each environment. By developing these characteristics, teenagers could understand their reactions in intense scenarios deeply, help others properly to be more tolerant and less confrontational, and adapt their speech to the social context they are immersed in. Moreover, if students are aware of how they express themselves to others, they will see that most expressions used are not appropriate to refer to others, since some nicknames are disrespectful or harmful to other individuals. As soon as teenagers allow themselves to communicate without judging and being friendly, their community grows with them to learn healthily.

2.2.2 Short Films in Education

Short Films in education serve as a medium through which students can develop their abilities in comprehension, critical thinking, and other skills. Indeed, the use of Short Films has become a precise tool in education since students faced the digital era. The use of Short Films has been highly effective, as it immerses students in a broader context and helps them interpret, think critically, and visualize different cultures through the management of these Short Films (Mäder & Knauss, 2022).

Additionally, through this source, a decolonized environment is created that allows students to understand and distinguish between different disciplines. Short Films enable people to analyze and reflect on experiences by referring to the interpretations, backgrounds, and content. (Mistry, 2021). In fact, it generates these results because students nowadays are more likely to comprehend by visual support such as videos, images, or, in this case, Short Films. This brings information that students must decode, analyze, and create their own knowledge through what they understand. In this way, the classroom provides freedom to explore their ideas and promotes the participation of each of them without judging.

Moreover, the primary function of a Short Film is to create a quicker understanding and draw more attention to developing aspects that, through other media, may require more time and effort, making Short Films more dynamic in the classroom for the students' learning processes. (Mäder , and Knauss, 2022). These multimodal elements cover the lack of understanding of whether the implementation techniques consider aspects such as real context scenarios and active participation from students to cause a significant impact on their educational development. Furthermore, students will feel that the class is centered on their participation and communication skills instead of the decontextualized, limited, and discouraged traditional classes tend to be.

Besides, Short Films are a great tool for addressing complex events and issues that are difficult to bring to the classroom. Using multimedia in educational settings could enhance students' development by enhancing comprehension because information is presented in different formats, such as text, images, audio, and video, which makes students more likely to remember visual and auditory information since these reinforcements strengthen their long-term memory. Also, Short Films make abstract concepts more concrete and easier to understand in the educational environment. By utilizing Short Films, it is possible to generate new learning approaches that engage students with innovative pedagogical strategies that are not purely traditional and are adapted to their current means of communication. Indeed, as students have been raised in this digital atmosphere, it is possible for them to accept this medium as part of their education easily since it gives them the knowledge, skills, and attitudes that enable children to feel safe and empowered in an increasingly digital world.

2.2.3 EFL Environment in Colombia

Through English, students are expected to perceive the classroom as a safe, motivating, and stimulating space where they feel comfortable experimenting, making mistakes, and communicating. However, in EFL contexts, the success of English learning depends not only on its global relevance but on creating engaging, well-equipped, and emotionally supportive environments where learners see English not as a burden but as a bridge to opportunity for their social and economic interests (Saunders, 2021). For this reason, this environment should foster meaningful interaction, real language use, and emotional connection to the content. In addition, it should be enriched with authentic resources, collaborative dynamics, and activities that promote the development of the four

language skills (listening, speaking, reading, and writing), always from a communicative approach.

In addition, through communicative competence, English language learning includes linguistic competence, sociolinguistic competence, discourse competence, strategic competence, and pragmatic. Through these domains, students develop progressively, following the levels established by the Common European Framework of Reference for Languages (CEFR), which categorizes learners from level A1 (beginner) to C2 (mastery), thereby allowing for a systematic approach tailored to the learner's progress. Besides, the National Bilingualism Plan in Colombia is a strategy developed by the Ministry of Education that aims to strengthen the learning of English as a foreign language, not only from a linguistic perspective, but also from social, cultural, and economic perspectives.

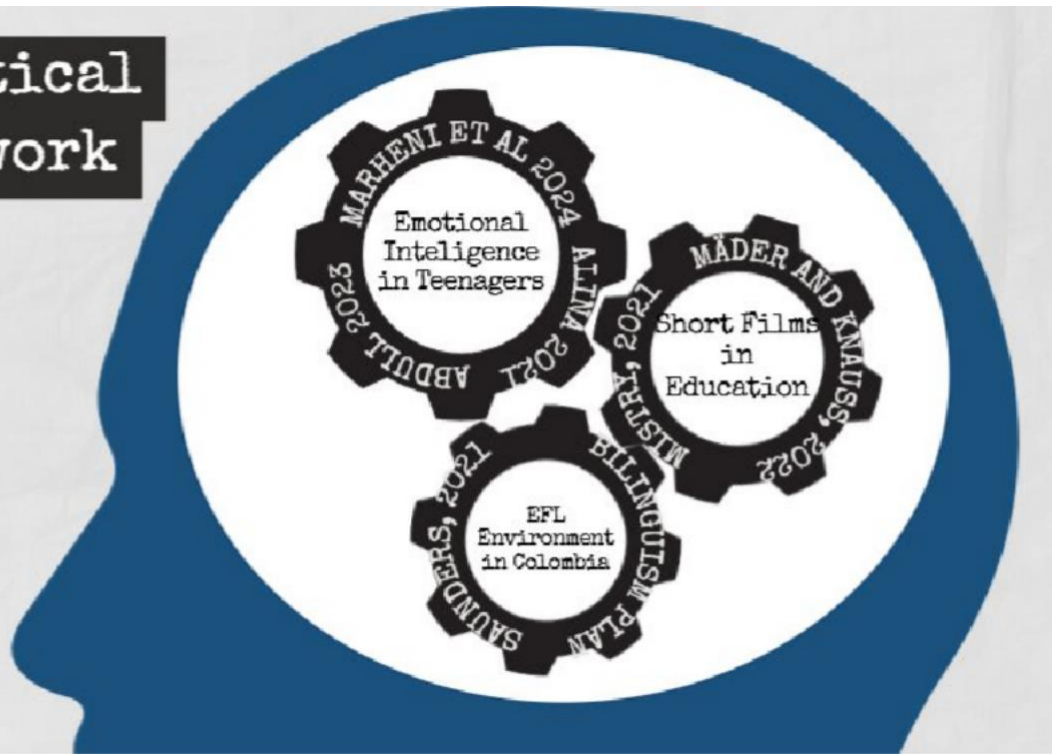
Nevertheless, Colombia, in comparison with other countries, presents a low domain in the language, considering a study conducted by Opinion Box, which showed that Colombia had the next results in each level: 5% at the advanced level, 31% at the intermediate level, 51% at the basic level, and 13% with no proficiency. In comparison with other Hispanic American countries that present a higher appropriation of the language (El Tiempo, 2026). These results just demonstrate that even when the system states a point, it is not doing anything to achieve that goal. Moreover, the educational system still promotes the use of English books, which are decontextualized and present a reality through which students do not feel represented.

Furthermore, this plan is supposed to promote the development of communicative competencies that enable students to access better academic and employment opportunities, while fostering an intercultural perspective and respect for diversity. Although most of the population who want to learn proper English for a job must look for alternatives such as apps,

institutions, or learn by themselves. Since Minister of Education is not bringing relevant material to schools, abandoning the right for students to have decent learning space as Corte Constitucional de Colombia (2025) states that “one of the fundamental requirements for ensuring the acceptability of education is to establish the basic guidelines that will govern the provision of educational services (...) in each context meets the necessary conditions to be considered acceptable”. It shows that each school in Colombia should have the conditions and the material to provide a good experience for students, but it is not happening, which represents the importance that the government gives to learning nowadays and justifies the low domain in English.

In line with the demands of today's world, the plan integrates 21st century skills such as critical thinking, effective communication, collaboration, the use of ICTs, creativity, and global awareness, positioning English as a tool to form integral, competitive citizens capable of developing in global contexts without losing their cultural identity. However, the National Bilingualism Plan incorporates the use of Emotional Intelligence just for students under 12 years old, in other words, just for students at elementary school, which is a good strategy, but it misses its purpose once it is not used with older students. Since high school students are in a crucial age where they need to understand themselves and their classmates to make them individuals who are conscious and empathetic to society. Teenagers face complex and diverse physical, sexual, cognitive, social, and emotional changes that they try to discover by themselves. In fact, these changes can lead to curiosity and anxiety, especially when expectations are unclear, and may also prompt questions about identity (Allen & Waterman, 2024). Considering this, adolescents tend to think in concrete, self-centered ways about their appearance and peer opinions. Although their thinking becomes more abstract over time, their decisions are still largely influenced by emotions due to ongoing brain development.

Theoretical Framework



Conceptual Framework (Own Source)

Chapter 3: Methodology of the Investigation

The methodology of the present study was centered on the use of action research, with an emphasis on a qualitative paradigm, to gain a broad understanding of the English acquisition process through Emotional Intelligence development at Guillermo Cano Isaza. Additionally, the instruments used in the process were specified to provide a clear understanding of their effectiveness in facilitating the implementation and data collection with students.

3.1 Paradigm

Additionally, the paradigm of this study emphasized qualitative research, aiming to gain a comprehensive understanding of the data collected. The use of a qualitative approach in the present research was beneficial, as the researcher sought to understand experiences drawn from real-life contexts. In this case, context refers to a reality where was considered the physical, intellectual, cultural and emotional settings” (Muzari, T. Shava, G. Shonhiwa, S. 2022. Pg. 2). Following this concept, through the comprehension of the student’s contextual space, the researcher would be able to deeply understand the way students learned and how they were permeated by the school, the classroom, and their classmates. Furthermore, this paradigm was necessary for the study to obtain diverse data from students, specifically to address negative aspects that arose in the educational space. In fact, qualitative research tends to be “contextualized and interpretative, emphasizing the process or patterns of development rather than the product or outcome of the research” (Nassaji, H. P. 1. 2020). Additionally, it was beneficial to address the challenges that scholars encountered in the academic environment and find solutions that enable them to learn and grow more effectively. Also, qualitative research was necessary because “it concerns the truthfulness of the findings and the extent to which they reflect the reality of the phenomenon investigated” (Nassaji, H., p. 1,

2020). By capturing the nuances of these challenges, qualitative methods provided the information needed to design interventions that not only address specific problems but also fostered an environment in which students could thrive academically and personally.

3.2 Type of Investigation

The present study was based on the Action Research (AR) method, recognizing that it was a practical and widely used technique for addressing educational researches. Action Research was helpful because it “brings together researchers (...) to understand problems (research) and gives them a justification through practice (action) (...) Moreover, the participation of the organization in the study increases both the authenticity and the trustworthiness of the results” (Erro, A. Alfaro, J. P., 1, 2020). Therefore, the present study utilized AR to enhance students’ development in the classroom, employing Short Films and Emotional Intelligence as a medium of learning while Task-Based learning activities were implemented. In which students could find a more friendly way to learn English as a Foreign Language. At the same time, scholars would learn about their emotions, how to handle them in this stage of their lives and express them through their skills. The AR method provided a comprehensive view of how data was perceived in the environment. It proposed various approaches to address the information obtained and solve the problem, which made it a valuable methodological tool to assist students in improving during the process.

3.3 Data Collection Instruments

This section describes the tools used to collect data and their application. In this case, the instruments used to gather relevant information about the students and the head teacher were questionnaires and interviews. In addition, the present research used field notes, artifacts, and diagnostic tests to support the process in which students were involved.

3.3.1 Field Notes

The use of this instrument was vital for the following study, considering that “diaries have been used to facilitate written dialogue between students and teachers, to assist self-assessment by teachers in training, and enable individual researchers to investigate their own learning processes” (Griffiee, D. 2012. P. 199). For this reason, the use of a field diary helped identify issues in the students’ learning process ([Annex #4](#)), allowing the teacher to consider the reinforcement and management of the classes more effectively. Additionally, this instrument was useful for recollecting different data on how students developed their ideas in the classes developed by the teacher ([Annex #5](#)). Besides, the use of the field diary worked for the student-teacher to leave personal reflections, aiming to find solutions for his own research. In fact, it provided valuable information that could aid future researchers. Furthermore, the participant observation “occurs when the observer is not a student and not the teacher. The participant observer would visit the class several times so that her presence was not disturbing but sit at the back of the room taking notes” (Griffiee, D. 2018. p. 208). As mentioned, the primary purpose of this instrument was to observe; thus, it would be easier to identify the problems of the students in the English class with the participant observation since it provides what students thought about the class development.

3.3.2 Questionnaire

This instrument was selected due to its emphasis on recalling information. In this case, students in 10th grade at Guillermo Cano Isaza because it was a way to obtain additional information about students’ development. More specifically, they considered aspects such as whether they enjoyed learning English, which methods they found more efficient in their learning process, and which kinds of activities they found more engaging for their learning process. This was especially important for the project because considering

students' opinions and perspectives about English could facilitate their acquisition of the language, and students would feel part of the student-teacher process that helped them. In fact, according to the CEFR (Common European Framework of Reference), which states that "sociolinguistic competence is concerned with the knowledge and skills required to deal with the social dimension of language use" (p. 136, 2020). Based on this, it was essential to understand how students connected with the language to develop better sociolinguistic competence, enabling them to appreciate and use the language effectively. Therefore, the questionnaire served as an effective instrument to obtain relevant information about what students thought regarding certain issues (Griffe, 2012). Enabling scholars to communicate their opinions and generating a solution to fill the gaps in their education.

3.3.3 Diagnostic Test

The importance of the diagnostic test lies in the fact that it acknowledged students' previous skills in English to know how to act appropriately. Moreover, the use of this source in the classroom facilitated the researcher's ability to create new tools to guide students through their learning processes with English as a foreign language. Additionally, the diagnostic test was a recommended way to obtain information from people because it focuses on the important aspects of everyone, like their strengths and their weaknesses.

Additionally, it was an instrument that allowed the researcher to assess the students' level in English, in this case, to balance the strategies to be used in the study with their level of comprehension and knowledge. It provided specific information that could be balanced with the Basic Learning Rights to help identify aspects of students' learning that needed to be strengthened. For this reason, in the present project, the researcher developed a diagnostic test divided into four stages, focusing on English and each skill. First, the researcher decided to use one video to explore students' levels of listening and use some

questions to evaluate students' level of comprehension of language targets. Then, the researcher used a text where students had to use their critical thinking skills to answer some questions and write a short reflection, managing not only reading but also writing; they had to analyze an image and write about it to reinforce their critical way of understanding how emotions are involved and determine if they could write long sentences.

3.3.4 Interviews

The type of interview used in the present research was an unstructured interview, as the process for obtaining data was more of a conversation between the researcher and the Headteacher and the students. In fact, it was considered a tool that would facilitate the process of information acquisition for the teacher without distracting her from her methodological process and its limited time frame and from student's class time.

However, the use of an unstructured interview allowed the interlocutor to have a deep conversation where parameters were not relevant for the intervention with the respondent (Muller and Segal, 2015). They emphasized that the information acquired through an unstructured interview is also useful for recalling data from a person ([Annex #6](#)). For this reason, the interview was formulated with key aspects in mind, including the students' behavior in the classroom and their initial opinion or reaction regarding their grades at the beginning of the English class. Also, the dedication they put into the class and doubts regarding their behavior due to the organization of the class, and so on. Finally, the interviews were brief because the teacher in charge did not have sufficient time to provide detailed information, and it was more efficient to process the data, at the same time interviews with students were short to not interrupt their learning development during class time.

3.3.5 Artifacts

For the artifacts, it was necessary to collect various learning tasks in the classroom, such as binnacles, brochures, handouts, and bulletin boards. To collect an appropriate amount of material to support students' learning of the target language. It was necessary to use these artifacts considering their importance for qualitative research. According to Paul Drijvers and Luc Trouche (2008), the artifacts:

“Only after the user has become aware of how the artifact can extend his capacities for a given kind of relevant task, and after he has developed means of using the artifact for this specific purpose, does the artifact become part of a valuable and valid instrument that mediates the activity”. (pg. 6)

The use of artifacts in the study lent weight to the Emotional Intelligence that students acquired through the methodology of the classes, to manage the target language. Additionally, through its use, students' learning could be significantly enhanced. However, it was essential to consider how these artifacts contributed to the data obtained by the students, as they were products created by them and developed during each session of the lesson plans, showing us how each student had progressed through the production process.

What is the impact of Short Films on developing Emotional Intelligence in an EFL environment?	Data source #1	Data source #2	Data source #3	Data source #4	Data source #5
	Diagnostic test	Interview	Questionnaire	Artifacts	Field notes

Data collection instruments' chart (own source)

3.4 Ethical Considerations

Throughout the present study, ethical considerations were considered, since the participants were all minors. For that reason, the informed consent ([Annex #7](#)) was obtained and signed by the students' parents or tutors, ensuring that they were fully informed about the study's objectives. The importance of this consent was also to inform about the activities carried out, and the absence of significant risks. Likewise, students' voluntary participation was ensured, respecting their right to withdraw from the study at any time without academic consequences. Furthermore, the confidentiality and anonymity of the collected information were ensured, preventing the disclosure of personal data that could identify the participants. The data obtained was used solely for academic and research purposes. Moreover, an atmosphere of respect, care, and well-being was fostered throughout all activities, taking care not to cause emotional distress among the students. Finally, this research is guided by the ethical principles of respect, beneficence, and Emotional support, always ensuring the protection of participants' rights.

Also, the present research did make use of Artificial Intelligence as a linguistic supporter. Considering that the researcher did not find words or connectors that could fit in some of the paragraphs written. Besides, the AI helped the researcher providing ideas for a few activities that could connect the English language and the students' Emotional Intelligence skills as an easy way to innovate in the classroom. Finally, it was used as a provider of 2 Short Films that were used in the implementations.

Chapter 4:

Pedagogical Intervention

In this chapter, important aspects of the study would be developed, including the vision of the curriculum, the vision of learning, and the vision of the classroom, to provide a comprehensive perspective on what was expected to happen during the process in which students were involved. In addition, the present chapter presented the pedagogical proposal that allowed students to develop their Emotional Intelligence while learning English through various Task-Based Learning strategies.

4.1 Vision of the Curriculum

Considering the way the study was conducted, it was imperative to use a curriculum that could be handled appropriately, and one that addressed students' development to help them improve. Hence, this study focused on a competency-based curriculum, which stood to achieve one main competency, namely discourse competence for communicative purposes. It was developed together with other competencies such as linguistic competence, actional competence, socio-cultural competence, and strategic competence" (Heriansyah, H et al., p.3-4, 2021). The use of this curriculum filled the knowledge gaps in students' English skills and introduced a new method that utilized Short Films as a medium to convey their ideas. At the same time, the use of Task-Based Learning activities fostered the growth not only of their Emotional Intelligence but also in their English management.

4.2 Vision of the Language

The vision of the English Language in this study was a challenge and dynamic tool for global communication and critical engagement among Guillermo Cano Isaza School's

students. For this reason, English was viewed not as a subject to be learned but as a medium for students to express themselves, connect with diverse ideas, and engage in meaningful discourses. Ultimately, English was envisioned as a bridge that empowered students to navigate and contribute effectively to both academic and social environments.

Furthermore, in classrooms, it was essential to enhance students' abilities to communicate effectively and to utilize their knowledge as individuals. However, it was also necessary for students to develop their Emotional Intelligence during their formation process as they attempted to connect with the topics presented in the classroom, with the intention of creating a healthier environment through reflection and communication among classmates. For this reason, the present study was willing to use the communicative approach because, through the communicative approach, it would be easier to manage the four states of English (reading, writing, speaking, and listening) (Mirzayev & Oripova, 2022). Additionally, using this approach, students would be in contact with English easily, while they were in constant contact with the emotional management that they were mastering. Considering that "the purpose of the CLT approach is to help students handle the communication skills of the target language" (Santos, L., p. 2, 2020). Therefore, it addressed the low communicative abilities that 10th-grade students at Guillermo Isaza Cano had demonstrated throughout their educational process, helping them to enhance their potential in English and their emotional communication.

4.3 Vision of Learning

Besides, the present project was willing to use a collaborative approach because the process of analysis and thinking could be enhanced through the learners' communication. Therefore, they would utilize their emotional skills to understand other perspectives, be empathetic, and consider how their collaborations could help them develop themselves

(Warsah, I. et al., 2020). Through this, it was essential to address students and create new perspectives that opened new points of view that supported how students could engage with diverse opinions. For this reason, the use of pedagogical tools, such as Task-Based Learning, in students' processes was helpful in the improvement of students' social abilities.

Meanwhile, students could communicate with their partners and explore new perspectives that helped them to have a better understanding of the other as an individual who feels, thinks, and has emotions as they do. In addition, they utilized Task-Based Learning, which was beneficial because, according to the questionnaire, students expressed a preference for diverse and dynamic pedagogical strategies. In fact, students liked activities that involved games, work groups, and devices to boost their knowledge and catch their attention.

Addressing Task-Based Learning allowed students to see language further than a flat and traditional method. For this reason, TBL was necessary because it focused on students' abilities while they were trying to connect with their natural skills and generated meanings through it (Studente, S., & Ellis, S., 2020). It allowed students to focus on their learning process naturally, which helped them to acquire language through meaningful use, precisely the way they increased their knowledge. Also, Task-Based Learning in classrooms was seen as a good method because teachers needed to implement engaging activities, debates, and so on to promote a diverse space in which students could feel relatable and in a constant learning process in which they could put into practice what they saw (Afifah & Devana, 2020). As a result, learners could build confidence and fluency while they understood more about their Emotional Intelligence during the process of language acquisition.

4.4 Vision of the Classroom

The classroom fostered the development of discourses to be competent, with a strong emphasis on the communicative approach for students to reinforce their abilities with their

classmates. Indeed, the learning space was designed to integrate Short Films as a pedagogical strategy that helped students see their Emotional Intelligence with a wider vision, providing dynamics and engaging scholars through supporting and improving their English proficiency and emotional connections with themselves and their classmates. By incorporating the communicative approach, the classroom encouraged active participation, where students could engage their cognitive knowledge in socio-emotional interactions.

4.5 Pedagogical Proposal

To begin with, the pedagogical proposal, it was necessary to outline the four cycles in which Emotional Intelligence was developed. Each stage focused on promoting the self-awareness of students and those around them, making informed decisions, and maintaining effective management in interpersonal relationships. Furthermore, the use of Short Films helped to develop Emotional Intelligence through the language acquisition process, as it shifted the traditional perspectives of education and integrated a tool that engaged students more actively (technological devices). Additionally, Task-Based Learning improvements in classes enabled students to be more actively involved in their peers' processes, reinforcing their social skills.

For that reason, it was necessary to detail Emotional Intelligence in four cycles, developing each stage of emotional development. First, Self-consciousness was promoted to help students understand themselves. Second, self-control helped students to regulate their emotions and be aware of others' reactions. Third, empathy demonstrated to students how to respect and understand others' emotions. And finally, social abilities for students to relate not only to their classmates but also to people in other environments. In contrast, each cycle consisted of four lesson plans, each with five activities, totaling 2 hours, during which students could explore and develop their English skills and Emotional Intelligence.

4.5.1 Cycle 1: Self-Consciousness

In the first cycle, the central idea was to develop the first stage of Emotional Intelligence, self-consciousness, where students were able to understand themselves and the people around them. The four sessions of this cycle focused first on appearance, allowing students to recognize others as people who can feel and think like them. Second, behaviors that showed them the correct way they should express themselves, considering the same space others cohabit with them. Third, students understood the importance of their discourse and how it could be either empowering or harmful. Finally, a social environment in which students could explore how their spaces contribute to their healthy development. Besides, the most representative Short Films used in each lesson plan were PREJUDICE by Asit Kaul, Mr. Indifferent by Aryasb Feiz, YOU CAN DO IT by KeeganJasper and finally THE MUG by CappyFilms.

	Lesson plans	EFL Topics	Learning objectives	Designed materials
Cycle 1 Self-consciousness	1. Appearance duration: 1h 40 minutes What is appearance?	People description Modal verbs	Students will be able to differentiate the perception of myself/yourself/ourselves.	Binnacle short films poster
	2. Behavior duration: 1h 40 minutes What does behavior mean?	Present continuous vocabulary of actions	Students will identify their own behavior in school. Students can identify others' behaviors.	Binnacle short films Brochure
	3. Speech duration: 1h 40 minutes What can I say?	Reported speech	Students will understand their own way of expression Students will improve the way they speak to others through language	Binnacle short films podcast
	4. Social environment duration: 1h 40 minutes How is my close environment?	prepositions Linking words to describe places	Students found new ways describing their surroundings. Students will make connections between what they know and what they want.	Binnacle short films Gallery

4.5.2 Cycle 2: Self-Control

Now, regarding Cycle 2, self-control, the central idea was for students to understand their emotions deeply and how to express them responsibly. For this reason, emotional recognition focused on students' identification of their intense emotions and how they should act healthily according to their understanding, using Short Films as a guide to understand each point of self-control. Then, emotional acceptance was merely centered on students' abilities to accept that they do not have to be happy all the time and allow other feelings to be without considering them something negative. Additionally, emotional regulation was a key focus at the time, as it involved guiding students in managing their emotions. At the same time, they identified their triggers and explored different ways to communicate accurately. Finally, with assertive expressions, they were able to communicate and express their disagreements with others without being disrespectful, and they became more communicative and assertive in their interactions. In addition, the most representative Short Films used in each lesson plan were WATCH YOUR FEELINGS by COPY PASTE, Sommerregen by Filmakademie Baden-Württemberg, Anger Management by Scott Wojcik and TheCGBros and Words Hurt by Olenka Vucetich.

	Lesson plans	EFL Topics	Learning objectives	Designed materials
Cycle 2 Self-control	1. Emotional recognition duration: 1h 40 minutes	Feelings and emotions Idioms and phrasal verbs for emotions	Students will express verbally and orally how they feel. Students will be able to use complex expressions.	Short Films
	2. Emotional acceptance duration: 1h 40 minutes	Imperatives for advice Regulation phrases.	Students will be conscious of how to address their emotions.	Short Films
	3. emotional regulation duration: 1h 40 minutes	Reflecting on self-control Identifying emotional triggers Describing physical/emotional reactions	Students will recognize physical and emotional signs that indicate they are losing control. Students will be able to react healthily when they feel negative emotions.	Short Films

	4. Assertive expression duration: 1h 40 minutes	Expressing disagreement politely Making requests assertively	Students will use assertive expressions in structured and spontaneous situations to express opinions, feelings, and needs respectfully. Students will reflect on the importance of respect, empathy, and clarity in interpersonal communication.	Short Films
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Pedagogical Proposal Cycle 2 (own source)

4.5.3 Cycle 3: Empathy

For the third cycle, the focus was on empathy, considering that students were expected to develop this skill, whose usefulness helped them to perceive, understand, and manage behaviors for the collective good. For this reason, the classes were divided into emotional sensitivity, active listening, and the tendency to help and to put themselves in the place of others. Because in each class, the student could seek to understand the importance of the other in their life.

	Lesson plans	EFL Topics	Learning objectives	Designed materials
Cycle 3: Empathy	1. Emotional sensitivity Duration: 1h 40 minutes	Modals of Advice (should, shouldn't, ought to, could)	Students will be able to listen and respond to hypothetical situations related to emotions. Students will be able to reflect on the importance of emotional sensitivity in their environment whether it be school, home, community and so on.	Short Films
	2. Active listening Duration: 1h 40 minutes	Wh- Questions Tag Questions (for confirmation and empathy)	Students will be able to identify and apply active listening strategies during oral interactions. Students will be able to demonstrate understanding of the feelings and experiences of others through appropriate responses in simulated conversations.	Short Films
	3. Tendency to help Duration: 1h 40 minutes	Frequency adverbs (always, usually, sometimes,	Students could be able to work in groups to share experiences about helping others and reflect on the importance of being helpful.	Short Films

		never)	Students will Identify common helping behaviors in everyday situations.	
	4. Put yourself in the place of the other Duration: 1h 40 minutes	First conditional	Students will be able to interact with classmates to discuss empathetic responses using the target structure. Students will reflect on the importance of empathy in daily life and how their actions can affect others.	Short Films

Pedagogical Proposal Cycle 3 (own source)

4.5.4 Cycle 4: Social Abilities

For the social skills, it was considered that students already had better management of their emotions, so they were able to go through the last facet of Emotional Intelligence. In view of students' intrapersonal relationships with the subject in question, it was necessary to look for stages that could support and reinforce their knowledge, through putting on practice those abilities. For that reason, cycle 4 was looking for broad points that were managed the previous cycles on students' Emotional skills such as respect, assertiveness, effective communication and collaboration. In fact, the mission with these topics was to consolidate what students learned along the process, in this way, they would establish healthy relationships not only in their scholarly environment, but with their families, future coworkers, and people they would meet.

	Lesson plans	EFL Topics	Learning objectives	Designed materials
Cycle	1. Respect Duration: 1h 40 minutes	Modals (Could, Would, Can, May, Should, Might)	Students will express respectfully hypothetical actions using modals in response to scenarios provided. Students will make polite requests and suggestions using appropriate modals.	Short Films
	2. Assertiveness Duration: 1h 40 minutes	Imperatives and expressions for giving opinions	Students will differentiate between assertive, passive, and aggressive communication. Students will apply assertive language in group discussions or dialogues to express personal opinions confidently.	Short Films
	3. Effective communication Duration: 1h 40	Cleft Sentences Using wishes	Students will recognize the importance of effective communication in expressing feelings, regrets, and desires.	Short Films

4: Social abilities	minutes	and if only to express regrets or desires	Students will collaborate with classmates to reflect in situations using the target structures.	
	4. Collaboration Duration: 1h 40 minutes	Question tags for checking agreement and encouraging participation	Students will encourage peer participation through positive and inclusive language using question tags. Students will identify the importance of collaboration in communication and classroom activities.	Short Films

Pedagogical Proposal Cycle 4 (own resource)

Chapter 5:

Data Analysis and Findings

In the following section, the analysis was aligned with the research question: “What is the impact of Short Films on developing Emotional Intelligence in an EFL environment?”. It was divided into three essential categories to delve into the entire experience in which students were involved. In fact, the emergent categories were presented according to the qualitative paradigm and the action research used in students’ processes. Additionally, the instruments used during the procedures played a crucial role, as field diaries, interviews, questionnaires, diagnostic tests, checklists, and artifacts significantly contributed to the development of the analysis.

5.1 Data Analysis Procedure

Considering that the present study employed a qualitative paradigm, it not only identified but also organized and described themes within a dataset. Besides, its usage was necessary in the present research because it was relevant to read all textual productions made by the students and decode their relevant fragments, such as phrases, ideas, or repeated expressions. Then, to group those codes into main themes and subthemes that helped interpret the deeper meaning of the collected data. Moreover, through this process, it was possible to discover patterns in the analysis that provided insights into how students thought, felt, or experienced a specific phenomenon, offering a rich and detailed understanding of the

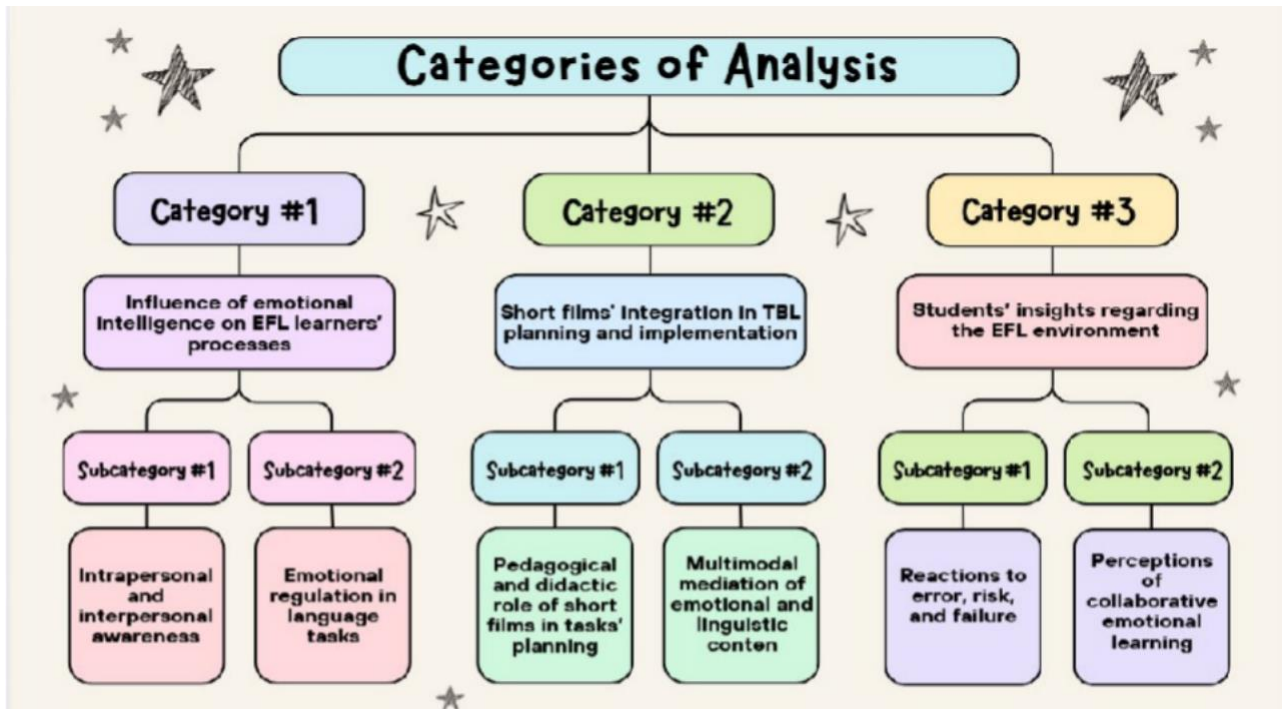
information gathered.

Additionally, this information was organized through the following steps. First, data familiarization was necessary, as the researcher had to review all the material used in the process and select the most relevant information for the research. Second, to decode important aspects of the questionnaires and the diagnostic tests, such as key phrases to highlight and identify students' processes. Third, organized the emergent categories according to the results of the previous point. Then, the results were arranged by category, allowing the observation of quotes and a broad perspective from the researcher. To finish with the conclusions of the categories obtained.

According to previous information, the use of the data collection instruments was relevant during the process because, through each specific instrument, such as the diagnostic test, questionnaire, artifacts, field notes, and interviews, it was possible to describe, analyze, and understand the impact of Short Films on developing Emotional Intelligence in an EFL environment while Task Based Learning was used.

5.2 Emergent Categories of Analysis

To begin with, the first category was the *Influence of Emotional Intelligence on EFL Learners' Processes*, where the interpersonal, intrapersonal awareness, and emotional regulation of students were considered. The second category, *Short Films Integration in TBL Planning and Implementation*, focused on the pedagogical and didactic role of Short Films in task planning and the multimodal mediation of emotional and linguistic content. Finally, the third category was titled "*Students' Insights Regarding the EFL Environment*," which emphasized students' reactions to error, risk, and failure, as well as their perceptions of collaborative emotional learning.



Categories of Analysis Graphic

Category 1: Influence of Emotional Intelligence on EFL Learners' Processes

The analysis in this category encompassed interpersonal, intrapersonal awareness, and emotional regulation during language task development among tenth-grade students from the Guillermo Cano Isaza school, exploring the meaning of each term and how it was perceived during the development of the classes. Additionally, it explored how students collaborated with their classmates while learning more about themselves and others, and how they felt while learning topics related to their emotions. It also examined the effects of these dynamics on their school environment.

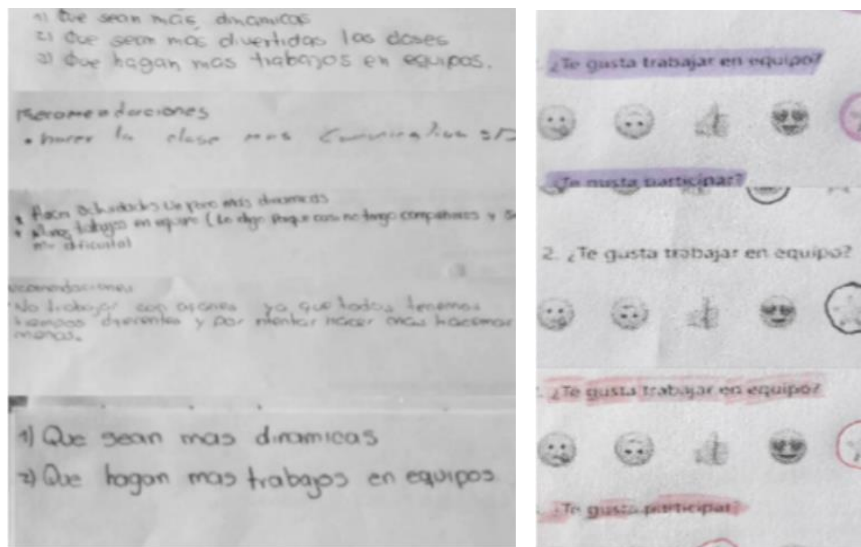
Subcategory # 1: Interpersonal and Intrapersonal Awareness. It explored students' interactions not only with themselves, but also with their environment (teacher, classmates, and the classroom). Additionally, it focused on how students performed and interacted during the realization of activities related to Short Films in an EFL environment, as well as the process of developing their Emotional Intelligence.

Interpersonal Awareness. The inner understanding between oneself and others' emotions and perspectives, which allows people to explore one's own relationship, considering oneself as an individual but also as a person who interacts in society, adding abilities such as empathy, active listening, and resolution of conflicts, which are a few of the skills that people need to improve to fit in the societal world. (Janowiak, 2016) Bearing this concept in mind and applying it to the tenth-grade students in the English class, it was evident that students' interactions depended on several external factors, such as the type of activities they engaged in, the group they worked with, and social pressure.

During the classes, students tended to communicate with others. Still, the interaction's level in the class varied bearing in mind the task, for example, once the process started, students had to play *Ini Mini Mani Mou* to mention a good and a bad behavior that they had (Lesson Plan 2, Behaviors) but the shyness, the language barrier and the lack of confidence between classmates created a low interaction during the task even when it was a game. In contrast, when students developed a game to organize speeches (Lesson Plan 3, Speeches), it was observable that students were immersed in the activity because they had been working in groups and socializing with more classmates under the terms of not judging others, which led to increased engagement in the English class. "English teaching has been rooted in traditional practices where the linguistic aspects (...) are privileged over the communicative ones." (Lopez and Saldarriaga, p. 6, 2022), and even to overcome emotional issues within the

school, the pedagogical proposal demonstrated that it could be attended in aspects that went beyond the academic fields to generate an impact in the learning process of each student.

However, communication inside the classroom was not always effective; sometimes students started to distract others and play, as the tasks or Short Films were not always interesting, as expressed in the following questionnaire.



Questionnaire # 1, 2025

All the factors expressed by the students played an important role in the development of the classes. Through socializing with others inside the school, students build their personalities and learn how to coexist. In this way, they will be able to face society norms for their personal and professional lives. (“Importance of Socialization in School”, 2023) Bearing this in mind, through communication in the classroom, it was possible to become aware of real forms of cohabitation, growth, and understanding of other schoolmates and students at the Guillermo Cano Isaza, as a significant portion of the course considered it was essential to incorporate more teamwork activities during the development of the English class.

Secondly, students' interactions were influenced by the person they worked with, as they conformed to “tribes” with their friends because they shared similar interests and connections. In an activity conducted in randomly chosen groups, a student was not comfortable with the group assigned because he was not related to the others (Field diary #9). Even though the student did not feel like fitting in with the group, he continued the process and participated. “**Teacher:** How are you going with the activity, guys? **Student #35:** good teacher. **Teacher:** Is he working? **Student 19#:** ¿Quién yo? si profe, dígales a ellos y verá **Student #2:** Si profe, él está ayudando dándonos información mientras nosotros escribimos. (Field diary #15) This situation fostered the development of a cooperative classroom and a positive learning environment, where students developed teamwork skills, enhanced their critical thinking abilities, and refined their methods for achieving objectives and solving problems. This helps them unconsciously acquire the target language by sharing and communicating with others. (Martínez et al., 2014)

Third, social pressure often discourages spontaneous interaction. Students often felt uncomfortable when they had to participate in class or express their thoughts and feelings independently. Considering that tenth-grade students are between 14 and 16 years old, they prioritized social acceptance and reputation over academic issues (“What is Peer Pressure? Examples and Ways to Cope”, 2023). This phenomenon is directly related to young people’s mental health illnesses, such as stress, anxiety, and depression. “Students were asked to bring information for the posters they had to create. However, the whole class told the teacher that there was no homework about it. Then, a student came to the teacher to show that he did the assignment and said “profe es que no quería decir que la hice porque después me tratan de sapo” (Field diary #7).

Consequently, it was essential to integrate students' coexistence and their actual interests daily to foster growth in their interpersonal communication, but also to prevent

mental issues in students. As Karen Ruiz (2021) mentioned, fostering Emotional Intelligence in the classroom enhances the learner's development in academic aspects, which helps them reach their goals positively. Now, considering that in the classroom, students were not achieving effective communication throughout the implementation of each lesson plan, it was noticeable with tenth graders at the Guillermo Cano Isaza that they were close to emotional communication. As it was presented in class, "**Student #13:** Cómo se dice me siento segura. **Student #22:** I feel secure. ¿ ¿cierto profe? **Teacher:** Yes. **Student #13** ¿Y cómo se escribe? **Student #22:** s-e-c-u-r-e." (Field diary #3) This further showed that through assertive communication, it was easier for students to build relationships with their classmates and strengthen bonds.

Students with good Emotional Intelligence can stay motivated, handle difficult situations, control their impulses in emotionally charged situations, and regulate their emotions and moods. Best of all, they will be able to prevent stress from affecting their ability to think clearly, remain friendly, and be consistent. (Marheni et al, 2024).

Demonstrates that during classes' development, students' interests increased when they felt supported by their classmates. It showed a boost in their emotional skills, helping them to receive insights from their teacher or classmates without feeling punished or ridiculed. Also, it provided them with freedom to speak and communicate their truths, fears, and disappointments without being harmful.

Intrapersonal Awareness. It occurs when an individual can recognize, understand, and manage their own thoughts, emotions, and motivations. For example, the use of inner communication, reflection, self-awareness, and understanding of one's own emotions and motivations. Through intrapersonal interactions, people can gain a deeper understanding of themselves and their motivations, including why they take specific actions and feel the way they do, and use this knowledge to adapt to their surroundings in society. (Cherry, 2024)

When discussing intrapersonal aspects, it was essential to deepen students' interactions with themselves during classes, how their intrapersonal awareness was seen while participating in activities, and the way English as a foreign language helped them to reach this topic.

Intrapersonal awareness grew during the classes' development. However, it depended on the activity proposed. In one hand, students had to draw themselves in the activity *How I See Myself, How Others See Me* to express how they perceived themselves as a person (Lesson Plan 1, Appearance) but they did not like it because they did not feel ready to show others how they really were, in the other hand, when students had to create a gallery to express their disagreements with the school (Lesson Plan 4, Social Environment) they showed an individual empowerment through the way it had affected them along their scholar journey looking to change the space in where they cohabit most of the time, in contrast with the first activity which did not have social purpose where students could take action.

Socializing influences students to develop a sense of belonging; it helps them feel part of a community, which in turn increases their academic achievements as they share learning objectives and promote a positive learning environment. ("Why is Socializing Important for Student Growth", 2024) Perhaps, to cultivate students' emotional management, schools should embrace the affective dimension of education, acknowledging that true learning occurs when emotions and knowledge coexist harmoniously.

Subsequently, students deepen their emotional side during the classes. Considering that English classes focused on the acquisition of the language and avoiding emotions, through interviews, students could express how using emotions in class affected their learning processes. “**Student #4:** Short Films help recognize my own emotions because they often show feelings like sadness, happiness, and empathy that I can relate to.” (Interview, 2025) This answer highlighted the way in which students, through the pedagogical proposal, could access English from a different perspective than the traditional one, embracing new forms to learn and communicate with their inner selves. Students’ mental health positively affected their abilities to focus, learn, and succeed. Once schools focus on mental health education, they create a good environment where children can be themselves, productive, and open to learning. (Campos, N.D)

At last, English played an important role in students’ interconnections, even though it was not always effective. Students feelings were easier to catch in English considering that all students were learning something new at the same rhythm, and show their own feelings in a space where they all shared the same knowledge what created a space of comfort and peace as it was seen when they expressed their emotions about certain places such as neighborhood, parties, their school and other places they were related in the following artifact.



Artifact #1, 2025

Strengthening students' actual vision of their realities with the communicational factor. It required a focus on their inner potential, abilities, and emotions to understand their surroundings. That is why it was essential to teach young people to cultivate self-awareness and inner discipline, helping them grow spiritually and socially, discover their interests, and ultimately find their place in society. (Ganievea, 2021)

Nevertheless, there were periods where students felt frustrated because of English itself hindering their process with their emotions. “**Student #20:** profe la verdad es más fácil usar el traductor. **Teacher:** Why? **Student #20:** porque de nada sirve que yo escriba en inglés sabiendo que si escribo mal la nota me baja.” (Field diary #6) This case revealed the impact that grades had on students' development, generating in students the dissatisfaction of seeking good results but not considering the process. Behaviors prompted by external factors like academic grades, material rewards, or social approval might enhance achievement but often result in pressure, anxiety, and emotional discomfort. (Peng and Fu, 2021)

Once it was exhibited as an emotional pedagogy in classrooms, it was observable that students perceived the subject as more than a class, and more as a space where they could grow internally through different aspects such as emotions, critical thinking, social skills, and linguistic abilities. Reaching a healthy perception about themselves to be able to contribute in a friendly way to our society.

Subcategory #2: Emotional Regulation in Language Tasks. Refers to the capacity to manage and influence the intensity, duration, and expression of emotions felt in response to activities, aiming for a balanced and adaptive outcome. It was not about eliminating or avoiding emotions but instead using strategies to respond to feelings effectively, such as reframing difficult work situations or focusing on positive outcomes to maintain motivation and cognitive balance. (“Emotional regulation and motivation at work”, 2023) This concept, applied to the tenth graders' context, exposed their management during these specific moments of activity realization. Pondering how they got in touch with their feelings while learning, finding new adversities that came with this new theme, and showing the advances that they made through the whole process.

To start with, Guillermo Cano Isaza students explored how their feelings could relate to the subject. Despite this being an arduous process, students' vocabulary was limited by the things they knew and the things they were about to learn. Students, during the realization of the diagnostic test, repeatedly used AI to solve their lack of lexicon because they considered “it speeds up the process”. (Field diary #1) This presented an acknowledgment about their capabilities; they thought they could not complete assignments on their own, and they decided to take the path of least resistance. Low self-confidence in students can cause anxiety, social isolation, and academic struggles, creating a negative cycle. By identifying these issues, fear of failure, fear of judgment, fear of embarrassment, or criticism decreases and generates a successful and fulfilling academic experience. (Tarim, 2024) Through fostering these problematic students' issues with the language, as it could be shown in the following checklists from student # 23

Skill	Indicator	Yes	In Progress	No
Listening	Follows simple instructions in English	<input type="checkbox"/>	<input type="checkbox"/>	★
	Understands the main idea of a short audio/video	<input type="checkbox"/>	<input type="checkbox"/>	★
	Recognizes familiar words in listening tasks	★	<input type="checkbox"/>	<input type="checkbox"/>
	Answers basic questions coherently	<input type="checkbox"/>	<input type="checkbox"/>	★
Speaking	Pronounces common words clearly	<input type="checkbox"/>	<input type="checkbox"/>	★
	Takes part in short conversations	<input type="checkbox"/>	<input type="checkbox"/>	★
	Speaks in complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	★
	Expresses ideas with fluency and confidence	<input type="checkbox"/>	<input type="checkbox"/>	★
Reading	Finds the main idea in a short text	<input type="checkbox"/>	<input type="checkbox"/>	★
	Uses context to understand new words	★	<input type="checkbox"/>	<input type="checkbox"/>
	Makes predictions while reading	<input type="checkbox"/>	★	<input type="checkbox"/>
	Answers questions about the text	★	<input type="checkbox"/>	<input type="checkbox"/>
Writing	Writes correct and straightforward sentences	<input type="checkbox"/>	<input type="checkbox"/>	★
	Organizes ideas into short paragraphs	<input type="checkbox"/>	<input type="checkbox"/>	★
	Uses basic grammar correctly	<input type="checkbox"/>	<input type="checkbox"/>	★
	Writes short descriptions of people, objects, or places	★	<input type="checkbox"/>	<input type="checkbox"/>

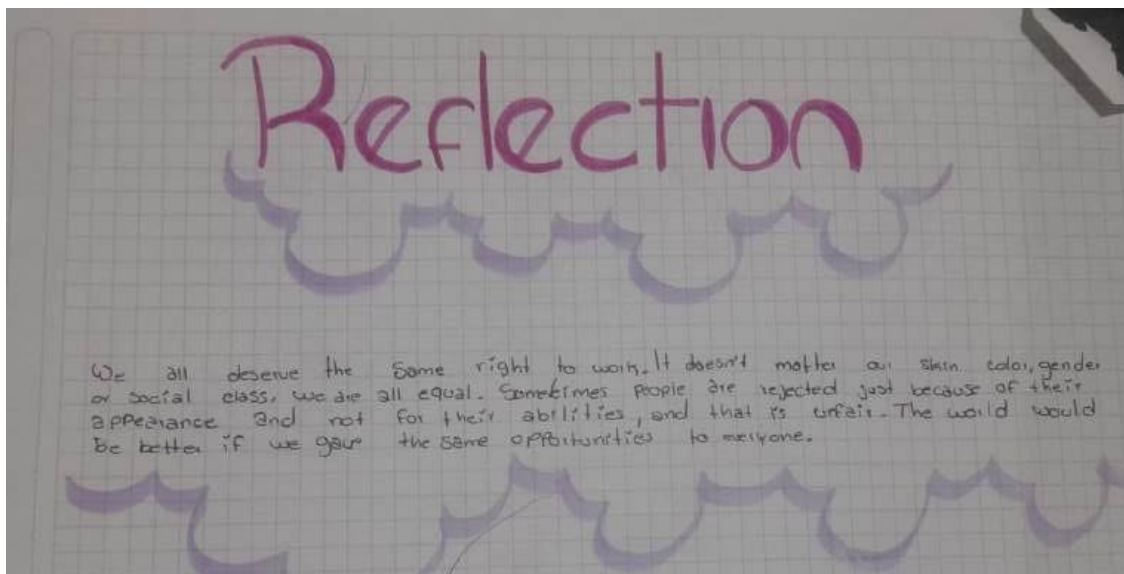
Checklists #1, 2025

Skill	Indicator	Yes	In Progress	No
Listening	Follows simple instructions in English	★	<input type="checkbox"/>	<input type="checkbox"/>
	Understands the main idea of a short audio/video	<input type="checkbox"/>	★	<input type="checkbox"/>
	Recognizes familiar words in listening tasks	★	<input type="checkbox"/>	<input type="checkbox"/>
	Answers basic questions coherently	★	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	Pronounces common words clearly	★	<input type="checkbox"/>	<input type="checkbox"/>
	Takes part in short conversations	<input type="checkbox"/>	★	<input type="checkbox"/>
	Speaks in complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	★
	Expresses ideas with fluency and confidence	<input type="checkbox"/>	★	<input type="checkbox"/>
Reading	Finds the main idea in a short text	★	<input type="checkbox"/>	<input type="checkbox"/>
	Uses context to understand new words	★	<input type="checkbox"/>	<input type="checkbox"/>
	Makes predictions while reading	<input type="checkbox"/>	★	<input type="checkbox"/>
	Answers questions about the text	★	<input type="checkbox"/>	<input type="checkbox"/>
Writing	Writes correct and straightforward sentences	<input type="checkbox"/>	★	<input type="checkbox"/>
	Organizes ideas into short paragraphs	<input type="checkbox"/>	<input type="checkbox"/>	★
	Uses basic grammar correctly	<input type="checkbox"/>	★	<input type="checkbox"/>
	Writes short descriptions of people, objects, or places	★	<input type="checkbox"/>	<input type="checkbox"/>

It was possible to see that once the English process regarding Short Films to develop emotional behaviors appeared, the student felt good in his environment, helping him to become rich in the subject and pass some of the abilities required for the grade he was in. Demonstrating that emotions played a good role in the development of students' approaches.

In fact, it helped students to get close to behaviors that increase their social abilities and the way they interact with family, friends, and teachers. (Weissberg, 2016) For that reason, the more emotional the education is, the better results students will get during their formation process.

And the results were the ones that show that it was possible, considering that students expressed their emotions better when writing, no matter what the language is, because they communicate with their inner self and exteriorize not only the mandatory result but also part of what they are, what they feel, and what they know. As an example of this, the following reflection



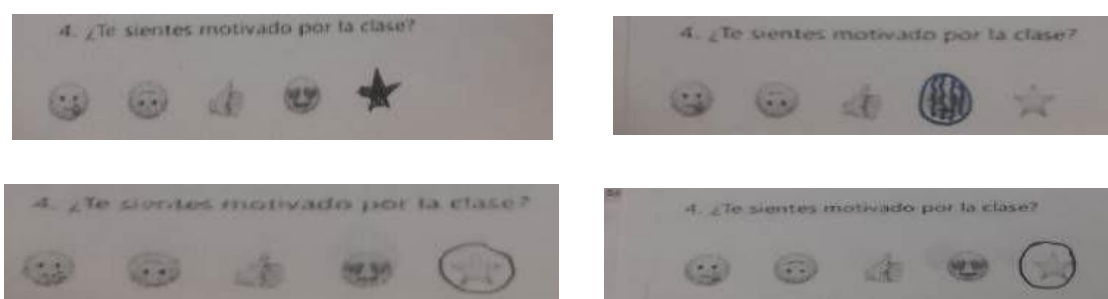
Artifact, 2025

It shows more than reflection from an assignment; it demonstrated students' feelings regarding the fact that they proposed the topic and then they decided to investigate it, which also highlights that students felt more in touch with the content when they could be part of the development process. In addition, it needs to incorporate good classroom management practices and appropriate support for their stage of development, including strategies that strengthen their social well-being and mental health. (CAO Central, 2021)

Then, students found out new adversities that came with the implementation of this

emotional source in the classroom. First, in the writing process, students' discomfort was evident in the beginning because they were not used to writing long sentences without instructions on how each sentence must be written, which represented a challenge for students during classes. For that reason, in the binnacles, many of the students on several occasions did not fulfill it when they had to do it, generating a lack of information, which created a change in the development of the present research, considering that the dynamics were not working. When a student is stressed, they find it difficult to concentrate, remember what they have learned in class, and do their homework accurately. Their minds are easily distracted, and getting organized or following instructions becomes difficult. (Road, 2025) Besides, it is also necessary to expose students to these kinds of situations because it helps them and the teacher to build a classroom through both perspectives.

Indeed, students were conscious about their abilities, and they knew that the process was not a straight line. **Student #15:** “Sometimes is hard for me to express my ideas in English or in the writing to describe my emotions that may I feel.” (Interview, 2025) It gave an idea of how introducing English and emotions was still a complex procedure for them to reach, even though they completed the process and integrated it well, which influences the way they perceived the class.



Questionnaire, 2025

Furthermore, it reinforced students' confidence in the view that once they overcame difficulties related to the subject, they could feel more enthusiasm and desire to learn. Showing that difficulties and setbacks could become learning opportunities and every obstacle could be transformed into momentum that brought students closer to their goals.

(“Overcoming Challenges: A Student’s Guide to Success”, N.D) In this way, students did not feel bad about their grades, but they focused on what they were learning.

Category 2: Short Films' Integration in TBL Planning and Implementation.

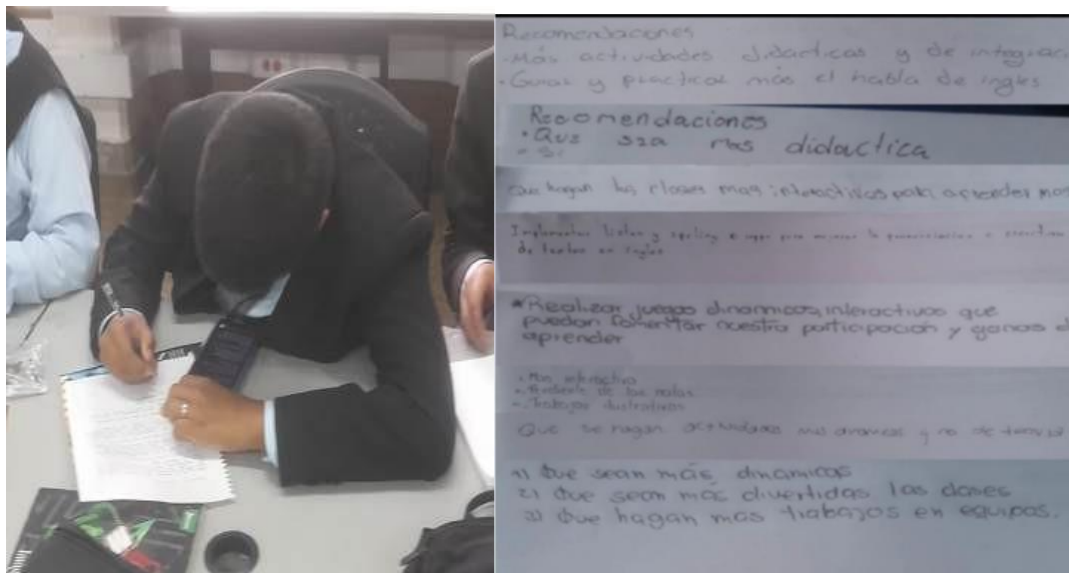
This category examines the integration of Short Films as a central resource in Task-Based Learning (TBL) for learning English as a Foreign Language (EFL). It highlights how these audiovisual materials enrich each lesson plan, promoting authentic language input and fostering meaningful communication. Moreover, it explores their role in engaging students emotionally and cognitively, enabling deeper participation and reflection during tasks. Additionally, the subcategories focus on how Short Films are integrated into the planning stage of TBL. Also, it analyzes their pedagogical value in presenting real-life contexts, modeling the target language, sparking students' interest, and considering their didactic role in the design of tasks and activities.

Subcategory #1: Pedagogical and Didactic Role of Short Films in Task Planning.

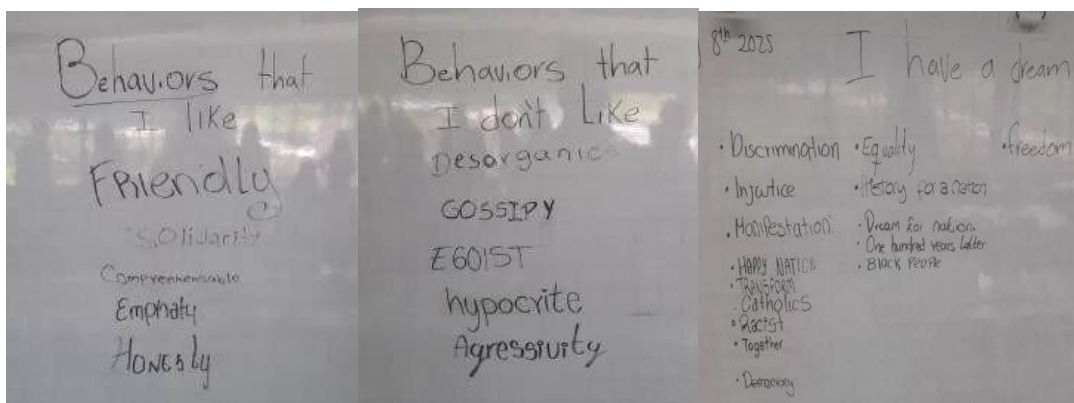
The didactic and pedagogic role of Short Films during class planning refers to how their use can create an effective educational environment to facilitate student learning. In fact, the use of this kind of audiovisual content should improve critical thinking skills, and it simplifies the understanding of topics for students; in this way, they can explore their creativity, which is fundamental for the development of assignments and for a better comprehension of abstract content presented in class. (The Monthly Film Festival, 2015) Acknowledging the concept, Guillermo Cano Isaza considered the use of this tool due to various aspects, including the implementation of a diverse learning model, the lack of emotional and critical thinking development during classes, and a new approach to address students' problems in the school.

The implementation of new resources for the class was created considering that students mostly showed a rejection of the use of paper during the class development, and

most of the time it ended with them searching for the answers on the internet or translating them. Still, when their head teacher proposed activities that involved the projector or computers, they seemed more motivated to learn English. As Alina and Corina (2023) mentioned, “Since motivation generally appears to be a significant indicator of success in language acquisition, using technology in language learning has a great deal of motivational advantages (...) more options for communication, identity development, intercultural content (...) and the creation of motivating tasks” (p 2). Furthermore, students expressed their non-conformity with the class management in their questionnaires, advocating for more dynamic activities in the classroom, different ways of learning, and more ways to use English skills (speaking, listening, and pronunciation). To conclude, this reflects that traditional methods are no longer helpful to catch students’ attention; they need to interact with the target language in a way that they can feel related, a way they can enjoy, or make it unforgettable for their minds, where they do not need to look for Artificial intelligence to get messages or understand topics.



Then, Short Films emerged as a different way to develop activities and acquire the target language, while learners try to learn emotionally and connect with their classmates. In *Cortos sin cortes. A didactic sequence for the use of short films as an instrument to develop listening skills* from the theoretical framework by Angelica Maria Lopez Zambrano and Julian Sebastian Saldarriaga Quirama (2022) affirm that “videos (...) gives tools for students to deduct more aspects in a conversation such as emotions, context, and behaviors which help them to understand and interpret in a better way the essence of human interactions” (p. 26). Therefore, even when the knowledge acquired from the Short Films did not last in their minds, it remains implicitly in the interactions that students have between themselves, their classmates, or with the teacher, showing an advance in how they communicate and has an impact on their environment. “**Student #35:** Teacher, ¿puedo poner música? **Teacher:** In English. **Student #35:** Can I put music on? **Teacher:** llena la lista y espera tu turno **Student #35:** Ayy no teacher, yo quiero poner la mía de una vez, esa música está toda fea **Student #18:** No, ten paciencia, recuerda el Short Film que vimos de mimos, muestra que tienes buenos behaviors jajajjjaja” (Field diary #7). Although during the classes' implementations, the Short Films were in a different language, through them, students were able to understand the plot that was being conveyed, or at least they tried to draw their own conclusions every class, resulting in a diverse creation of meaning that will stick with them as a constant reflection.



Evidence, 2025

Short Films demonstrate through their use that students can relate the content of what they saw on the screen to their contexts and problems because the stories are chosen so that students can link the messages with their environment. This kind of audiovisual method provides a closer view of reality. It involves diverse knowledge, such as situations or postures, that enable students to feel a connection to the topics that a teacher may struggle to convey. (Lopez and Saldarriaga, 2022) Students have focused the issues of each Short Film to create pedagogical proposals for the school in this way their learning processes do not stay in the classroom but can be transmitted to the whole school that way they practice English, highlight school's problems and inform others not to remain silent and change the school for good. Students' voices help to improve school policies, promote accountability, while they demand transparency for what they deserve, and develop advocacy and critical thinking skills, empowering students to drive change and support social justice by ensuring all their voices are being heard and respected. (Hollingsworth, 2025) Indeed, students through their creations want a change not only for themselves, but for the younger students who deserve a better school than they have, as stated by a student in his oral reflection. This shows how students have grown along the process in which Short Films and activities played an important role in gaining not only information but new perspectives about their lives and the lives of people in their surroundings.



Artifacts, 2025

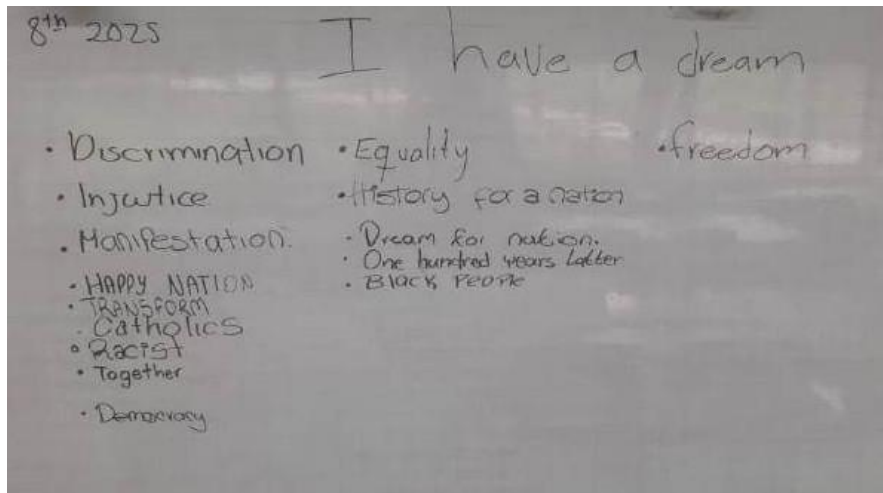
Student #3: Tenemos que cuidar las sillas digamos que para los muchachos que están hoy en este instante alla en primaria, pa que cuando ingresen aca en bachillerato pues no tengan problemas digamos por ejemplo cuando yo estaba en algunos salones no hay suficientes sillas, otras están dañadas otras el puesto está pa' abajo y pues que tampoco las manchen porque es la integridad del colegio es lo que nos representa a nosotros. (Field diary #18)

Ultimately, using Short Films was helpful for students to foster their voices which plays a crucial role in transforming education at the Guillermo Cano Isaza to a more inclusive and responsible system that takes care of its students. By providing feedback about what they learned from the activities related to the Short Films, students help shape policies and practices that genuinely meet their needs, while also promoting accountability and transparency within schools. This process not only addresses issues such as bullying, discrimination or bad behaviors but also works with learners' essential advocacy, communication, and critical thinking skills. As a result, students are empowered to become agents of change, both inside and outside the classroom, contributing actively to social justice

and ensuring that every voice is valued and respected as they pave the way for more equitable and compassionate learning environments.

Subcategory #2: Multimodal Mediation of Emotional and Linguistic Content. It refers to the use of various communicative modes such as visual, auditory, and textual elements to support both emotional expression and language learning. This approach emphasizes how different forms of feedback and interaction influence students' writing development and emotional experiences. (Guo, 2023) Through this acknowledgment, in the classes implementation, it was found that emotional reactions stimulate students affective understanding, characters' actions encourage students to evaluate their own emotional responses and beliefs, and that learners connect their emotions with Short Films.

While students interacted in the class, it was highlighted that emotional reactions such as laughter, discomfort, or empathy indicated that multimodal resources could stimulate students' affective understanding. Through multimodal media, students fostered their learning processes. In fact, while watching the Short Film *STEREOTYPES & PREJUDICE* (Lesson Plan 1, Appearance), students mentioned that they felt anxious while watching the video because of the flashing lights and strong sounds that emerged by generating the feeling that something bad was about to happen (Field diary #5). In this way, applying activities such as lessons, tests, and assignments with distinct emotional responses, including boredom, anxiety, and frustration, increased exposure to diverse emotional experiences. (Xie and Fan, 2025) As well as in the reflection, I have a dream (Lesson Plan 3, Speech), students expressed that they did not understand what the Short Film was about, they caught different words and messages from how people were enthusiastic while Martin Luther King Jr. was saying his speech, as is presented in the following evidence.



Reflection #3, 2025

In addition, the aim was to bring students closer to the context and encourage them to produce content while they were aware of what was happening and adapt it with their knowledge as a way to connect multimodal sources and students' perceptions of life. People first experience a physical reaction to certain stimuli and then interpret that reaction by considering the surrounding context, giving it a specific emotional meaning. (Kalateh, Estrada, Nikghadam, Barata, 2024) It was needed to underline this method as a response for students emotions and acquisition of the language considering the message weight that Short Films carry as student #30 expressed in her interview "I feel comfortable saying this (Short Films) help us see what we are failing as people who hurt others that feel used" It means that Short Films not only help students to be conscious but also it encourages them to reflect and associate it with real life circumstances. It will encourage students to grow and develop into active citizens who have a moral mindset and can appear in public socially. Therefore, the application of critical thinking in the world of education is needed so that organizing students can make a productive contribution to society. (Trisnani, Purwanti, Mustofa, 2021)

Then, reflecting on the characters' actions encourages students to evaluate their own emotional responses and beliefs. It gives them the opportunity to externalize attitudes that they do not often show. To understand this contrast, the head teacher's perspective was a

main key to comprehend students' behaviors in learning. “They are very reactive; if they don't like something, they express it, but not in the best way among themselves or with the teachers (...) There are times when teachers encounter verbal confrontations with students, and with some you can find good arguments, but with others they defend themselves capriciously without finding reasons”. (Interview, 2025) It shows a negative perspective of the way they react to others’ opinions, and we as educators should acknowledge how students perceive and respond to feedback, encouraging the development of emotional regulation skills that allow them to handle evaluations constructively. These abilities will evolve in different educational contexts, aiming to design strategies that enhance motivation and engagement with feedback. (Yang, Wu, Liang, Yang, 2023) For that reason, once multimodal sources are applied during classes can have an impact on students' perspectives about the way they react and their environment itself, as it can be seen in the following pictures:



Evidence, 2025

Students used to leave the classroom dirty, but after lesson plan 4 (social environment), they started to put effort into making their classroom cleaner than before. In addition, they stated that “they want the classroom as clean as they left it for future classes”. Strengthens the idea that students' behavior can be changed through positive reinforcement, by providing structure, predictability, and by modifying the learning environment as is perceived with multimodal instruments. Key strategies include building strong relationships,

offering choice, and engaging activities. (Rappaport and Minahan, 2024) Furthermore, during Lesson Plan 2 (behaviors), students expressed to the teacher how they wanted to create a change through their poster inside the school because they considered that the lack of commitment from students in other courses needed to be measured by certain behaviors that they were producing in class. (Field Diary #8) Through multimodality in the classroom, students feel not only related but also securely sharing their perspectives with others in order to promote a better school environment for their teachers, classmates, and friends.

Lastly, learners connect their emotions to the situations in the Short Films, making the EFL learning process more personal and meaningful. In fact, students communicating their emotions through Short Films was a goal reached, considering that they were not willing to share about themselves in the beginning. For instance, they did not bring their homework or participate in activities in the classroom. Traditional education often prioritizes specific learning styles, this limitates inclusivity for students. When rigid structures dominate, children are marginalized or experience a loss of interest, which creates obstacles to their emotional and cognitive growth. Promoting flexible, supportive environments allows learning to become a more equitable and reflective process. (“Barriers to learning: why children might not be engaged at school”, 2023) However, students along the process got participative and were able to share their emotions through their reflections (Lesson plan 6, Emotional acceptance)



Artifact #2, 2025

The fact that it was hard for students to communicate their emotions until a certain among of commitment in the classroom, only demonstrates how the educational system have not improved emotional strategies for students even when the system combines formative and summative assessment, taking into account cognitive, social, and emotional skills, as well as contextual and socioeconomic factors that influence performance. Providing a broader understanding of student progress, supporting personalized teaching, identifies areas for improvement and promoting an educational environment that fosters the integral development of students across different levels of basic and secondary education in Colombia. (“La educación emocional ya hace parte del Sistema Integral de Evaluación en Colombia: Icfes”, 2025) showing that students have not been exposed to this kind of governmental solution to improve students' emotional development. Still, students had approached this issue briefly through visual sources implemented in class, as student #4 and student #18 expressed in their respective interviews.

Student #4: Short Films help to recognize my own feelings, such as happiness, sadness, or empathy, that I can relate to. **Student#18:** Yes, because I perhaps identify with the situations that occur in the Short Films, and they help me to identify exactly what

emotions I have. (Interviews, 2025) Definitely, the usage of this source improves students' vision of how they work, and it helps them to understand it while they learn in the classroom. In addition, the following table shows the final improvement of 16 students about a specific statement from the checklist, which was *to understand the main idea of a short video/audio*

Understands the main idea from short audio or video			
Category	Number of Students	Percentage	Interpretation
Yes	8	50%	Half of the students can identify the main idea mainly through context rather than language.
In process	5	31.03%	These students partially understand relying on visual or situational cues.
No	3	18.08%	A smaller group struggles to grasp the main idea and needs more support.

(Table: Understands the main idea from the short audio or video)

It shows an advance from the beginning, where most students merely understood some of the Short Films watched during classes. The integration of multimedia in the classroom supports a multimodal learning environment that addresses diverse learning styles and enhances student engagement. This approach promotes a richer and more inclusive classroom experience aligned with multimodal instructional design principles. (Sankey and Gardiner, 2010)

Category 3: Students' Insights Regarding the EFL Environment

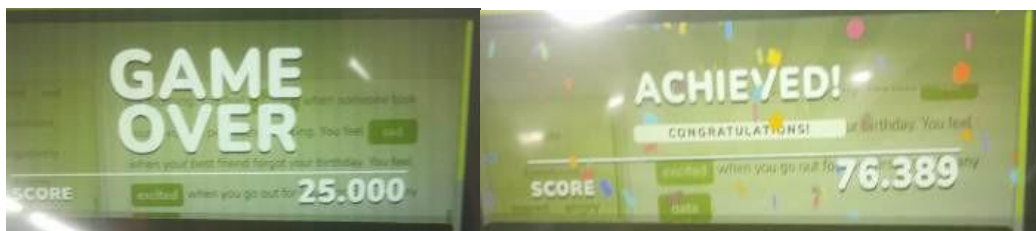
Emphasize students' thoughts in the classroom while they connect with their emotional experiences, their perspectives on their own and others' roles in group work, and how they mutually acknowledge their skills. It is valuable for students to participate in sharing their personal experiences and expressing who they are. In this way, their interactions can help foster values like tolerance and respect toward the differences that exist within their own reality. (Moreno, 2016) Furthermore, students' reactions to the topic help them grow and manage negative or positive situations in their daily lives.

Subcategory #1: Reactions to Error, Risk, and Failure. Involves emotional and cognitive responses in educational environments, as well as strategic actions for risk management. Overcoming failure depends on managing emotions, accepting situations, and learning from experiences to manage future actions. Failure is a natural part of both learning and everyday life. Although it is widely recognized as a key element for future success, many students still fear it. This fear often arises from how everyone interprets and responds to failure. Those who are resilient tend to see failure not as a setback, but as a valuable chance to learn and grow. (Akamatsu and Gherghel, 2025) Carrying this concept to the school, it was presented that grading in the classroom created a negative response in students, failure helped students to reflect, and the fact of not grading students made them lose focus on the class.

In the first moment, the introduction of grading activities in the classroom triggered both anxiety and a lack of motivation among students because they doubted their own abilities. There were times when students could not handle pressure because of the time limit, which aroused their bad emotions, where they expressed to the teacher, “I’m not that intelligent” or “Teacher, I am slow, give me the whole hour, or I am not finishing today” (Field diary #16). This points out the absence of faith that they have in themselves and their skills to do activities, turning them into conformists and not allowing them to surpass their limits. Bearing in mind that adolescents are highly influenced by social norms, opinions, behaviors, and judgments that are always reshaping around them. Conformity refers to the internal acceptance of a person or a group, and it is shaped by various psychological factors such as intelligence, gender, context, and so on. (Kaur, 2017)

Nonetheless, in the interviews, students said that they did not have problems during the realization of tasks. **Student #33:** I don’t feel any difficulties in reflecting on this. I understand the short films. **Student #34:** Sometimes I do understand some English words to write my ideas correctly. (Interview, 2025) Even when their class development did not have

good results, this leads to the conclusion that some students are more open to accepting their weaknesses than others. Failure pushes students to rethink strategies, inspiring creativity and making them grow. Through uncomfortable results, they are able to learn the value of effort over outcome, which reinforces motivation and self-esteem and helps them to gain the wisdom needed for future success. (“Embracing Setbacks: Classroom Strategies for Learning From Failure”, 2023) Also, it showed that students think that not understanding a theme is a problem when it should be seen as an opportunity to learn, besides the results. In addition, students have demonstrated that even when they feel under pressure and anxious, they can try again to obtain better results, as in the following Educaplay game (Lesson plan 3, Speech).



(Evidence, 2025)

Once students do not focus on the activities for grades, but for learning. They can push their limits and address struggles with the target language easily, gaining security and self-esteem. When children are very protected from everything, they lose the opportunity to build confidence, self-esteem, the ability to solve problems by themselves, and to learn new ways of making things work that are right for them. (Orchard, 2018) Embracing the resolution task without grading can make such a difference in students' mindsets; it is a matter of guiding them instead of punishing them.

In a second moment, the exposure to failure encouraged students to reflect on their learning strategies and to improve their outcomes for better results. Through this experience, students began to experience the metacognition stages. “Metacognition allows students to be more expert-like in their thinking and more effective and efficient in their learning. While collaborating in small groups, students can also stimulate metacognition in one another,

leading to improved outcomes” (Stanton, Sebesta, and Dunlosky, 2021, p.1). For that reason, they first approach the fact of failing grades and bad feedback. Different groups disagreed with their grades until the teacher told them that they did not follow the instructions required. (Field Diary #14) which represented a change because they started to pay attention when instructions were given in class (planning stage). Second, students focused on their previous mistakes to enhance their English management and grades (monitoring stage), as seen in the results from the checklists

Before the process: Writes correct and straightforward sentences			
Category	Number of Students	Percentage	Interpretation
Yes	1	6.25%	Only one student was able to write clear and correct sentences.
In process	3	18.75%	A few students showed partial understanding of sentence structure.
No	12	75.00%	Most students struggled to form correct or coherent sentences.

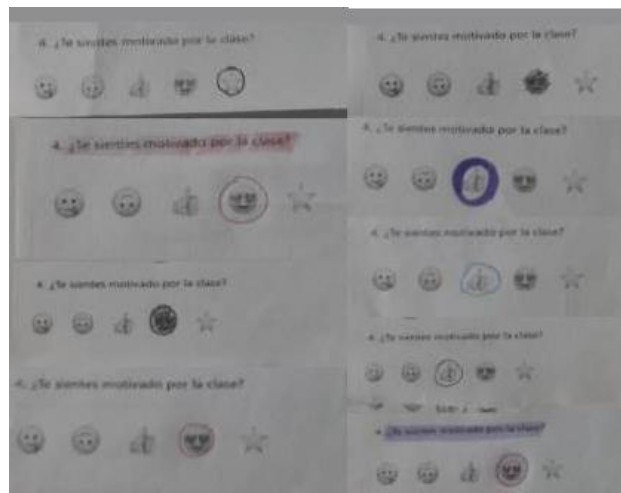
Table before the process: Writes correct and straightforward sentences

After the Process: Writes correct and straightforward sentences			
Category	Number of Students	Percentage	Interpretation
Yes	3	18.75%	A small group now demonstrates strong writing accuracy and clarity.
In process	10	62.50%	Most students show significant improvement and are developing greater sentence control.
No	3	18.75%	Only a few continue to have difficulties in sentence formation.

Table after the process: Writes correct and straightforward sentences

The comparison reveals clear progress in students’ skills. Also suggests that the intervention of bad grades and feedback positively impacted their ability to produce well-structured sentences. When students are encouraged to reflect on their performance, assessments can enable them to develop a deeper awareness of how they learn. (Novak,

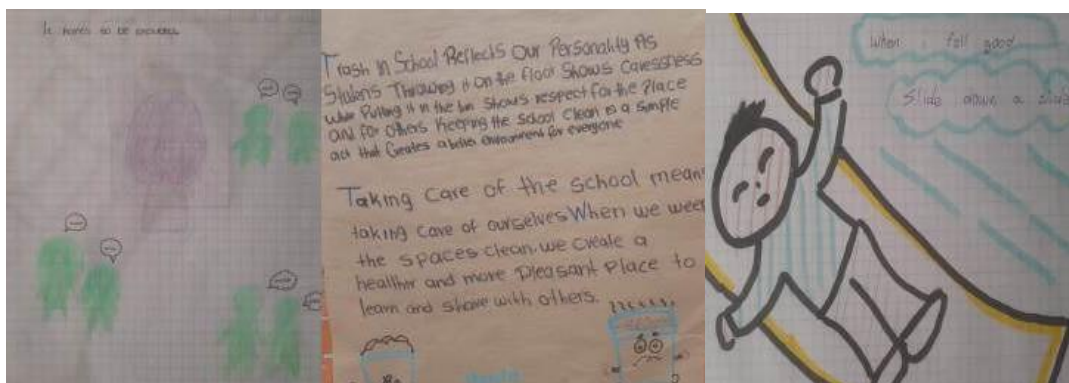
2023). Finally, they were able to express if they felt motivated for the process taken during classes on the questionnaire (evaluation stage)



(Questionnaire, 2025)

By this reflection, it is possible to see how students felt helped to be more aware of their own learning and develop a greater autonomy. In conclusion, students not only improved their writing skills but also developed a deeper understanding of how they learn. The experience of reflecting on their mistakes and responding to feedback encouraged them to take responsibility for their learning, become more attentive, and develop their motivation.

In a third moment, when assessment is not directly linked to grades, students initially participate actively but gradually lose concentration and do not care about class development. Through this, there started appearing low quality activities, projects, and homework started appearing, as is shown in the next evidence



Evidence, 2025

This kind of product by students can be generated because education prioritizes grades over understanding, promoting memorization instead of critical thinking, rigid teaching methods, and a lack of real-world connection make the learning meaningless. As a result, students lose motivation, creativity, and the purpose of learning in their academic processes. (“Why most of the students hate studies?”, 2025) This relates to the lack of class commitment seen during the realization of activities, where students, instead of working with their groups, started to move around the classroom or distract others rather than learn. (Field diary #18). Therefore, it demonstrates how the traditional learning methods that are still being used nowadays have affected students' ways of interaction with the classes, the way they learn, and the way they react to errors and failure.

Also, the head teacher's perspective is vital to understand in detail why students can have these reactions and how they can be managed. “There are cases in which some teachers, in the way they speak or in their dialogue, say things (...) that bother the students. By approaching students in a respectful manner, you will always receive respect from them in return. If you give them good feedback, students respond well to what you are saying.”

(Interview, 2025) Considering this, it reflects that students are accustomed to certain treatments that can impede or slow their academic performance. When students do not feel safe, supported, or valued by their teachers, they struggle to engage and participate. The absence of a positive and understanding teacher–student relationship limits their confidence and motivation, which directly affects their ability to produce and learn effectively in class.

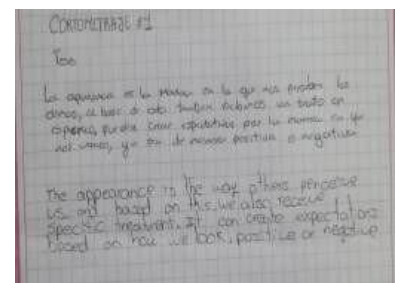
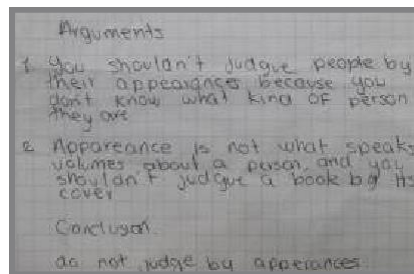
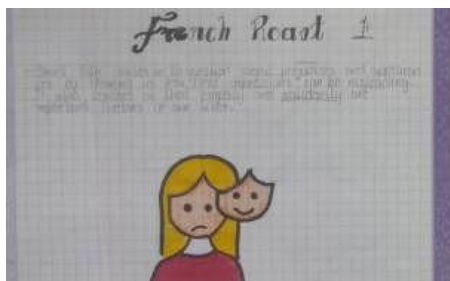
(“Positive teacher–student relationships: Their role in classroom management”, 2023).

Reviewing, it is important for students' lack of academic production to break with traditional teaching practices that emphasize grades over meaningful learning and fail to build assertive relationships between teachers and students. Thus, fostering emotional connection,

constructive feedback, and real-world relevance becomes essential to create students' commitment, creativity, and genuine interest in learning.

Subcategory #2: Perceptions of Collaborative Emotional Learning. Perceptions of collaborative emotional learning describe how students interpret the experience of developing social and emotional abilities as a group. These views usually underline that working together helps them communicate better, solve problems collectively, and understand each other deeply. In addition, it reflects the idea that learning side by side strengthens emotional regulation, relationships, and responsible decision making, while also creating a more satisfying and supportive classroom community. (Aulia and Harpain, 2025) In this way, in the classroom, it was identified that students develop an individual perception of the films that contributes to the development of understanding, perceiving that sharing emotions with classmates builds stronger social bonds and that learning adapts to others' ideas.

Initially, each student develops an individual perception of the films, which later contributes to a shared understanding. However, the final results shared with the school were not appraised by other students from different courses or journeys. To start, students reflect on the Short Films they watched and what they left them to produce ideas consciously that help them understand the world and themselves.



Evidence, 2025

This helps students understand how they are reflecting and why, which is key for transferring this skill to new situations. It allows them to learn from mistakes and improve

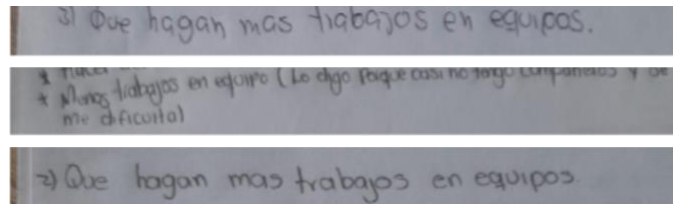
their academic performance. (Philip, 2015) In addition, it worked as a preview step for students to realize projects that can work from others outside the tenth-grade classroom. For that reason, students create for each lesson plan (Appearance, Behavior, Speech, Social Environment, Emotional recognition, and Emotional acceptance) material that was exhibited to the school to share students' mindsets and ideas to make the school safer and habitable for everyone.

However, these projects were broken and discarded by other students. **Teacher:** chicos vamos a hacer una galería, we are about to do a gallery. **Student #15:** Vamos a ver cuanto dura esta vez profe. **Teacher:** What do you mean? **Student #6:** Profe, es que esas cosas que pegamos no duran ni 3 días, siempre las rompen o las quitan otros niños o los de la tarde. (Field diary #15) reflects the lack of commitment from other students to the work they do for their classmates. When students already feel disconnected or dislike the school, their negative perception can hide the learning opportunities available, affecting their engagement and outcomes. ("Student Perceptions of School", n.d) Also, it highlights how other courses and journeys manage their emotions and how they respect their institution and the effort that others make.

Then, students perceive that sharing emotions with classmates builds stronger social bonds. However, in the beginning of the process, students had difficulties expressing themselves correctly with their classmates, generating conflicts and tension in the classroom. Students had to create a poster (Lesson Plan 1, Appearance), but there were moments in which one student wanted to express her ideas, but she was not heard by the others; as a consequence, she preferred to stay quiet and not contribute to the realization of the poster.

Students can turn rejection into leadership by acknowledging how it makes them feel, interpreting the experience as an opportunity for growth, and then looking for alternatives of what they can do next by concentrating on what is within their control and the abilities they

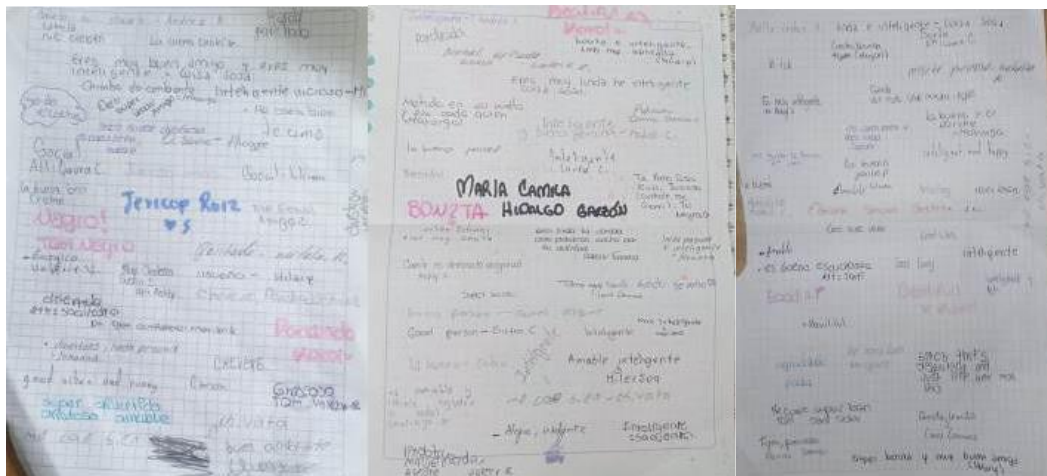
already possess. (“Rejection and How to Handle It”, n.d) Over time, through continuous interaction and guidance, they gradually improved their communication skills and built a more respectful and collaborative environment. Realizing the Mentimeter activity (Lesson Plan 4, social environment) where they laugh and share with their groups without fights or disagreements. It shows an improvement in their social skills after dialogue and hearing others. Socializing is an opportunity for students to improve their communication skills, but also helps them to get engaged while dialoguing with others. (“Why is socializing important for students”, 2025) Finally, through the questionnaire, it is perceptible to see that teamwork is something that students want since they can learn, share, and have fun with others.



Questionnaire, 2025

Finally, students learned to adapt to others' ideas; they showed rejection and vanity towards other opinions. As the process advanced, they became more open-minded and started valuing others' perspectives, fostering empathy and mutual respect. For example, while students were recording their speeches (Lesson Plan 3, Speech) student #23 approach to the teacher to tell him that she does not want to participate because she did not have a good relationship with her group (...) at the end of the class they were laughing and making jokes (Field diary #14) This is a clear reason why teamwork helps students grow by enhancing how they communicate, solve problems and trust their own abilities. Working with others pushes them to share ideas, consider different perspectives, and feel more confident in what they can contribute. (“Encouraging Teamwork and Collaboration: Benefits and How to Foster

Collaboration”, 2024) A reflection of this advance can be perceived through the final activity realized in the classroom, where students had to write messages to their classmates.



Evidence, 2025

In these papers, it is possible to see that students were more open about their emotions towards their classmates, instead of keeping their feelings silent. In fact, there are negative comments that reflect that a few percent of the classrooms still need to manage the way they communicate with people with whom they do not get along. In comparison with other classmates who are conscious about how good treatment is essential in the classroom, considering the interview. **Student #35:** Yes, they (Short Films) often portray situations that make me reflect on my actions and how I treat others, and encourage me to be better and considerate in my interactions. Indeed, learning to value others promotes empathy, allowing students to form deeper connections and work together more effectively. When respect becomes part of the school environment, it nurtures kindness, inclusion, and emotional security, while helping to minimize conflicts. (Kritsineli, 2024) In conclusion, students' interactions demonstrated a gradual but meaningful transformation in the way they related to one another. Also, learning through a collaborative way helps students to appreciate and respect others, to foster deeper connections, emotional security, and a better classroom

environment. In this way, students demonstrate that collaborative experiences truly contribute to their personal and social growth.

To conclude, the implementation process showed in students an increase of their Emotional Intelligence and their English skills. Considering that, students started with a low interest in sharing their feelings, but as the process continued with the implementation of activities. They understood the importance of their feelings, behaviors, and so on. Students allowed themselves to communicate with people they did not talk to that much, to feel without feeling punished or judged, and communicate about situations and actions they did not like. Three complicated aspects at the beginning, since students perceived that the class was constituted with traditional settings. Simultaneously, their English skills increased once students started putting into practice their communication skills. Since they approached the fact that Emotional Intelligence was a new topic for everyone, students saw it as an opportunity to learn together with their classmates without feeling dumb. Furthermore, the activities designed to boost their Emotional Intelligence helped them to connect with the target language without being punitive or humiliating. For that reason, using Short Films, Emotional Intelligence, and the Task-Based Learning activities were all fundamental to generating significant learning in students' development.

Chapter 6: Conclusions and Recommendations

The following chapter explained the results of the present study, detailing each important aspect such as the conclusions, implications and further research. It started demonstrating if the present research had a positive effect on students' processes during the implementation of Short Films in an EFL environment, while students strengthened their Emotional Intelligence with Task-Based Learning activities. In addition, it would mention the missing parts of the study that need to be supported and managed in a different way.

Conclusions

In conclusion, the present research demonstrated that integrating Task-Based Learning activities supported by Short Films had a significant effect. Since, Short Films created not only an emotional but also a supportive and calm environment, enhancing the 10th graders' experience in English as a Foreign Language. Considering Short Films as a mediator that enriched students' perception of recognition and regulation of their emotions. Also, the engagement on students enabled an understanding about their emotional skills and communication enhancement with their peers; students were open to collaborate and participate in EI English task. Besides, the use of this mediator was effective to deep in new methodologies that goes beyond the traditional, since it looks for students' engagement with the modernity era they are immersed in, while they learned about themselves and the ones around them.

Furthermore, the effect of having Short Films implemented in the English class whereas Task Based Learning complemented the process was effective to approach students with their emotions. It increased their interest in English once they found out that knowledge can be related with learning about other aspects of life. Through Short Films, students made a

connection with their real-life situations, which supported them to understand their emotions and reactions towards the language conventions. Moreover, it showed that if students are exposed to an emotional EFL environment, they can feel close to the subject. Indeed, students would not feel fear about expressing themselves freely because the classroom would be a secure, friendly and supportive area where they learn and feel welcomed by others.

The findings indicated that Short Films could reinforce students' English skills while they fostered Emotional Intelligence. Through diverse tasks, students strengthened their abilities in writing, speaking, listening and reading. In which, they used these opportunities to express their concerns about different social struggles and negative behaviors. Moreover, Shorts Films presented as a multimodal resource supported students' approach to real issues allowing them to be more empathetic and learn how to deal with situations that they were not used to such as racism, sexism, and bullying. Additionally, it cultivated a human space where they did not feel judged while they became aware of their realities.

Students' insights about the use of Emotional Intelligence in the classroom led to an understanding of their own perspectives about English as a subject and the way they behaved in the classroom. Besides, it opened them to connect with different people out of their social circle and join others based on aspects in common such as music tastes, games, favorite foods and so on, instead of their differences. However, not all students could connect with the language totally, nevertheless they related their previous experiences along the activities proposed to make connections between English words and their emotions. It gave them a space where they could show and improve their ideas, thoughts and social skills with their classmates, furthering the pragmatic skills used in the classroom.

Implications

This study has carried out several important implications for educational practices and future research. Considering the positive influence that the whole process generated in students' mindsets, Short Films during class development became a key that encouraged realistic scenarios where students could feel more attracted and interested in. In addition, it suggested a space for Emotional Intelligence in the curriculum, not only for English but for all the subjects. And EI can create a place where students learn about themselves while they learn the target language. Moreover, deeper usage of Task Based learning within classrooms would promote a better academic space, since students would have to dialogue with their classmates' using activities that boost Camaraderie and social skills.

Regarding students' learning processes, it was determinable that through this proposal students could recognize the presence of others as beings with their own complex emotions, behaviors and thoughts. Furthermore, it made students more efficient, the moment they must regulate their emotions. They could react properly to situations they were not used to and handle them with arguments and reasons. Finally, it made students felt seen, validated and part of the school instead of individuals. Generating a close connection between student-institution the moment the student started feeling cared and protected for their classmates, teachers and the school itself.

Finally, as a pre-service teacher the aspects learned through the process were focused on: first, English as a subject was not centered merely on grammar and vocabulary. Along with the practice, it was evidenced that a meaningful class got more results, because students went beyond and obtained a significant process of what they were learning. Second, it supported creativity at the class planning moment, since as a teacher having a broader vision of tools could work in the EFL environment to make the space dynamic and entertained.

Third, it made teachers conscious about the necessity of diverse materials and dynamics, hence it empowered the connection with their students and left aside the traditional methods.

Further Research

The results of this study suggest the need for additional research in other contexts, more specifically on younger grades. Considering that EI causes more effect in children because they are more in touch with their classmates while they grow and their brains are more flexible to digest emotions, while teenagers have their emotions more consolidated. Furthermore, the employment of deeper Interviews could help to understand students' mindsets during the English class to focus on diverse areas that can generate something for students. Finally, a longer period in the implementation can generate more valuable results that enrich other future researches, since it was not possible to apply all the states of Emotional Intelligence pedagogical proposal during this process.

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Annexes

Annex #1- Diagnostic test



UNIVERSIDAD PEDAGÓGICA
NACIONAL

Universidad Pedagógica Nacional Facultad
de Humanidades
español e inglés
Licenciatura en

Name: _____ Date: _____

Diagnostic test

1. Listening part:
respond to the following questions
according to audio that you heard.

- Why do everyone dislike bobby?
- What happened at lunch time?
- What did his friends tell him to do?
- What happened to bobby after pushing the kid?

2. Reading part:
read the following text and answer
each question.

Abbie's bullying story

Me and Tasha live on the same street, and she was my BFF for a while. But then we were put in different form groups, and I couldn't see Tasha as much, so I made some new friends.

A few weeks later I got invited to someone's Halloween party and she didn't. Tasha was upset about it and told me not to go, but I didn't think that was fair, so I went anyway.

After that, things got really strange at school. People started avoiding me and laughing behind my back. Then I saw my name in a web address on the girls' toilet wall. When I looked it up, I felt sick. It was full of text that I'd written in secret to Tasha, and she'd even posted some fake messages that she'd written herself. She made me look really bad. And for weeks and weeks she just kept adding more stuff and it got more and more likes.

One day in IT I found the whole classroom laughing at a picture of me asleep on the bus with my mouth open, and I couldn't take it anymore. I ran out of school and went home crying. My mum called the headmaster, and he made Tasha shut the site down. Tasha's parents made her come over and say sorry.

It would be nice if I could say that I'd forgiven her, but loads of people saw that website and you can still find those pictures if you search for them. Because of Tasha, I worry about it all the time.

According to the reading answer the following questions:

1. What caused the relationship between Abbie and Tasha to change?

- a) They moved to different streets
- b) They were placed in different form groups
- c) They had an argument about Halloween
- d) Abbie made new friends after a fight

2. How did Tasha bully Abbie?

- a) She ignored Abbie and made new friends
- b) She embarrassed Abbie in front of their classmates
- c) She spread fake messages and posted a website about Abbie

d) She made fun of Abbie's appearance directly

Considering the reading now, write a short reflection that you could take about critical thinking

3. What was the outcome of Abbie's situation?

- a) Abbie and Tasha became best friends again
- b) The headmaster made Tasha shut down the website
- c) Abbie was given a reward for standing up to Tasha
- d) Tasha was expelled from school for her actions

3. Writing part: Observe the image and give your opinion.



4. Grammar part: Select the correct option (A, B, C, or D) for each question.

1. She _____ to the gym every morning.

- A) go
- B) going
- C) goes
- D) is going

2. I will meet you _____ the park at 5 PM.

- A) on
- B) in
- C) at
- D) by

3. Select the correct sentence: A) He don't likes pizza.
B) He doesn't like pizza.

- C) He no like pizza.
- D) He not likes pizza.

4. Which of the following sentences is in the past simple tense?

- A) She is writing a letter.
- B) She wrote a letter.
- C) She will write a letter.
- D) She writes a letter.

5. They _____ in class right now.

- A) are
- B) is
- C) were
- D) was

Annex #2- Questionnaire

Encuesta sobre la clase de ingles

En la siguiente encuesta es necesario que rellenes las casillas conforme a que tan de acuerdo estas con las preguntas. Si esta **muy de acuerdo** rellena los 5 recuadros, si **esta bien** rellena 4 recuadros, si **podria ser mejor rellena** 3 recuadros, si **es mala** rellena 2 recuadros y si **es pésima** rellena 1 recuadro.

1. ¿Te gusta la clase de ingles?



2. ¿Te gusta trabajar en equipo?



3. ¿Te gusta participar?



4. ¿Te sientes motivado por la clase?



Annex #3 Binnacle

This is my process

Name: _____ Course: _____

Appearance

Questions about appearance

1. What does appearance mean to you?
2. How do you think appearance affects the way people see others?
3. How can appearance affect our confidence?
4. Is appearance important to you?

What do I know?	What did I learn in this class?

Behavior

Question about behaviors

1. What do you understand about behavior?
2. Which kind of behavior creates a good environment for you?
3. How do you feel when someone shows inappropriate behavior?
4. How do behaviors benefit the classroom?

What do I know?	What did I learn in this class?

Speech

Question about speech

1. What is speech for you?
2. Do you know the importance of speech in your life?

What do I know?

What did I learn in this class?

Social environment

Question about social environment

1. How do you perceive your social environment?
2. How do you feel in your social environment?
3. How do you want to change your social environment?

What do I know?

What did I learn in this class?



Class Observation					
Teacher in formation			Yuber David Robledo Córdoba		
Institution where the observation process takes place		Guillermo Cano Isaza I.E.D		Grade	1001
Date		Starting time	8:00 AM	Finish time	10:00 AM
Signature	English	N* de estudiantes	39	Head teacher	Sofia Vergara

Interaction between the teacher and the students:

Students reached out to the teacher expressing doubts about some words they did not know how to express in English, so the teacher helped them by providing them the words they needed.

Student#18: approach to me and told me “profe me puedo hacer con otro grupo, es que ya no me llevo con ellos, me caen mal” either way, she did the task with the group she had assign, and after talking a little bit with them they did the reflection together and they laugh good-naturedly when they didn't pronounce a phrase correctly.

Class participation:

Students felt energetic through the implementation of the first activity from the lesson plan since they had to put some notes in the board about how they conceive some spaces and things such as broken chairs, a dirty space, a violent space, a place with music, a place with bad decoration and so on.

Class development
<p>Students Interactions:</p> <p>In the collaborative reflection, students approach one another in order to develop a better pronunciation process in the recording they had to deliver.</p> <p>Students were concentrated when they saw the first short film because they stated that it was very entertaining for them and that it talked about the problems that nowadays people face in their daily lives.</p>

<p>Reflexión:</p> <p>Students like short films that show dystopian realities since it shows them the direction society is taking as a result of poor decisions made by others. Through this, they are able to reflect and express their opinions more effectively.</p>

Lesson Plan N° 4

School: Guillermo Cano Isaza Grade: 10° grade Topic: Social environment	
Keys:	Ss: Students T: Teacher
Prescribed learning outcomes	<ul style="list-style-type: none"> - Students found new ways to describe their surroundings - Students will make connections between what they know and what they want
Teaching objective	To enhance the reflection of students regarding the importance of a healthy space in their development processes.
Key linguistic structures	Prepositions (for describing the places) Linking words (to connect their ideas about their social places)

Lesson Outline

Phases and estimated time	Description/ procedures	Resources/materials
Introduction 10 min	<p>-T will show students different situations that look beautiful and ugly and students will have to say if it is beautiful or ugly for them and if they are able to live under those conditions.</p> <p>Situations: broken chairs, a dirty space, a violent space, a place with music, a place with bad decoration.</p> <hr/> <p>Ss will have to write in the board if they considered it beautiful or not.</p>	Images
Pre-task 20 min	The teacher will present a Mentimeter in which students will have to write things that	Mentimeter , paper

	<p>they remember about that specific place according to:</p> <ul style="list-style-type: none"> - School - House - Neighborhood - Country <p>Once the words that are more repeated appear on the screen, they will have to create sentences with <u>the good</u> and bad values about that specific thing.</p>	<p>(TOMAR FOTO DE CADA MENTIMETER)</p>
<p>Task cycle 40 min</p>	<p>T will ask: how they perceive their social environment how they feel in their social environment how they want to change their social environment. (RECORD)</p> <p>-T plays three short films to introduce the topic and discuss what appearance is. The idea is to play one by one with a short cooperative analysis between each one.</p> <p>-Ss will discuss in groups one short film previously assigned so they can later share their ideas with their other classmates. Then, the complete group is going to create a gallery in which they show the school all possible types of violence they can find in different places and the importance of communication to look for support. (Genre violence, <u>physic</u> violence, psychological violence, social violence)</p>	<p>Binnacle https://youtu.be/mVLrBJYGxk4?si=eb163kUD1Y2qTxnk</p> <p>https://youtu.be/-FmR-BBmYfM?si=eyJLAfORLSJ8qtL</p> <p>https://youtu.be/1y3h0B2b-HA?si=mgitMF3K6I6KVyxs</p> <p>Paper TOMAR FOTOS</p>

Language focus phase 30 min	<p>-Activity: Making my space safer</p> <p>Students will select a leader for each group to go exploring the whole school in five minutes and find something that they consider is not ok in the school and create a proposal with their respective group about how to change it.</p> <p>After the activity students will have to attach the gallery draft.</p>	Paper, Binnacle
Key vocabulary	on, in, to, Beside, Into, Across, Before.	

Annex #6 Interviews

INTERVIEW

1. Do you like short films? Why or why not?

Student #18: Yes, I like Short Films because I find them quite entertaining and interesting.

2. How do you feel when you watch a short film in English class?

Student #18: I feel excited and curious to know what happens in the Short Film.

3. Do you think short films help you recognize your own emotions? How?

Student #18: Yes, because perhaps I identify with different situations that occurs in the Short Film and that viable to identify exactly what emotions I have.

4. Have you learned anything about managing your emotions from the short films you've seen in class?

Student #18: I have learned that it is important not to keep what we feel it is better to express it correctly.

5. Do short films make you think about how to treat others?

Student #18: Yes because in the Short Films they showed us how a person can feel when they are not treating properly.

6. What do you think about the activities we do after watching a short film (writing, speaking, reflecting)?

Student #18: I think they are good because they helped us better understand the message of the Short Film and also practice English better.

7. What has been the most interesting activity for you after watching a short film?

Student #18: The most interesting activity and the one caught my attentions, the most talking about what we understood from the Short Film and reflecting on that.

8. What difficulties do you find when doing these tasks?

Student #18: I have trouble writing some words or phrases in English just as in some situations I do not understand some parts of Short Films.

9. Do short films make learning English more entertaining?

Student #18: Of course because they make classes more fun and interactive.


10. If you had to recommend a short film to use in class, which one would it be and why?

Student #18: I would recommend the Short film prepare to the ----- because I think it leaves a message, a very nice message about other commentaries.

11. In what way have short films helped you the most: with your English, your emotions, or both?

Student #18: In both in the English site it teaches me new words and expressions that I did not know and on the feeling site it teach me to think better how I made others feel with what I say and do.

Student #18: Thank you for the attention.

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

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: 14 de mayo de 2018 Bogotá D.C.
 Yo, [Redacted], identificado con C.C. C.E. No.
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[Redacted] identificado con T.I. NUIP No.
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Identificación: [Redacted]

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Annex #8 - Rubric for Short Films Activities

Assessment Criteria	Excellent (5.0)	Good (4.0)	Basic (3.0)	Low (2.0)
Short Film Comprehension	Fully understands the message and situations presented in the short film.	Understands most of the main ideas presented in the short film.	Partially understands the content presented.	Has difficulties understanding the content.
Production	Expresses clear, organized, and reflective ideas related to the topic.	Expresses clear ideas with minor mistakes.	Presents simple or poorly developed ideas.	The written production is incomplete or confusing.
Critical Reflection	Critically analyzes social situations and behaviors in a reflective way.	Presents reflections related to the topic.	Reflection is limited or superficial.	Does not develop reflection about the topic.
Use of English	Uses appropriate vocabulary and grammatical structures to express ideas.	Presents a few mistakes that do not affect comprehension.	Uses limited vocabulary and presents several mistakes.	Has many difficulties using the language.
Participation	Actively participates in all proposed activities.	Frequently participates in activities.	Occasionally participates in activities.	Shows little participation
Connection to Social Context	Relates the situations in the short film to experiences from their social context.	Establishes some connections with their context.	Presents unclear connections.	Does not relate the content to their context