

Socio-Affective Strategies as a Tool to Improve Students' Speaking Performance.

Laura María Camacho Carvajal

A research study presented as a requirement to obtain the bachelor's degree in Spanish and
Foreign Languages (English and French)

Óscar Ricardo Amórtegui González. Thesis Director

Universidad Pedagógica Nacional

Facultad de Humanidades

Departamento de Lenguas

Bogotá, Colombia

2025

NOTA DE ACEPTACIÓN

Presidente del jurado

ACKNOWLEDGEMENTS

First, I want to thank God for guiding me and for being my best company through this bachelor's degree. I want to give him the glory because this is not a goal that I obtained by myself, but that I reached thanks to He was sustaining, strengthening and guiding me in every step that I took.

That said, I want to dedicate my thesis to some important people that helped this process to be easier. First, to my parents Olga Carvajal Pabón and Miguel Roberto Camacho Mateus, whose love and effort were invaluable and helped me to reach this goal. Also, to my other dad, Carlos Andrés Bernal Caceres, who without being my blood father gave me the necessary support to carry out this degree. Equally important, to my sisters Andrea Camacho Carvajal and Daniela Camacho Carvajal, whose company and help gave me the strength to keep going. Thank you for your help, support and for your patience.

Continuedly, I want to thank my thesis director, Óscar Ricardo Amórtegui González, for his patience and his constant help through all this process. Without his advice and help I could not have done a great job. Hopefully, someday I will be a great teacher as he is.

Finally, I want to thank to my pet Nala, who accompanied me when having to spend the night studying or doing homework, and to all the people who contributed a bit to this process: My partners, Helen, Paola, Nicole and Stefany; my friends: Kimberly and Gabriela, My headteachers and the practice: Susana Delgado, Sary Ospina, and Viviana Murillo, and, specially to all the groups that were my students during this process, you really left a mark on me and I will never forget you.

ABSTRACT

This document presents a pedagogical proposal of an action research project that aimed to the implementation of Socio- Affective strategies in the English classes to evaluate if those strategies could influence students speaking performance in English. The participants of this study were fourth grade students between 9 and 10 years old from the public school Liceo Femenino de Cundinamarca Mercedes Nariño, located in Bogotá, Colombia. To collect information, questionnaires, field notes, video and audio recordings were used by the researcher provided the necessary information to be analyzed to present the findings, conclusions and implications of this project. The conclusions were that implementing Socio-affective skills in the EFL classroom reduces students affective filter level and allow them to increase their participation and motivation towards learning English, additionally it was evidenced that students improved their speaking skills.

Key words: Socio-Affective Strategies, Socio-Affective Skills, Speaking Skills, Speaking Strategies, Affective Filter, Anxiety, Participation, Motivation.

RESUMEN

Este documento presenta una propuesta pedagógica de investigación acción que buscaba la implementación de estrategias socioafectivas en la clase de inglés para evaluar si estas podían influenciar las habilidades para hablar en inglés de las estudiantes. Las participantes de este estudio fueron estudiantes de cuarto grado, entre los 9 y 10 años, de la institución pública Liceo Femenino de Cundinamarca Mercedes Nariño, ubicado en Bogotá, Colombia. Para recolectar información la investigadora utilizó cuestionarios, diarios de campo, grabaciones de audio y video, instrumentos que brindaron la información

necesaria para analizar y presentar los resultados, las conclusiones y las implicaciones de este proyecto. Las conclusiones del proyecto fueron que implementar las estrategias Socioafectivas ayudó a reducir el nivel del filtro afectivo en las estudiantes y les permitió aumentar su participación y motivación para aprender inglés. Adicionalmente, se evidenció que las habilidades para hablar en inglés de las estudiantes mejoraron.

Palabras clave: Estrategias Socioafectivas, Habilidades Socioafectivas, Estrategias para Hablar, Habilidades para Hablar, Filtro Afectivo, Ansiedad, Participación, Motivación.

CONTENTS

CHAPTER I	10
1.1 Characterization	10
1.2 Participants	11
1.3 Diagnostic	13
1.4 Description of the problem	15
1.5 Research Question	16
1.6 General Objective	16
1.7 Specific Objectives	16
1.8 Justification	16
CHAPTER II	18
LITERATURE REVIEW AND THEORETICAL FRAMEWORK	18
State of the arts	18
Theoretical Framework	24
Affective Filter Hypothesis	24
Speaking Strategies	25
Socio-Affective Strategies	26
Communicative Approach	27
Cooperative Language Teaching Approach	27
The Cognitive Academic Language Learning Approach	28
Motivation	29
CHAPTER III	31
RESEARCH DESIGN	31
Research Paradigm	31
Research Methodology	31
Data Collection Instruments	32
Procedures	34
Ethical Considerations	35
CHAPTER IV	37

PEDAGOGICAL INTERVENTION.....	37
Communicative Approach.....	37
Cooperative Language Learning Approach.	37
Vision of curriculum	38
Vision of language	39
Vision of learning	39
Stages of the intervention.	42
Lesson Plan Model.	44
CHAPTER V.....	48
DATA ANALYSIS AND FINDINGS.	48
Analysis management	48
Data analysis.....	50
Category 1. Speaking skills.....	50
Category 1.1 Students implementation of English vocabulary learned during the classes.	50
Category 1.2 Participation increased due to Students' improvement in pronunciation and fluency.....	55
Category 2. Development of Socio-Affective Strategies.....	57
Category 2.1 The development of socio-affective skills on students contributed to decrease students' shyness and nervousness when speaking in English.....	58
Category 2.2 Developing students' socio-affective skills improved and reinforced relationships among students in the classroom.	60
Category 3. Motivation	63
Category 3.1 Motivation increased; anxiety decreased.	63
Category 3.2 Comparison of participation at the beginning of the intervention and at the end of it.....	65
CHAPTER VI.	69
FINDINGS.....	69
Speaking skills	69
Socio-Affective Strategies	70
Motivation.....	71
CHAPTER VII.....	73
CONCLUSIONS.....	73
Achievements and limitations.	75

	8
Further Research	77
REFERENCES	79
ANEXES	82

LIST OF FIGURES

Figure #1	59.
Figure #2	62.
Figure #3	62.
Figure #4	65.

LIST OF ANNEXES

Annex #1	82.
Annex #2	84.
Annex #3	85.
Annex #4	86.
Annex #5	87.
Annex #6	88.
Annex #7	89.
Annex #8	90.
Annex #9	91.
Annex #10	92.
Annex #11	93.
Annex #12	94.

CHAPTER I STATEMENT OF THE PROBLEM

1.1 Characterization

The place where this action research takes place is the female school I.E.D Liceo Femenino Mercedes Nariño. This school is located in the neighborhood San José that belongs to Bogota's 18th *localidad* Rafael Uribe Uribe in the south of the city. Near the school we can find the avenue "Primera de mayo" and the avenue *Caracas*. Also, we can find a medical center from *compensar*, the *centro local de atención a víctimas del conflicto armado interno*, the universal church, the *transmilenio* station *Restrepo*, among other kinds of stores, academies, and residential buildings. This school was founded on October 5, 1916, by the priest Diego Garzón, and it was in the Calle 15 Carrera 15. However, in the year 1941 the school was moved to its current location.

As mentioned before, in the neighborhood San José we can find economical activities related to retail trade and because of that we find food stores, pharmacies, beauty salons, churches, and rented buildings for residences or commerce. Also, considering the *localidad* this neighborhood belongs to, we can find some places related to the cultural aspect such as the Rafael Uribe Uribe public library, the Theater *el retablo*. Equally important we can find in the *localidad* places for practicing sports such as the San Carlos Forest Metropolitan Park, and the Olaya Herrera Stadium Park.

On the other hand, it is important to take into account that the school has three shifts, one in the morning, another one in the afternoon, and the last one at night. However, in the night shift they work with adults that are studying their elementary and high school. The institution also offers some extra classes on Saturdays for special projects with some

students such as literary groups and for adults too. The morning shift starts around 6:00am and 6:15am, and it finishes around 11:45am and 12:05. The afternoon shift starts around 12:30 and 12:45 and it finishes around 5:30pm and 6:00pm and the night shift starts at 6:30pm and finishes at 10:30pm.

Currently the school has approximately 5.638 students, 14 workers in the administration and coordination area, 75 teachers for pre-school and elementary school, and 95 teachers for high school students. Most of the students belong to strata 1,2 and 3 and live in the same *localidad* or some near localities such as San Cristobal, Antonio Nariño, among others. Also, for elementary school students they receive some extra French courses from the French Alliance, and they have some assistants from the ministry to reinforce English at the school. In addition, they have some other activities directed by some animators from the district and, nowadays the school is one of the pre-selected schools from Bogota, to be part of the International Baccalaureate project.

The school seeks integral education of the students based on promoting values such as: honesty, identity, respect, solidarity, and autonomy. It is to help students to build up their own life project and to provide them with the necessary abilities to transform the contexts they get in touch with. Moreover, it is important to mention that the school has the objective to be globally recognized for their good service in 2025. They want to be recognized because of their students' mastery of knowledge regarding sciences, arts, and their management of English and French as foreign languages.

1.2 Participants

Concerning the students that are going to be part of this research project, they are fourth graders from grade 401. They are 26 girls between 9 and 10 years. They study in the afternoon shift and their English classes are on Thursdays from 2:10pm to 4:15pm, with a break from 3:00pm to 3:30pm. Based on the observations, it is possible to say that the students have some difficulties with the oral comprehension of English, which also affects their pronunciation.

In addition, when they needed to do some activities, it is possible to describe the atmosphere as a non-collaborative environment. This was because, even if they needed to work the whole class in groups of 4, due to *International Bachelor's* parameters, some of them preferred to solve activities alone or just with one partner. Also, in some cases it was possible to see that they started arguing with their partners and in some cases, they asked the head teacher to change the groups because they did not feel comfortable with their current group. However, this did not affect participation because students actively participated in the class by asking or answering questions from the main teacher or participating in the proposed activities.

On the other hand, it is important to mention that students have a special classroom to take their English classes: the English laboratory. Most of the time students take their class there where they have different elements to use, for example: a tv, a projector, some recorders, and an intelligent board. However, they do not use all these resources during the class because some of them, like the intelligent board, are damaged. Also, students have intelligent tables, where they can connect headphones and microphones to do listening and speaking activities, but students are not allowed to use headphones and microphones.

Finally, in this classroom, we can find that students have some traditional materials to use during the class such as: copies, cards, posters, among others.

1.3 Diagnostic

In order to develop a project that can create an impact on students' English learning process, it is important to catch information about their current process. Considering that, questionnaires were used as an instrument to collect data. They were applied to the fourth graders to collect information about their own perceptions about their learning process of English.

Results of the questionnaires

First, towards the English class it was interesting to notice that students liked the class and were motivated to learn English, since 20 out of the 24 students who answered the questionnaire manifested that. Also, it is important to mention that most of the students felt comfortable when learning English, however there was a little number of students (4 in total) that had different perspectives. (Annex 3.)

Second, it is possible to evidence that the students are more comfortable with listening and speaking skills since most of them expressed feeling very good or good about them in the questionnaires, what can be understood as they felt comfortable. However, it is important to mention that even if most of them felt comfortable with listening and speaking skills, there was an important number of students that thought the opposite (Annex 4). On the other hand, considering the writing and reading skills, most students vary between feeling very bad or average when they need to write or read in English, what can be understood as most of them feeling uncomfortable in those skills (Annex 4).

Also, even if the number of students that felt good towards speaking and listening is higher than those who felt regular or very bad, we can affirm that at those skills students recognized they did not feel very comfortable or that they needed to improve something about their performance in those skills.

Furthermore, about the socio-emotional component, it is important to mention a contrast between the previous information and the information given about the way students felt emotionally during some activities. In this case, even if most of the students affirmed to feel good when speaking in English, sixteen of them mentioned that they feel nervous during some activities such as: presentations, games or even, speaking in English. Here, students who stated before feeling very good speaking in English, said the opposite by affirming they felt nervous during the activities previously mentioned. However, one out of these sixteen students manifested feeling nervous when having an exam in English, another one when she needed to answer a question and, another one when she needed to read out loud in English.

Additionally, when asking if they have ever felt uncomfortable during the English class, most of them manifested that they have never felt uncomfortable during the class. However, seven students manifested feeling uncomfortable because their partners pranked at them, they did not understand when the main teacher spoke in English, or they were very shy.

Finally, even if the students manifested that they felt good speaking in English, most of them affirmed they wanted to improve their speaking, while other manifested they wanted to improve listening and reading, and just three of them wanted to improve their writing.

Conclusion about diagnostic results

Considering the information gathered, it is possible to say that students were interested in learning English, because they had a high level of motivation. However, there were some difficulties that can be faced by taking advantage of some of their strengths. One difficulty was the low oral comprehension of students and the negative impact it created on their speaking performance and their low level of cooperation. Even so, as mentioned before, students made an effort to participate and due to the *International Bachelor*, students had to work in groups in every activity, this could be used to design activities to strengthen their socio-affective skills in order to consequently impact their oral comprehension and speaking performance.

According to the information found with the diagnostic, it is possible to say that developing students' socio-emotional skills is going to give them a set of abilities that might help them to develop other capacities; in this case, it is going to be helpful during their acquisition of a second language process. Also, it is possible to affirm that elementary school students at Liceo Femenino Mercedes Nariño need and want to improve their speaking performance in English and it can be done through the development of socio-affective skills. Considering the previous aspects, the objective of this project is to develop students' socio-emotional skills as a tool that might help them improve their speaking performance in English.

1.4 Description of the problem

As stated before, according to the results of the questionnaires applied to the English students, it is necessary to implement strategies to strengthen their socio-emotional skills to improve, mainly, their speaking performance.

1.5 Research Question

To what extent developing fourth graders' students' socio-emotional skills at Liceo Femenino Mercedes Nariño can impact their speaking performance in English?

1.6 General Objective

Develop fourth grader students' socio-affective skills to impact their speaking performance in English.

1.7 Specific Objectives

- 1) Implement socio-affective strategies during class activities to reduce the affective filter of students.
- 2) Analyze how socio-affective strategies impact students' speaking performance in English.
- 3) Evaluate if developing students' socio-affective skills influence their speaking performance in English.

1.8 Justification

Education research trends in the ELT classroom in Colombia have focused on different topics. These research trend topics are related to inclusion, English learning process, didactics, and pedagogy, reading and writing process, among others. However, there are some themes or research topics that have been preferred by researchers, and, in

turn, many projects have been released around those topics. The English learning topic has been one of the most studied themes, nevertheless it is not possible to notice if the socio-emotional aspect has been taken into consideration when studying this topic. Because of that, one of the reasons why this research explores the socio-emotional aspect in the English learning process is to contribute to increase the number of research projects about this topic and, to open the possibility for future researchers to continue studying this theme. As a result, this project is not only focused on the English learning process of students, but also the influence of the socio-emotional aspect into it and, mainly, their speaking performance.

Moreover, this study might be helpful for teachers at university because they can realize the fact that many students may be affected by the socio-emotional aspect and that it influences their learning process. This would be useful for teachers because they might consider implementing some socio-affective strategies in their classes to facilitate students' acquisition of a second language. Also, it can foster students' and teachers' motivation to research more about this topic to build deeper and useful knowledge for them as future teachers and their future learners.

Finally, in my opinion, as a future teacher this research might be helpful for me in many aspects. On the one hand, it would help me understand my students' emotional aspect and how it can influence their learning process. This can also help me design activities that might strengthen their socio-affective skills and that can make their learning process easier. On the other hand, if I can strengthen my students' socio-affective skills it is going to create a comfortable class environment for them and even for me, because it will allow them to participate freely in the class.

CHAPTER II.

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

In this chapter the review of some other projects, related to the teaching of English considering the socio-emotional skills, is going to be presented. It is important to mention that these studies were performed in both national and international contexts, to have a broad perspective about it; also, the review of those studies is done to have a broad perspective that can clarify the understanding of the research problem and guide the project's development. Furthermore, the constructs used to lead this proposal are presented in the theoretical framework. Those constructs are the following: Affective filter, Speaking strategies (for children), and socio-emotional or socio-affective strategies.

State of the arts

The first study considered as important for the development of this project is called: *Social affective strategies in EFL self-confidence* by Paez (2017). It was developed in the public-school *Rafael Bernal Jimenez* to analyze how socio affective strategies can impact on 35 second graders speaking confidence in English. To achieve that objective, the techniques used to gather information were observation and recording. For that, even if it is not mentioned in a detailed way, it is possible to infer that the used instrument were field notes. This study demonstrated that even if the students could complete some simple speaking tasks and showed a low degree of anxiety, self-confidence, and motivation, they had some difficulties (it is not mentioned what kind of difficulties) when solving more complex tasks. Also, it was shown that students had active participation, but it was difficult for them to answer questions using English. Finally, the researcher affirmed that for

students it was easy to learn vocabulary but when learning other kinds of expressions they presented some problems. However, it is not mentioned what kind of problems they had. This study was considered important for this project because its proposal is very similar to this one and it gives a clearer perspective about what can be done on this project to reach better results, even if some things are done differently.

The second study that is relevant for this project is: *Socio-Affective Strategy Towards Students' Self-Esteem in Speaking Ability* by Ayu & Hartati (2023). This research used a mixed method because its purpose was to discover eight graders point of view of their own self-esteem when speaking in English and the teacher's perspective about the idea of implementing socio-affective strategies in the classroom. About the techniques used to collect information, it is mentioned that the researcher observed the class and interviewed the teacher. For that, the instruments were an observation form, questionnaires, and recordings. On the other hand, about the results, first it is important to mention that students were conscious about their difficulties when speaking in English and that they did not feel comfortable with their fluency and pronunciation. Second, something that the researcher found unfavorable for the research was that students manifested that even if they made mistakes when speaking in English, they did not feel bad about it. However, it can be contradictory considering the last result that demonstrated that students expressed that they wanted to be braver to speak in English with their classmates and their teacher, something that implicitly demonstrates students are afraid of speaking. Finally, this study is relevant for this project because it is possible to get demotivated when students manifest something that maybe we can find unfavorable for our project; however, this study shows that we

might not just take into consideration our students' perspective but also, their behavior, and attitude during the class because it may give us the information about the way we need to develop our project.

The third remarkable study that underpins this project is *Teacher corrective feedback on students' speaking performance and their uptake in EFL classes* by Huan & Phuong (2018). This study was carried out in a private secondary school at a city in Vietnam with 55 students from class one (A2) and class two (A1). Even if the objectives of the research were not explicit, it is possible to notice that the researchers wanted to identify the corrective feedback strategies used by English teachers and to determine to what extent students take into consideration the given recommendations. Additionally, the collection of information was done through observation and video recordings. The observation was done to collect data related to teacher's practices of corrective feedback. On the other hand, the video recording was used to collect information about the classroom practices and detailed information. Also, with the playback of it, it was possible for the researcher to collect data that could not be collected during the observation process.

The instrument they used to register the information collected in the observation was an *observation sheet* adapted from: Mackey, Gass, and McDonough's (2000) categorization of errors; Sheen's classification of oral corrective feedback strategies and, Lyster and Ranta's classification of student uptake. Also, it is important to mention that the observation sheet was divided into two sections: the first one to include information about teacher code, date, estimated time, and lesson and, the second part includes information about teacher code, date, estimated time, and lesson. Next to that, the results showed that

the most common corrective feedback strategies used by teachers were recast, explicit correction, metalinguistic cue, and elicitation. Also, it is important to mention that researchers realized that even with teachers' feedback, students' level of awareness towards their mistakes was not high. Last, this repair was produced the most with the metalinguistic cue strategy and, so on the recast and the explicit correction. This study is important for this project because it gives an idea about the possible strategies that can be implemented, along with socio-affective strategies, to improve the speaking performance of students.

The fourth significant study that underpins this project is *Strengthening Eight Grader's English-Speaking Skills Through Didactic Strategies at High School Colegio Integrado Puerto Parra* by Rojas (2022). This study was done to analyze if the implementation of didactic strategies is useful to improve 20 eight graders speaking skill in English. These strategies consist of designing class workshops in which playfulness is the main component, which was important to complete tasks in order to fulfill a final product; in these strategies we can find activities such as: role-plays, analyzing songs, having interviews, and so on. Then, to gather information, the researcher implemented observation and a diagnostic test, specifically, a characterized survey, field diaries and six sequenced workshops; it is important to clarify that the survey was used as a diagnostic test to get to know the English level of students. Consequently, the results showed that even if using didactic strategies increased students' interest, their speaking performance did not improve at all. Moreover, students who were more interested in solving the class workshops improved their pronunciation more than students who were not interested in it. Last, it was evidenced that using didactic strategies produced a better environment to learn English, and

that even if the project was focused on speaking, those strategies were useful because students could learn about it without leaving aside the other skills (reading, listening, etc.). This study is considered important for this proposal because it suggests some didactic strategies, such as playfulness, interviews and roleplays, that were implemented on it and, that can be also adapted and used in this proposal to improve students' speaking performance.

The next significant study that is considered as important for this project is called *Application of Affective Filter Hypothesis in Junior English Vocabulary Teaching* by Wang (2020). This proposal took place at *Xinfeng Jiudu Middle School*, in China, and a total of 121 eighth graders were involved in it. About the objective of the proposal, it is possible to say that the researcher wanted to evidence the students' emotional state and its impact on their learning process of vocabulary and then implemented Krashen's affective filter hypothesis to compare its impact on students' process. First, to gather information about students, the researcher applied some questionnaires that included some questions about students' anxiety level when learning vocabulary, their motivation towards learning vocabulary, their confidence, etc. Then, in order to apply Krashen's theory, the researcher suggested activities such as: games to enhance students' motivation; teamwork activities to build up self-confidence and cooperation among students and, to create a relaxed atmosphere through games, encouragement, and positive reactions by the teachers, for students to manage knowledge better. Then, about the results it is possible to say that they are close to the suggested activities previously mentioned; first, the researcher affirmed that it is important for teachers to use the affective filter hypothesis to design activities that can

reduce students affective filter; Also, he mentioned that knowing about Krashen's theory might be useful for teachers to identify students' emotional state and to take advantage of that; Finally, he suggested that designing activities that reduce the affective factors might help students in their vocabulary acquisition process. Considering this, the importance of the study for this proposal is that it evidences that there are factors that can increase students' affective filter and that they can be reduced by teachers' strategies to help students' vocabulary learning process. In other words, this study shows that teachers can facilitate students' learning process by implementing the appropriate activities and strategies to reduce their affective filter.

The sixth relevant study for this project is *Affective filter influencing the development of speaking skills in EFL learners* by Gual (2022). This project took place at the *Unidad Educativa Particular Bernardo Ortega*, in La Libertad, Ecuador with a population of six students. The objective of this project was to determine the impact of the affective filter on young learners speaking skills development. To reach that objective, the researcher used the focus group technique and a questionnaire as a guide for the questions to implement during the focus group session. What the researcher found was that a high affective filter on students affects their speaking performance and their learning process in general. Second, it was mentioned that increasing students' motivation towards English was possible through teachers' disposition of expanding their strategies and tools to teach and to make for them their learning process of English more comfortable. Finally, the researcher expressed that building students' self-confidence was a responsibility of both, teachers and students and that increasing it, is going to be helpful to reduce students' affective filter

level. To conclude, this study is relevant for this proposal because it evidences that the teachers' role in the students' self-confidence building process is crucial. It means that we as teachers have an active role when our students are building up their self-confidence and we might take the appropriate strategies to help them develop it. In this case, the strategies that might be used to build up students' self-confidence are socio-affective strategies, and it is expected that they can decrease the affective filter level on students.

Theoretical Framework

As mentioned above in this section, three constructs are going to be presented. This is because they are relevant for this proposal, and it is necessary to understand them. Those constructs are: *Affective filter hypothesis*, *Speaking performance/strategies*, *cooperative language teaching approach*, *Communicative approach*, *The Cognitive Academic Language Learning Approach* and *Socio-Affective Strategies*, *Motivation*.

Affective Filter Hypothesis

With regards to the concept of *affective filter hypothesis*, Krashen (1982) mentions that there are factors that can impact on students' language acquisition process. In addition, it is also mentioned that there are many affective factors that can relate to success when acquiring a second language; those factors can be summed up in the three following attitudinal factors: Motivation, Self-confidence, and Anxiety. The hypothesis also establishes that there is a relationship between the affective variables and the language acquisition process: It explains that people with no optimal attitudes tend not to acquire input and present a high level of affective filter that does not allow the input acquisition. In

consequence, the *Affective filter hypothesis* in this proposal is understood as how the affective variables increase the affective filter and in turn, it impedes the brain to acquire knowledge.

Speaking Strategies

With respect to the *Speaking strategies*, first it is important to mention that Harmer (1990) establishes that in order to speak English fluently, students must learn the correct pronunciation, intonation, etc. However, he also affirms that students, who are learning English as a second language must have an appropriate range of vocabulary, conversational strategies and they will be able to speak in different kinds of interactions. Considering that, it is also important for students to have a set of tools or strategies that they can use to interact by speaking in English, even so, teachers must not expect students to use those strategies at all. These set of tools is mentioned as *Conversational strategies* that must help students understand, at least, the structure of a conversation; These strategies are the following: *Conversational Rules and Structure*: which consists on making students understand the different categories of a discourse (openings, interrupting, topic shift, etc.); *Survival and Repair Strategies*: which is giving students an idea of how can they ask for repetition in a conversation and, *Real Talk*: that is involving students in real life conversations, rather than using textbooks all the time.

Moreover, it is also explained that there are many reasons why a student might not want to speak in English but, in the same way, some strategies are suggested to face those situations. The first strategy is preparation, this consists of giving students the chance to plan and rehearse their speaking performance, which is going to give them a high

possibility of success. Second, we have the *Value of Repetition* that is repeating in order to fix knowledge on our students' memories; it is also mentioned that repetition increases their confidence and gives them the chance to analyze what they have done or, in this case, said. Third we have *Big Groups, Small Groups*, which consists of giving students the opportunity to do speaking activities in small groups because sometimes they are afraid of speaking in front of a big group. Finally, the last strategy is *Mandatory Participation*, that is to draw a chart with student's names, for them to get in couples giving each student 60 seconds to talk to each other. As a result, in this proposal, the speaking strategies will be understood as a set of strategies that teacher might give students for them to have tools to speak in English.

Socio-Affective Strategies

Concerning the *Socio-Affective Strategies*, Oxford (1990, as mentioned in Jalo, 2005), suggests that they are part of the indirect strategies category and they are two different types of strategies: the *Social Strategies* are those who help students interact (asking questions, cooperating with others, and empathizing with others), and the *Affective Strategies* (lowering your anxiety, encouraging yourself and, taking your emotional temperature) help students to regulate their emotions, motivation, among others. Jalo (2005) affirms that, even if the implementation of affective strategies does not seek a language learning purpose, they are used to develop a good class environment and motivation, interest, and a positive attitude among students towards English. Moreover, it is expressed that social/affective strategies are kind of cooperative strategies that allow students to interact to achieve a specific learning goal. Therefore, in this proposal, *Socio-*

affective strategies are going to be considered as a set of tools to be implemented for students to achieve specific learning goals, considering their emotional requirements and how they interact.

Communicative Approach

With respect to the Communicative Approach (Communicative Language teaching), Harmer (1990) mentions that if students are involved in meaning-focused communicative tasks, then they will learn language on their own. Considering that, the main purpose of this approach is to center on the communicative functions of language, it means that it looks for helping students to communicate and interact through the new language they are learning, in this case, English. Moreover, it is important to mention that in this approach it is important to develop students' skills to communicate through both oral and written ways, it means, students should be able to interact by talking but also, by writing. To make students able to communicate, this approach establishes that students must be involved in activities that simulate realistic communicative situations and in which they have the desire to communicate something. To sum up, in this proposal the *Communicative Approach* will be considered as a guide to establish the activities that are going to be developed to enhance students' communication and interaction using English.

Cooperative Language Teaching Approach

About the *Cooperative Language Teaching*, Richards and Rodgers (2001) mention that this is an approach in which cooperative activities are used to promote learning (p. 192). Also, this approach can be considered as part or extension of Communicative

Language Teaching and is founded on the idea of the cooperative nature of language (Richards & Rodgers, 2001, p. 193). Considering this, for this proposal it is important to promote cooperation and interaction among students for them to have real communicative experiences that allow them to learn. For that, activities are designed for students to work in groups to achieve a common goal, to build knowledge or exchange information. As a conclusion, *Cooperative Language Teaching* in this proposal is seen as an objective to achieve when designing the activities to promote students' interaction as a tool to learn.

The Cognitive Academic Language Learning Approach

With respect to the Cognitive Academic Language Learning Approach (CALLA) it is important to mention that it is a model in which its purpose is that students learn language and academic content while they are independent about their learning process and implement learning strategies (Chamot & Robbins, 2005, p. 5). This model suggests an instructional sequence that implies five phases: 1) Preparation, where the teacher presents the vocabulary and strategy and the necessity to use it; 2) Presentation, where new information is presented and related with students' previous knowledge; 3) Practice, where students develop an activity to put into practice what they learned; 4) Self- evaluation, where students reflect on their learning process and 5) Expansion, where students apply what they learned in their contexts (Chamot & Robbins, 2005, p 10-11). This instructional sequence allows the teacher to take elements from students' previous knowledge and from their contexts to then, make those elements interact with the new concepts presented in the class and build students' knowledge. Considering this, for this proposal it is important to

implement the phases of this model, to allow students to optimize their learning process by using the learning strategies.

Motivation

With regards to the concept of *Motivation*, Harmer (1990) mentions that it can be understood as an internal drive that pushes someone to do things to achieve something (p. 98). This motivation in language learning is divided into two types: extrinsic and intrinsic motivation. Intrinsic motivation is produced by the individual wish to feel better with themselves or because they feel enjoyment during the learning process. This intrinsic motivation can be also influenced by extrinsic motivation that are external reasons that can also produce on the individual more enjoyment during the learning process. Some sources of external motivation can be the following: the goal that the learner wants to achieve; the society in which the learner lives; the people around the learner, those who are close to them, and the curiosity of the learner.

Therefore, Harmer (1990) affirms that teachers can promote motivation in students, even if at the beginning they do not have it (p. 100). This motivation can be build up by taking into consideration the following factors: Affect, that has to do with building good teacher-student rapport in which students can feel that the teacher cares about them; Achievement, that involves setting up tasks with the appropriate difficult level for students to create on them effort and willingness to achieve success; Attitude, it is related to teacher's performance in order to show students that they know what they do, it is their confidence in the classroom; Activities, in this case it is important to plan activities that students enjoy doing Harmer (1990) suggests that game-like communication and interactive

activities are appropriate for this (p. 102); and Agency, that is to guide students into the process or learning to make their own decisions to make them responsible for their learning process.

As a result, it is important for this study to take into consideration those factors to build up motivation in students towards learning English.

CHAPTER III.

RESEARCH DESIGN

The objective of this chapter is to present the research paradigm and the type of study that is followed. Equally important is the presentation of the data collection instruments that were used to collect relevant information for this project.

Research Paradigm.

This study follows a qualitative paradigm considering that its purpose is to analyze if the implementation of Socio-Affective Strategies influences student's speaking performance. According to Baptista, Fernández and Hernández (2014) the qualitative paradigm focuses on the collection of data according to the population's perceptions, ideologies, experiences, among other factors to be analyzed and produce knowledge (p. 396-397). Taking this into consideration, this study seeks to implement Socio-Affective strategies as an alternative to teach English in Liceo Femenino Mercedes Nariño by analyzing its influence in speaking performance of fourth graders.

Research Methodology.

This study was guided by Action Research principles. This type of study allows the researcher, in this case the teacher, to reflect on the practices to develop different actions that can impact on the context. In this study, even if the reflection was done upon the practices developed by the main teacher of the classroom, it can also be done upon the own practice considering that it is necessary to reflect on which strategies can be useful for students and for the project. Baptista, Fernández and Hernández (2014) established that Action Research main purpose is to produce changes in the learning environment and that

considering this, it needs to be implemented during the own investigation project. It means that even if the researcher is using a determined plan, it is necessary to reflect on it and develop the necessary settings to improve its impact on the population. On the other hand, as Savin-Baden and Major and, Creswell (2013 as mentioned in Baptista, Fernández and Hernández, 2014) Action Research's objective is to understand and solve problematics in a determined population by applying theory and practices. In other words, action research considers theory and practices to develop a proposal to solve a problem in a determined population. In this study, the proposal is to use Socio-Affective strategies as a tool to improve student's speaking performance in English.

Data Collection Instruments

Baptista, Fernández and Hernández (2014) mentioned that after identifying the problem it is necessary to have an immersion in the context to gather more information about it. It is that to implement a practice, and even while implementing it, it is important to have instruments that allow us to collect data to then create or improve the proposal. According to Merriam and Tisdell (2016) there are instruments that can be used considering their relevance for the investigation problem and some of those instruments are: field notes from the observation process, documents of any type and artifacts. Accordingly, to carry out this research project, field notes and questionnaires are used as data collection. However, as Baptista, Fernández and Hernández (2014) affirmed, there is also a variety of documents that allow us to understand even more the context; some of those documents are video and audio recordings. Consequently, these two different

documents are also used in this study. In the following section these instruments are presented.

Field notes. This instrument allows the researcher to gather information about what is happening in the academic context. Also, considering that it is used in action research, it can also help the researcher to identify if the practice implemented in the academic context is having an impact and if it is necessary to make some adjustments. Merriam and Tisdell (2016) affirm that field notes help the researcher to develop understanding and discover relevant information for the research project and that they need to be written right after immersion into the context. In this study, field notes are taken after the intervention considering that it is necessary to describe what happened during it and, to have a process of interpretation of the events. Finally, as Baptista, Fernández and Hernández (2014) mention, in the field notes we can include new ideas and comments, what can help us as researchers to improve the intervention by taking into consideration those suggestions we have made.

Questionnaires. Merriam and Tisdell (2016) mention that this instrument is considered as researcher- generated documents. Consequently, this study applied some questionnaires to students to gather information about their interests and their perceptions about the class that may help the researcher to design an appropriate proposal to implement in the academic context. According to Baptista, Fernández and Hernández (2014) questionnaires are used to gather information about the population's expectations, perspectives and experiences in a faster and easier way to identify the categories of analysis. In other words, questionnaires might help the researcher to easily analyze the

information and create a proposal according to the collected data; in this study, collected data from questionnaires was used to develop a proposal adapted to students' interests, perspectives, and expectations about the intervention. Furthermore, questionnaires were also designed and implemented at the end of the intervention to identify the impact of the proposal on students' performance perceptions, mainly in speaking.

Video and audio recordings. According to Baptista, Fernández and Hernández (2014) it is important and helpful for the researcher to record audios and videos, as another type of field notes, to analyze data provided by students' actions (movements) or comments. It means, video and audio recordings are another source of data that can provide different perspectives on the population and the impact of the intervention. On the other hand, taking into consideration that for this project it is important to analyze students' speaking performance and the impact of Socio-Affective Strategies on their behavior, it is important to have evidence of this.

Procedures

First, it was necessary to inform students that in the class a project was going to be developed and for that, it was important to take some photos and recordings. This information was given to them at the same moment that the researcher provided the consent forms, for their parents to allow students to participate in the project. It is important to mention that these consent forms were provided by the university. Most parents took 8 days to sign the formats and meanwhile, the intervention started, and data was collected each session by writing field notes that, as mentioned before, were divided into a description section and an interpretation section. Once most of the consent forms were signed the

researcher started to record videos and audios and, also to take some pictures of class material developed during the classes. This with the objective of having some evidence about their speaking performance throughout the intervention and the impact that the proposal can have on them.

Subsequently, a questionnaire was designed and applied to the 26 students in order to gather information about their main interests concerning English, their main difficulties with English and what they wanted to improve of their own performance and the class. It is important to clarify that, because of an unexpected change of the population, it was necessary to start the intervention before applying the questionnaires. Because of that, lesson plans were designed considering the school's curriculum and the proposal of introducing socio-affective strategies into the classroom.

About the recordings, it is possible to mention that they were used during some sessions of the implementation of the proposal. Even if the main objective of the proposal is to impact students' speaking performance, some other kinds of activities were developed. In some activities they needed to prepare a presentation, create a poster, create and write questions before having a communicative activity in which they needed to present their products or ask orally the questions they prepared. Students' interactions and presentations were recorded when they developed the activities to have the appropriate evidence to support this study.

Ethical Considerations.

As mentioned before, consent forms provided by the university were given to student's parents for two reasons: first for the researcher to have parents and students' permission of their participation in the project. Second, for parents to know that the information collected in the study was going to be used only for academic purposes. Also, when providing these formats to the students a short presentation of the format and an explanation were given for them to understand that all recordings, pictures and information collected during the study, were going to be used into the development and improvement of this proposal.

CHAPTER IV.

PEDAGOGICAL INTERVENTION.

This chapter will present the visions of language, teaching and curriculum that were considered to develop the proposal. Equally important will be the presentation of teachers' and students' roles and the activities and resources used in the pedagogical intervention. For this, a model lesson plan will be exposed and explained.

Communicative Approach

As stated before, the communicative approach or communicative language teaching is considered as a process in which students are involved in meaning-focused communicative tasks that will allow them to learn on their own (Harmer, 1990, p. 69). Moreover, this approach seeks to teach students how to interact using the new language, in this case English, and for that they will develop oral and written skills that allow them to communicate in both, oral and written ways. Also, this approach suggests that students must be involved in activities in which they can simulate real-life situations for them to know how to interact in those situations. Considering that the objective of this proposal is to improve students' speaking performance through the development of socio-affective skills, it is important to involve students into real-life situations that allow them to interact and, at the same time, reduce their anxiety when speaking in English.

Cooperative Language Learning Approach.

With respect to Cooperative Language Learning it was mentioned that it is an approach in which implementing activities that involve cooperation is the most important

aspect (Richards & Rodgers, 2001, p. 192). On the other hand, according to Richards and Rodgers (2001) this approach is considered as part of the communicative approach since it is important to involve students in real communication experiences to learn and for that, they also need to cooperate (p. 193). Considering that students need to get involved in real life situations to communicate in oral and written ways, it is important that they can interact with their partners to achieve those purposes. For this proposal it is important that students learn to interact with their partners in English by appropriately using the language but also by being respectful and empathetic, to reduce their anxiety, following Socio- Affective Strategies purposes.

Vision of curriculum

In this study, the curriculum has to do with the activities that are developed in the English classroom and with the roles that the teacher and students have during the intervention. Williams (2024) suggests that a curriculum with a *Mindful Learning Center* vision seeks to develop on students their self-growth through the strengthening of their emotional awareness and their stress- managing skills not leaving aside the academic component. Considering this, it is possible to say that for this project it is important to help students strengthening their emotional awareness since they are going to get the Socio- Affective skills to use them to manage stressful situations. However, it is also important to mention that, even if students are going to have self- growth in these areas, they are going to do it while they are learning the second language, since this must be accompanied by the academic field.

Vision of language

In this study, language is seen from a functional perspective since it allows students to achieve some specific purposes when communicating through speaking or writing (Harmer, 1990, p. 48). Harmer (1990) also establishes that it is necessary to learn to perform the functions of language that will be used by the learner to express meanings and purposes. Therefore, lessons in this proposal are related to specific objectives such as teaching students how to ask for personal information, compare their favorite things, exchange information about their routines, likes, dislikes, emotions, etc. that will be shown through presentations, games, or activities. These lessons allow students to learn how to use language to interact with their partners but also to express their ideas and feelings and be able to talk from their own perspective and from their partners' perspectives. However, while students learn how to use English to interact through speaking and writing, they will also learn to identify and manage emotions, work in groups, use relaxation strategies to achieve the proposal's main purpose of reducing their anxiety when speaking in English.

Vision of learning

In this proposal learning is understood as a process since Harmer (1990) suggests that learning a new language involves three steps: exposition, motivation, and practice. Considering this, lessons in this proposal are designed for students to have full immersion in English, that is why the pre-service teacher speaks in English most of the time, materials are designed in English and other resources (videos, songs, etc.) are also in English. Then, in order to increase their motivation to learn English, activities are designed with the objective of making students interact using English, it means, they need to learn the

functions of language to communicate. Finally, these activities and exercises developed in the classroom are the way in which students can practice and, as Harmer states: “flex their linguistic muscles- and check their own process and abilities.” (p. 24)

Teacher’s role. Harmer (1990) states that all committed teachers can be described as facilitators since their purpose is to facilitate the learning process to their students. Considering this, this role is not something that can be determined by a specific purpose, but it needs to be implicit in teachers’ performance, that is why, in this proposal, the teacher’s role would be also to be a resource for students. About this role of a teacher, Harmer (1990) mentions that in our classes there will be moments in which students will need us to be involved in the activity, not to control them, give them a prompt or be part of the activity but, as their most important and helpful resource to answer doubts or give them some advice. Being a teacher that has a role as a resource for students does not mean that we will provide to them an answer for every question but, it means that we are able to help them to look for a useful web page or book that can answer their questions, in other words, we can be helpful for them while encouraging them to be aware and independent in their learning process. This role implies that we need to be ready to help or guide our students to build knowledge and also, that they will ask for help most of the time and that requires us to be aware of the fact that we do not have the capacity to help them or answer all their questions.

Students’ role. In this proposal students are perceived as an important actor on their own learning process of English. Harmer (1998) states that learners should be aware of their own responsibility when learning. In other words, it means that students should be

conscious of the fact that they need to be active participants in their own learning process (p. 9). When a student is aware of this, they need to have certain characteristics that Harmer states and, for this proposal the most relevant of those characteristics of a learner must have “a willingness to experiment” (Harmer, 1998, p. 10) that, in simple words, is the learner’s disposition to take risks and learn.

Activities. For this proposal activities are designed for students to carry them out in groups or in mingle activities. According to Richards and Rodgers (2001) activities in the communicative approach need to be selected considering that they can engage the student and that will allow him to get immerse in meaningful language use (p. 161). Also, Richards and Rodgers (2001) mention that these activities need to include real communication and meaningful tasks as a way to promote learning. Considering this, activities in this proposal are designed as *social interaction activities*, that Richards and Rodgers (2001) define as the ones who include conversation, for example, dialogues, improvisations, and so on.

Resources. Richards and Rodgers (2001) affirm that materials or resources used in teaching have the role of promoting communicative language use. Considering this, for this proposal it is important to develop materials that allow students to establish interaction and communication. According to Richards and Rodgers (2001) there are three types of materials that can be designed and used in teaching: 1) *Text-based materials*, 2) *Task-based materials* and 3) *Realia*. However, for this proposal the most relevant and useful materials among these are Task-based materials. These kinds of resources are defined by Richards and Rodgers (2001) as those materials that have been prepared to support

Communicative Language Teaching classes, for example: cards, pair-communication practice materials, games, role-plays, simulations, among others.

Stages of the intervention.

As mentioned before, this study undertakes Communicative Language Teaching and Cooperative Language teaching. As a result, it was important to design lessons that could answer the syllabus established by the school but, that at the same time allow students to interact, cooperate and communicate as much as possible. For that reason, this study followed Chamot and Robbins' (2005) instructional sequence of CALLA: 1) Preparation, 2) Presentation, 3) Practice (p. 11), 4) Self- evaluation (p. 11) and 5) Expansion. From this point, this pedagogical intervention takes a cyclic form that is repeated every class and that, in some cases, has some variations on its sequence when some stages are omitted due to constraints of time.

Preparation. In this first phase of the model, Chamot and Robbins (2005) the teacher sets the objectives of the lesson while presenting the vocabulary and the strategy and the necessity to use it and provides motivation. Therefore, during this stage the pre-service teacher is going to implement some games or activities that will provide motivation to students while introducing the vocabulary of the lesson or a topic related to the lesson. Also, the pre-service teacher can ask students about their prior knowledge that can be directly or indirectly related to the topic of the lesson.

Presentation. According to Chamot and Robbins (2005) in this stage the teacher presents new information in diverse ways and relates it with students' previous knowledge

while explaining a new learning strategy. Considering this, it is important to mention that for this proposal *Socio Affective Strategies* are the main strategies to be implemented during the intervention, that is why, in the classes, some of these strategies must be implemented implicitly or explicitly, instead of implementing learning strategies.

Practice. With respect to this phase Chamot and Robbins (2005) state that it is when students develop some tasks while implementing what they learned from the Presentation stage, including the strategy, with teacher's guidance. It means that this is the moment when students develop some activities that allow them to put into practice the knowledge they acquired and the strategies they learned. For that reason, students based on materials provided by the pre-service teacher will develop these tasks, in groups or in the whole class, depending on the pre- service teacher's purpose with the activity.

Self- Evaluation. According to Chamot and Robbins (2005) this phase consists of students' reflection on their performance when developing the tasks, including their use of the learned strategy (p. 11). In other words, this stage includes a moment of reflection in which students assess themselves in terms of their performance and their implementation of the strategy that they learned. In this proposal, students have some moments in which they can assess themselves in terms of their performance, for example, when the pre- service teacher gives feedback on some activities, students are allowed to check their own activities and assess themselves. Also, in some cases students are able to reflect on how their implementation of the learning strategy was. However, this process is not always done during the classes or, it is done in an implicit and informal manner, through a question

asked by the pre- service teacher, not by using any format or asking the whole group's participation.

Expansion. With regards to this stage Chamot and Robbins (2005) mention that it is a moment when students apply the learned information to their own lives, they make connections between language and content and, in some cases, parents contribute to their learning process. This phase allows students not only to acquire more information but to analyze it and bring it to their own lives. In this proposal, lessons are designed for students to learn how to use language in their real-life situations and, even in some cases, students are asked to put into practice what they learned with their families to practice and keep learning.

Lesson Plan Model.

The following chart is an example of the lesson plans designed and implemented during the intervention. This lesson plan model follows the stages of CALLA model, however, as mentioned before, there are some of these stages that are implicitly implemented in the class. Also, it is important to mention that during the intervention another lesson plan design was used but, according to the proposal characteristics and due to constraints of time it needed to be changed and adapted and for that, this last model was designed.

LESSON PLAN NUMBER: 1			
COURSE/GRADE: 401	DATE:	NUMBER OF STUDENTS: 26	NAME OF THE TEACHER: Laura Camacho
OBJECTIVES			

COMMUNICATION: Express the way I feel with my partners			
LANGUAGE: Emotions/ feelings			
PEDAGOGICAL INNOVATION OBJECTIVE:			
- Recognize that it is normal to have emotions and express them.			
STRATEGY: identification of emotions.			
PENDING HOMEWORK OR ANNOUNCEMENTS:			
PROCEDURE:	T.O.I	TIME	MATERIALS
ACTIVITY STAGE: Preparation Activity: Match the couples. Objective of the activity: introduce students to the main vocabulary they are going to use during the lesson. Steps: <ol style="list-style-type: none"> 1. The teacher is going to give each student a card. 2. The card will have an image of an emotion and its name down the picture. 3. Each student will have a partner with the same card and in order to find their couple, they need to make mimics. 4. They need to pay attention to other faces and movements. 5. When they finally find their couples, they just stay together, say out loud the emotion they had and seat on their seats. 	STS- STS T-STs	10'	Cards
ASSESSMENT:			
TRANSITION:			
ACTIVITY STAGE: Presentation: What am I feeling? Objective of the activity: Explain students some of the different emotions they can experiment and how can they express what they are feeling. Steps: <ol style="list-style-type: none"> 1. On the board, the teacher is going to draw again the different faces that represent an emotion and, with students' help she is going to write down the name of those emotions. 2. To clarify even more what each word means, and not using Spanish, when mentioning an emotion, the teacher is going to represent it with a mimic. 3. Then the teacher is going to explain that as humans we can experience different emotions throughout the day and that that is normal. 	T.O.I T-STs	30'	Board. Markers

4. After telling them that, the teacher is going to introduce the different ways in which we can express what we are feeling or how do we feel. For that the teacher is going to write the question how do you feel? And then give examples of how we can answer, such as:

I am hungry.

I feel sad.

Also, the teacher will ask them: how do you feel at school? How do you feel at home? How do you feel when you are on vacation? How do you feel right now?

5. Then, the teacher is going to ask the students to answer those questions and give more examples using both ways to answer.

ASSESSMENT:

TRANSITION:

ACTIVITY STAGE: Communicative activity- Practice

Activity: Checklist

Objective of the activity: Practice speaking, and pronunciation of the sentences and the vocabulary learned during the class.

Steps:

1. Students will receive a table in which they will gather information about their partners' feelings.
2. The table will be the following:

Name	sad	happy	angry	tired	hungry	scared
Laura					X	

3. Then, to complete the information they will need to stand up and find a classmate and ask her "how do you feel?" and the partner must answer the question.
4. At the moment of doing that, they need to write down the name of their classmate and then check in the table the emotion that the partner is feeling.

T.O.I

STS-STS

TIME

25'

MATERIALS

Board and markers

ASSESSMENT:

TRANSITION: Self-evaluation

To close the class, the teacher will ask students how they felt while speaking in English and asking questions to their partners. Also, the teacher will ask them how they felt while writing the sentences, if it was easy and clear for them to know how they needed to write them and finally if they think they did it well. This, for

students to recognize their own process of learning English and their performance speaking in English during the class.

HOMEWORK/ASSIGNMENT: Extension

Activity: Ask your family “how do you feel?”

Objective of the activity: Practice the learned topic at home to reinforce it.

Procedure: Students must ask their family at home how do they feel and complete the following sentences:

My grandfather is _____

My grandmother feels _____

My mom is _____

My dad feels _____

My brother is _____

My sister feels _____

Material annexes:

Warm up cards:

https://docs.google.com/document/d/1BkngQ3VUubH0SH3J_C5HD8Koc9QL5S9bRz766QYRhKd0/edit?usp=sharing

Communicative activity- table:

<https://docs.google.com/document/d/1kl2cSH5E64EcoeI1nNII3rXEtp2BwUMveTF6h0zx1FA/edit?usp=sharing>

CHAPTER V.

DATA ANALYSIS AND FINDINGS.

This chapter presents the categories emerged from the analysis of the information collected along this research project. Equally important, the implications of this proposal are exposed and the limitations that affected this study and that may be considered. Finally, the researcher's perspective, students' performance during the intervention, achievements and limitations are explained according to theoretical basis.

Analysis management

With the aim of describing and analyzing the data collected through the process of this study, it is important to mention that *Grounded Theory Approach* was relevant for the creation of categories and its analysis. Glaser and Strauss (1967) suggest that we can understand grounded theory when theory emerges from the data collected during a research process (p. 1). It means that, through the experiences lived by the researcher during the study, new theory can be discovered, in other words, by using the data collected in the research, new theory can emerge to make understandable certain situations, behaviors, among others. Also, as Glaser and Strauss (1967) explain, Grounded Theory is useful to make some useful predictions, interpretations, explanations or applications during the research process or even in future research. It denotes that grounded theory provides the researcher with different ways of analyzing the gathered information and, similarly, provides the research process with different perspectives. As a result, in this proposal, the gathered information is analyzed by using this approach, since it allows the researcher to

explore different perspectives, implement some predictions, interpretations and explanations to analyze the data.

Furthermore, in order to easily design the categories of analysis it was necessary to use the *Color Coding* that according to Williams (2024) is an approach that allows the organization of qualitative data. This approach consists of assigning different colors to different categories or topics to easily identify patterns in the collected information. In this proposal, the color coding was implemented considering three main topics for the study: the speaking performance of students in English (the improvements or changes), the impact of the implementation of the Socio-Affective strategies and the impact on students' participation. Considering these aspects, the instruments used were analyzed looking for information related to these topics, and the information was colored according to the assigned color for each aspect, to easily identify and create the categories presented below.

To begin with the analysis, it is important to clarify that it was not considered that students did not have self-confidence or speaking skills, but that through socio-affective skills those aspects could be enhanced. Nevertheless, it was possible to notice that due to the disagreements among students some of them preferred not to demonstrate their speaking skills in English to avoid jokes and teasing from their partners. Consequently, it can be said that by comparing students' first and later productions, and their opinions before and after the intervention, improvement in those aspects is evidenced. Finally, it is important to mention that in this proposal a total of sixteen lesson plans were designed, however, only seven of them could be implemented, in some cases by parts in different sessions.

Data analysis

Category 1. Speaking skills

As seen in the statement of the problem students had low oral comprehension and production level that produced on them many difficulties with their speaking performance in English. Also, students evidenced a low level of cooperation among them in the class activities. As a result of those limitations perceived among the participants it was important to use certain strategies in the interventions to develop their speaking skills in English. To explain the impact of the use of those strategies in the students' speaking performance the following sub- categories were designed.

Category 1.1 Students implementation of English vocabulary learned during the classes.

When acquiring a second language students have to appropriate a wide range of vocabulary, expressions and strategies that allow them to interact in the target language, as Harmer (1990) suggests. Some of those strategies consist of giving students the chance to plan what they are going to say or ask and even to practice the way they are going to do it, among other things. As a result, this category tries to find if students were able to use the expressions, vocabulary and strategies given during the intervention to interact with their partners and the pre-service teacher. Therefore, through this study the intention was to use students' knowledge of vocabulary and introduce them to some new vocabulary and expressions that they could use in order to establish interactions with their partners; some of

the vocabulary and expressions taught to the students were language prompts that allowed them to establish conversations with their partners about the topic they were learning.

At the beginning of the intervention, it was possible to notice that students did not speak in the target language during the English classes. This, because through the observation and the experience in the classes it was evidenced that they spoke in Spanish most of the time or mixed English and Spanish when developing speaking activities or they asked questions to the pre-service teacher in Spanish. On April 4th students learned about *likes and dislikes*. The objective was to express likes or dislikes about food. Consequently, students read a short text, previously prepared by the practitioner, in which a little girl talked about her likes and dislikes about food, for them to identify the expressions they needed to use to express that with their own preferences. Then, students were introduced to the expression *do you like ____?* For them to ask their partners and collect information about their preferences, as seen in the following extracts.

S3: Do you like pizza?

S6: Yes

S7: Do you like onion?

S6: Yes

S7: Do you like pumpkin?

S6: non audible.

[Audio recording. Likes and dislikes 2. April 4th.]

S2: Do you like pumpkin?

S10: Yes.

S2: Do you like banana?

S11: Yes.

S3: Do you like pasta?

S12: Yes.

[Video recording. Likes and dislikes video. April 4th.]

Even if in the audio recordings it is possible to notice that students used the suggested language prompts to talk about their preferences of food, in the field notes it is evidenced that some students developed the activity using Spanish.

(...) Even if the activity was in English, some of them started to speak in Spanish.

[Field notes #4. April 4th.]

This demonstrates that even if they needed to use simple language prompts to interact with their partners in the target language, some of them were not doing it, but they were speaking in Spanish or mixing English and Spanish to solve the activities. Then, on April 18th students learned about *healthy and unhealthy habits* and were asked to identify their unhealthy habits, share them with their partners and find solutions to change the unhealthy habit into a healthy habit. As mentioned before, during this activity it was possible to notice that some students developed the activity in Spanish, some others mixing English and Spanish and some others using English as much as they could. It is important to mention that, even if they learned the vocabulary related to the topic, they had difficulties to establish a conversation in English to look for solutions for their unhealthy habits, as evidenced in the recordings and the field notes.

Pre-service teacher: her problem is that she doesn't have sixty minutes of exercise, what can be the solution?

Student 2: que busque en youtube: "ejercicio para niña de sesenta minutos"-

Pre-service teacher: Okay

Student 3: busque un video corto o largo de sesenta minutos de ejercicio.

[Audio recording. Healthy and unhealthy habits audio 1. April 18th.]

(...) Some of them did the activity in Spanish, some others mixed English and Spanish and some others asked for help to the teacher. Most of them were afraid of speaking in English and also because of the recording. Because of that, they did not speak in English.

[Field notes #6. April 18th.]

Then, on May 9th, 2024, students learned vocabulary about emotions and how to ask for their emotional state with the expression: *how do you feel?* And how to answer using the expressions *I feel _____* or *I am _____*. This time they went outside the classroom to walk and find different partners to talk about their feelings. The following extracts illustrate how students acquired new vocabulary and expressions and used them to interact with their partners and collect information about emotions and feelings.

S13: ¿por qué todas “happy”? Camila, how do you feel?

Practitioner: how do you feel?

S2: I am hungry

Practitioner: angry or hungry?

S2: Hungry, con hambre.

S14: How do you feel? Y ¿como contesta?

Practitioner: I feel... or I am...

S12: I feel... I am happy.

S4 How do you feel Mariana?

S15: I am happy.

Practitioner: If you finished here, you can look for another partner.

S16: How do you feel?

S6: How do you feel?

S16: I am sad

Practitioner: why?

S16: no, yo siempre digo...

[Video recording. Outside activity 2. May 9th]

In all cases it is possible to evidence that students practiced the expressions to ask for likes and dislikes with their partners and also expressed their emotional state as well as the appropriate expressions to answer some of those questions and learned the vocabulary about healthy and unhealthy habits. Also, according to the field notes it is possible to evidence that in the case of the activity about emotions, students spoke in English and used the expressions previously presented to complete the activity.

(...) At the end, they went out again to complete a chart in which they needed to write the name of four partners and check how they felt. For that, they needed to ask the questions in English and then answer using the structure of the examples. It was possible to evidence that students spoke in English to develop the activity and gathered the information for the chart.

[Field notes #8. May 9th.]

Equally important is the fact that students learned vocabulary about food, habits and emotions, and they could answer the questions according to their own perceptions.

However, it is also possible to notice some confusion among certain students in terms of the vocabulary that could be clarified by the practitioner immediately when students asked her. Moreover, it was possible to evidence student's progress when interacting with others using the target language; at the beginning it was possible to notice that even if students were asked to speak in English, some of them developed the activities using Spanish; then, it was possible to notice that it started to change since, some of them started to mix English and Spanish to solve the activities, others did it in English and others in Spanish, this evidences that students awareness of speaking in English started to increase; finally, it was possible to notice that most students developed the emotions activity using the language prompts suggested and this allowed them to establish interaction using the target language.

In conclusion, through the presentation and teaching of new vocabulary and expressions (language prompts), students started to use more the target language during the English classes, and they reduced the use of Spanish to develop the class activities.

Category 1.2 Participation increased due to Students' improvement in pronunciation and fluency.

According to Harmer (1990) there are certain situations in the classroom that might affect students' willingness to speak in English. However, there are some strategies that can be used during the class so that they help students gain confidence to speak in the target language. Some of those strategies suggest helping students to plan what they will say, to repeat, to practice in small groups, among others. For instance, throughout this study the intention was to implement certain strategies that allowed students to improve their pronunciation and, consequently, their fluency. To achieve these improvements, it was necessary to ask students to repeat some expressions, vocabulary and even to ask them to read out loud with the pre- service teacher to practice the pronunciation.

As a result, there were lessons prepared for students to learn new vocabulary and its pronunciation and also, to present in front of the class personal information. One of the lessons prepared for students to learn new vocabulary and its pronunciation was on November 14th, 2024, when students needed to watch a video about Christmas vocabulary and repeat the words presented on it. Students were expected to learn the pronunciation of those words not only through the video but also through pre-service teachers' help during the video to have tips to improve the pronunciation, as seen in the lesson plan.

(...)4. After that, the teacher is going to practice the pronunciation of the words with the students.

[Lesson plan #18. November 14th.]

The lesson where students had to present their personal information was on September 19th, 2024, where students needed to create a poster and make a presentation to their partners in small groups according to pre-service teachers' example of the poster and the presentation. This time, students asked to have their presentations not only in small groups but also in front of the whole classroom showing that their improvements promoted gaining confidence and increasing their participation, as seen in the field notes.

(...) Students started to ask to participate, they went in front of the class and presented their posters” and “This was not expected to be done in the class but due to their motivation (students' motivation) it was done.

[Field notes #11. September 19th.]

S1: I am Samantha Fonseca, I am 10 years old, I am from Colombia, I am a student, I am happy.

Practitioner: Okay

S2: I am María José, I am 10 years old, I am from Colombia, I am a student, I am happy.

Practitioner: very good

S3: I am 10 years old; I am nationality from Colombia, I am a student, I am happy.

Practitioner: okay, very good

S4: I am Annie Mora, I am 10 years old, I am from Colombia, I am a student, I am happy

Practitioner: okay

S5: good morning girls, age 10 years, nationality Colombian, occupation student, emotion happy.

[Video recording. September 19th.]

In the first case it is possible to notice that there are classes in which the intention is to help students practice the pronunciation of words in order to improve them. In the second case, it is possible to evidence that asking students to repeat the example modeled by the

practitioner during the interventions helped them to plan what they will say. About the repetition, Harmer (1990) affirms that allowing students to encounter many times with the language allows them to fix expressions and their pronunciation in their minds. It means that allowing students to interact with each other by using previous learned expressions and vocabulary helps them to learn and remember easily this. Since the presentation previously mentioned includes topics previously learned with the students, they are able to repeat those expressions that they learned in previous classes and that are fixed in their minds. Also, it is possible to say that through the small group interactions students improved their fluency due to the repetition of the information and this resulted in an increase of participation. Harmer (1990) suggests that through small groups interactions students can work together to develop some activities such as preparing roleplays or a presentation; also, he suggests that during this kind of teamwork, students can interact easily with their partners since they can choose their level of participation, and this kind of interaction promotes more talking opportunities for individual students. These effects of small group interaction were evidenced during the interventions, since during teamwork most students participated in the development of the activities contributing with their ideas and, in some cases, guiding the group or representing it in front of the whole classroom.

Category 2. Development of Socio-Affective Strategies

As presented in the statement of the problem, students have some struggles by cooperating in class activities. In fact, students manifested that they have felt nervous or uncomfortable during their English classes because they were afraid of their partners pranking at them. Also, some of them mentioned that not understanding the main teacher

made them uncomfortable and others affirmed they were shy, and that for that reason they did not participate. Jalo (2005) suggests that socio-affective strategies can improve students' motivation and class environment. Consequently, implementing those strategies in this proposal was very important to evaluate if these strategies could improve students' speaking performance. As a result, the following sub- categories were designed to evaluate the effectiveness of the implementation of socio-affective strategies in the classroom.

Category 2.1 The development of socio-affective skills on students contributed to decrease students' shyness and nervousness when speaking in English

According to Jalo (2005) even if the socio-affective strategies do not seek a language learning purpose they have an objective of improving the class environment and increasing students' motivation. For that, these strategies are used to help students interact and manage their emotions as they are considered cooperative strategies that allow students to achieve common goals. For instance, in this proposal it was important to implement this set of strategies in the interventions, to improve students' relationships and, consequently, the classroom environment.

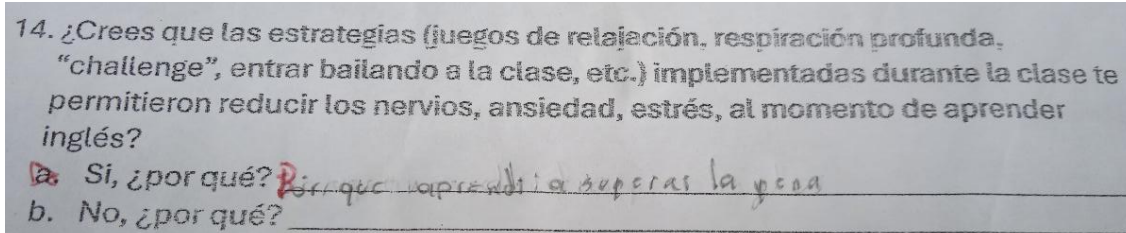
First it is important to mention that along this study, socio-affective strategies were implemented during each intervention as planned on each lesson plan. At least one socio-affective strategy was implemented on each intervention to decrease students' shyness and nervousness. For example, on September 26th, 2024, one of the strategies planned to use was *reducing anxiety through games and laughter*, for that reason the first activity to start the class was that students must enter the classroom by dancing. This activity allowed

students to get relaxed through laughter and to enhance their relationships when they danced all together in the classroom. This can be evidenced in the researcher's field notes.

(...) They got a bit nervous of dancing but then, one by one started to do it and, at the end, they danced all together. Only one student did not dance.

[Field notes #12. September 26th.]

Moreover, on November 14th, 2024, questionnaires were applied to get to know students' perceptions about the impact of the interventions of their English learning process. As a result, it was possible to notice that students could recognize that Socio-Affective strategies implemented in the classes were useful for them to get relaxed, calm and to lower their anxiety.



(...) Porque aprendí a superar la pena

[Final questionnaires. November 14th.]

Figure 1. Students' perceptions of the impact of the proposal on their English learning process.

In both cases it is possible to notice that the implementation of socio-affective strategies in the classroom resulted in decreasing students' anxiety, nervousness and shyness. As manifested by students on the final questionnaires of the intervention, most of them perceived that having those strategies in the class helped them to lose their shyness, to learn more English, to get calm and relaxed during class activities and exams. Also, as perceived by the researcher, the strategies helped students to have positive attitudes in class activities during teamwork. As a result, it is possible to say that implementing socio-

affective strategies in the English class allows students to feel more comfortable and relaxed, decreasing their nervousness and shyness and increasing their positive attitudes towards their English learning process. Krashen (1982) explains that to reduce the affective filter in students, their stress and anxiousness, it is important for the class to be engaging and non-threatening, increasing motivation and encouraging risk-taking among students. Bearing this in mind and considering that Socio-Affective strategies seek to promote risk taking among students and increase their motivation and self-confidence, it is possible to say that their implementation during the classes reduced students' affective filter and increased their engagement in their English learning process.

Category 2.2 Developing students' socio-affective skills improved and reinforced relationships among students in the classroom.

As mentioned before, Jalo (2005) suggests that socio-affective strategies will improve the class environment as an objective. Equally important is that those strategies are considered as cooperative strategies since they help students interact with their partners. Moreover, as these strategies help students interact through cooperating and empathizing with others, they are used to promoting teamwork among students. As a result, for this proposal it was necessary to create activities in which students could work together to achieve common goals. Also, it is important to mention that teamwork was necessary also due to the Cooperative Language Teaching Approach and the Communicative Approach used in this proposal.

It is important to mention that through this study, in order to promote cooperation among students, the *communicative activities* designed on each lesson plan were prepared

for students to work together to achieve different common goals. For example, on April 11th, 2024, students learned about *healthy and unhealthy habits* they can have in their daily lives. This time, students were expected to work in couples to complete the lyrics of a song about the topic and after that, they worked in groups of 4 to identify possible unhealthy habits they have and suggested their partners possible solutions to change those habits, as mentioned in the lesson plan.

1. Students will be organized in couples to develop this activity.
2. Each couple must receive a copy with the lyrics of the song “exercise and healthy food “and they need to write down their full names.
 1. Students will be organized in groups.
 2. Each one of them must have the paper used in the grammar practice activity.
 3. Considering the vocabulary of the grammar practice activity, they need to identify which healthy or unhealthy habits do they practice in their daily life, and then, they need to share it with their partners.
 4. Also, when talking about their unhealthy habits, they need to think about a strategy they can implement to change that into a healthy habit.

[Lesson plan #9. April 11th.]

S1: 60 minutes of exercise

Practitioner: her problem is that she doesn't have 60 minutes of exercise, what can be the solution?

S2: que busque en youtube ejercicio para niña de 60 minutos

Practitioner: okay.

S3: busque un video corto o largo de 60 minutos de ejercicio.

[Audio recording. Healthy and unhealthy habits audio #1. April 11th.]

In this case it is possible to notice that cooperative work was used in the classroom as a strategy. This is because of two reasons: first, students were expected to work in

groups to solve certain activities. Second, according to Socio-Affective strategies, cooperative work is a strategy to be developed on students.

In addition, according to students' perceptions of the impact of the intervention on their learning process, most of them affirmed that after the interventions their relationships with their other partners improved, as seen in the final questionnaires.

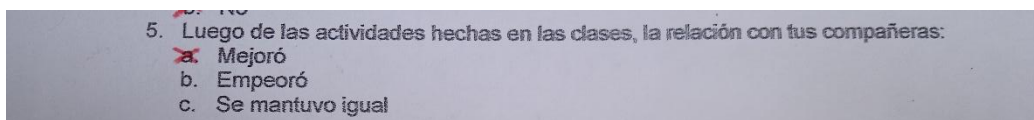


Figure 2. Final Questionnaires. Students' perceptions after the interventions.

[Final questionnaires. November 14th.]

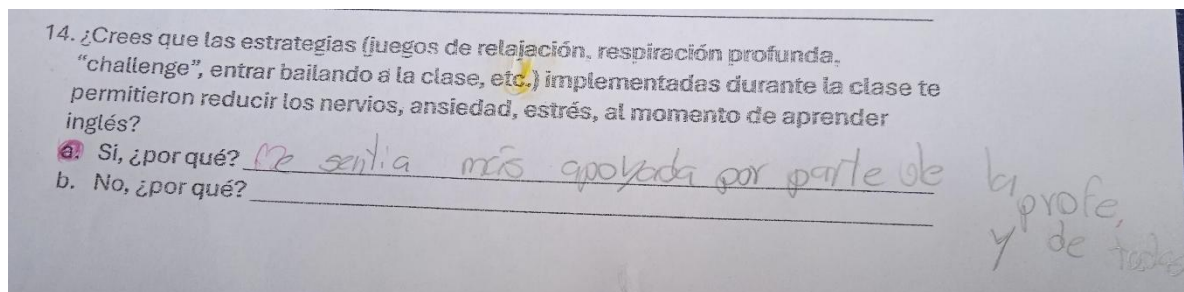


Figure 3. Final Questionnaires. Students' perceptions after the interventions.

(...) Me sentía más apoyada por parte de la profe y de todas.

[Final questionnaires. November 14th.]

In the second case, the results (Annex 7) evidenced that according to students' perceptions, their convivence improved after the interventions and now they feel more comfortable and supported by their partners during the classes.

To sum up, it is possible to say that having cooperative work as a strategy to develop class activities helped students to improve their relationships. This is because

students were able to interact with different partners in each session and because the activities needed them to establish conversations in a respectful and cooperative way.

Category 3. Motivation

In the statement of the problem, it is possible to notice that students demonstrated being motivated to learn English. Equally important is the fact that it was mentioned that even if students had difficulties participating due to their fear of their partners pranking at them, they tried to do it. As a result, it is necessary to clarify that increasing levels of motivation was not an objective of the proposal, but to take advantage of their actual motivation to implement the Socio-Affective strategies easily. In spite of that, it could be noticed that motivation among the participants increased when having strategies in the interventions, this was evidenced by their participation increasing in class activities. As a result, the following sub-categories were designed to evaluate the impact of the changes on students' motivation and participation after the implementation of the proposal.

Category 3.1 Motivation increased; anxiety decreased.

Krashen (1982) suggests that there are many factors that can impact the learners' language acquisition process; some of these affective factors are called *attitudinal factors* that are the following: motivation, self-confidence and anxiety. According to the *Affective filter theory* proposed by Krashen (1982), these factors produce limitations in the language acquisition process due to the increasing level of the affective filter that affects the brain's part in charge of it. Despite that, considering that there are different strategies (speaking strategies, Socio-Affective strategies, among others.) that can be implemented in the

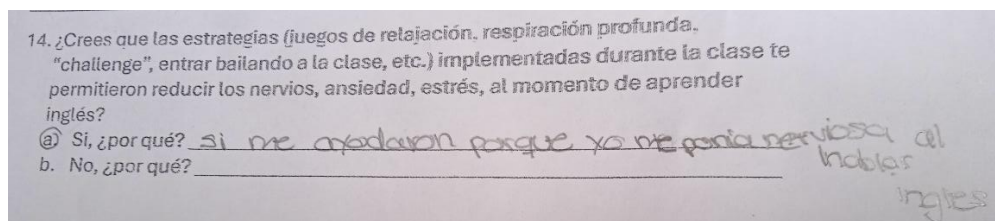
English class to reduce the Affective's filter level, it was necessary for this proposal to include at least one of them on each lesson plan.

For example, on April 11th, 2024, during the lesson *Healthy and unhealthy habits*, the strategy *deep breathing* was implemented at the beginning of the second hour of the class. Since this strategy is suggested as part of the set of Socio-Affective strategies, it was implemented during one session. After the use of the strategy during the class, students were expected to calm down and get relaxed after coming back from break to the second hour of the class. As a result, according to the researcher's field notes, the strategy worked as expected since students could get organized and paid attention to the class as seen in the field notes:

(...) After break, to help them get relaxed, I implemented a "deep breathing" strategy for them to calm down and get organized for the next part of the class. This strategy (deep breathing) was useful to get them organized and also to catch their attention.

[Field notes # 5. April 11th.]

On the other hand, as seen in the results (Annex 6) students' motivation towards learning English increased since all the students that answered the questionnaire affirmed, they like to learn English. Furthermore, most of them affirmed that they like to learn English since during the interventions they felt comfortable, they had fun during the sessions and also that they recognized that learning English is going to help them achieve personal objectives. As a result, it is possible to say that using the socio-affective strategies during the lessons helped students get relaxed and calm and this increased their motivation towards learning English too, since they liked to have these strategies in the classes.



(...) Si me ayudaron porque yo me ponía nerviosa al hablar inglés.

[Final questionnaires. November 14th.]

Figure 4. Students' comments about how they feel during the interventions and how they perceive the strategies impacted them.

To conclude, it is possible to say that since the Socio-Affective strategies helped students feel better during the English classes they also increased students' motivation towards learning the target language. This considering that students' interest in experiencing the different strategies in the classes motivated them to learn and even because they manifested that those strategies helped them to learn easily.

Category 3.2 Comparison of participation at the beginning of the intervention and at the end of it.

Harmer (1990) affirms that there are speaking strategies that can promote students' participation during the class activities. These strategies include having activities such as: big groups and small group work, moments to plan, real talks that involve students' contexts, among others. As a result, it was important for this proposal to include these speaking strategies as a means to enhance students' participation in the classroom. Moreover, as cooperating with others, asking questions and discussing different topics with

others are considered as part of the set of socio-affective strategies, they were included in the lesson plans to be developed in the classes.

At the beginning of the intervention, it was necessary to ask for students' participation during the activities and, in some cases, the participants did not want to do it or even they started to do different things from the ones they had to do. For example, on March 14th and 21st, 2024, it was evidenced that having students participating was difficult, since they got distracted easily. It is possible to evidence that there were different factors that influenced students' distraction and lack of participation, as mentioned in the field notes:

(...) Students have some difficulties to get organized. They do not understand easily instructions. Sometimes it is necessary to ask them to participate or even to choose someone to do it. It will be necessary to look for strategies to increase participation”

[Field note #2. March 14th.]

In this case, it is important to notice that, at the beginning of the interventions, students had difficulties getting organized, paying attention, following instructions in English and getting focused. Also, it is possible to notice that due to their distractions, they did not participate in the class activities and for that reason it was necessary to ask them to do it. Moreover, as mentioned before, there were different factors that influenced students' lack of attention and participation. There were some cases in which students were distracted during the class, since they were playing with some toys or with their phones, as evidenced in the field notes:

(...) some students got distracted with some toys they had. It will be necessary to ask them to keep toys in their bags.

[Fiel notes # 3. March 21st.]

(...) some students have phones during the class. They are distracted due to it. It is necessary to talk about it with them, because they do not pay attention. They do not participate.

[Field notes # 6. April 18th.]

Nevertheless, after the implementation of the project, it was possible to notice changes in students' active participation in class activities. As mentioned before, their participation increased due to their improvements in their speaking skills and to the improvements in their convivence. For example, on September 26th, 2024, it was possible to notice a change in students' participation in class, since they actively participated and contributed to the class with their ideas. Moreover, on November 14th, 2024, another change on their participation was noticed, this time they participated to answer questions.

(...) They actively participated to give their opinions or ideas of the activity.

[Field notes # 12. September 26th.]

(...) She pointed at the tree and asked its name, and some students could answer correctly. Girls actively participated when asking the questions.

[Field notes #14. November 14th.]

As seen in both cases, it is possible to affirm that students' participation in class activities changed after the interventions. At the beginning, having students actively participating was difficult in some cases and even they got distracted or into other kinds of activities. Although, by having the different interventions this low level of participation increased, it means students started to participate more in the class activities.

To sum up, in the framework of the activities developed during the intervention students showed improvements in different factors of the class such as their speaking performance, their convivence, their motivation, among others. It is possible to say that students: learned and used speaking strategies to improve their speaking skills; learned

Socio-Affective strategies that helped them to reduce their anxiety level towards learning English; improved their class environment through the Socio-Affective strategies; increased their motivation towards learning English and their participation in class activities increased too.

CHAPTER VI.

FINDINGS.

This chapter presents a summary of the analysis previously presented. This considers the established categories: Speaking skills, Socio-Affective strategies and Motivation.

Speaking skills

In regard to the analysis of this category, students showed improvement in their speaking performance in English. The most remarkable was that students got used to working in groups to interact and exchange different kinds of information or opinions. From the researcher's point of view, students had struggles by working in groups since they demonstrated having problems with their convivence. Since these problematics were evidenced, it was possible to affirm that the class environment was affected due to these situations, and that produced low participation levels.

However, having different speaking strategies involved in class activities helped students learn new vocabulary and expressions that allowed them to interact with their partners. These expressions helped students to create questions and to ask those questions to their partners to gather information from them and also helped them to strengthen their relationships when asking about their partners feelings or preferences. For example, when they learned to ask *how are you?* Or *how do you feel?* To ask for their partners' emotional status and also, when they learned two types of answer for that question: *I am sad*, or *I feel*

sad. These interactive activities foster students use of English during the class since they could have time to practice with their partners the topics learned during the classes.

About the teacher-students interaction in the classroom, it is possible to say that students got used to use more English in the classroom, even if they do not know how to say some expressions, they asked the pre-service teacher for help to use English. Moreover, students felt supported by the pre-service teacher through their learning process since they could ask for help to have different explanations for understanding the topic and the activities to do. About the student-student interaction in the classroom, it can be said that students learned to build up knowledge by helping each other understand different concepts or when practicing expressions to use during the class activities.

Finally, it is important to mention that students were able to plan the expressions they were going to use when interacting with their partners and that allowed them to improve their pronunciation in English.

Socio-Affective Strategies

About the *Socio-Affective strategies* it is possible to say that implementing them in the class activities, allowed students to reduce their anxiety when learning English and to improve their relationships. It could be seen since some students manifested having more self-confidence and being relaxed during the communicative activities. Also, it was evidenced in their behavior during the class since they seemed to be more comfortable during the lessons and some of the shyest students started to participate more in class activities. Moreover, they started to promote activities in which they had to present their

productions in front of the class even if that was not planned or expected to be done during the class.

On the other hand, it is possible to mention that relationships among students improved since they agreed to work with different partners and, most of the time, their attitude towards this was positive. It is important to mention that, even if in some cases students manifested not wanting to work with some specific partners, then when having to develop the activities in groups, it was possible to notice that their attitudes changed. Furthermore, students also perceived that their relationships improved since they manifested that in the questionnaires and some mentioned that after the intervention, they feel more supported by their partners. Evidently, it is possible to say that having Socio-Affective strategies in the class was helpful to improve students' self-confidence, their relationships and their participation in the English class since the class environment improved.

Motivation

As stated before, it was not an objective to increase students' motivation towards learning English, but to use their actual motivation to improve their performance and to take advantage of it to implement Socio-Affective strategies. Nevertheless, through the interventions and at the end of them, it was possible to notice that students' motivation increased since they participated more actively in class activities. Also, as motivation can be built up by different factors (affect, achievement, attitude, activities and agency), it is possible to say that considering this during the classes fostered students' motivation. For example, talking about teacher-student interaction, it can be said that when asking students

about their feelings, or playing with them and asking them about things different from class subjects, it showed students that the pre- service teacher care for them and this impacted on their motivation. Equally, showing domain on the subject, having activities that were interesting for them and in which they could succeed and make their own decisions, increased their motivation towards learning English.

Even if students manifested, they wanted to learn English due to different personal goals they had, it was possible to notice that through the interventions this motivation was strengthened. This could be seen by the researcher since students started to participate actively and even voluntarily in class. Moreover, even if some of them did not participate by speaking or during the presentations, it was possible to notice that they were focused during the explanations and activities and that they developed them. To sum up, it is possible to say that implementing the important factor to build self-confidence in students actually fostered motivation in them and it was evidenced on their performance.

CHAPTER VII.

CONCLUSIONS.

This chapter presents an analysis of the results of the proposal according to the objectives established. To remember, the main objective of this proposal was to develop fourth grader students Socio-Affective strategies to impact on their speaking performance in English.

The first specific objective was to implement the Socio-Affective strategies during the class activities to reduce students' affective filter. It was observed that during the interventions, it was fundamental to implement Socio-Affective strategies in class work to develop students Socio-Affective skills and to reduce their stress, anxiety and nervousness. This through different kinds of activities and exercises such as: deep breathing, teamwork, playing games, among others, these strategies were implemented in the English class and allowed students to gain self-confidence and comfortability in their learning process. In this sense, students could work with their classmates to complete class activities and achieve common goals and also, they could interact by asking questions and expressing their feelings, preferences, among others by using the target language. Moreover, using these strategies helped students to interact with their partners by being respectful and calm and that also reduced their nervousness and shyness since they were not afraid of being pranked by their partners. The implementation of these strategies allowed students to decrease the level of the affective filter since it can be noticed in their behavior and speaking performance in class.

The second objective was to analyze how the Socio-Affective strategies impact students' speaking performance in English. It was observed that during the interventions while these strategies were implemented, students started to use the target language more frequently to interact with their partners, complete class activities and interact with the pre-service teacher. At the beginning of the intervention, it was found that students had problems participating since they were afraid of their partners pranking at them and that most of students felt uncomfortable when having to speak in English. Nevertheless, through the implementation of the Socio-Affective strategies students felt more comfortable in the class with their partners and the pre- service teacher, and that improved the class environment. These changes in the classroom environment helped students to interact easily in the target language by using new vocabulary and expressions with better pronunciation and understanding them. Also, students increased their active and voluntary participation during the class by using the target language when answering questions of the pre-service teacher, giving their opinions or asking questions to the pre-service teacher. Since students demonstrated an appropriate use of the target language when interacting with their partners and during other activities, it is possible to say that implementing Socio-Affective strategies had a positive impact on students speaking performance in English.

Finally, the third objective of this study was to evaluate if developing students' Socio-affective skills influences their speaking performance in English. Through the interventions it was found that students' participation in class activities increased and that when participating they used the target language to answer or ask questions. It is important to mention that, even if students made some mistakes using the target language when

speaking, they were not afraid of it and that did not impede them to speak in English. As mentioned before, students gained self-confidence and felt more comfortable during the classes, also their participation increased, and they tried to use the target language as much as possible for them. This demonstrates that Socio-Affective strategies really impacted students speaking performance in English since, after the intervention students were able to interact more using the target language and they were not afraid of making mistakes when speaking in English because the class environment improved due to these strategies.

Achievements and limitations.

To analyze the achievements and limitations of this proposal it is important to remember that the objective of this study was to identify the impact of developing students' socio-affective skills on their speaking performance. For that, it was important to reduce students affective filter, it means, reduce students stress and anxiety when learning English and when speaking in English with their classmates and teachers. This is through the implementation of social and affective strategies such as: asking questions, cooperating with others, lowering anxiety (deep breathing, using music and laughter), encouraging oneself (making positive statements, taking risks wisely), taking emotional temperature (listening to the body, discussing feelings with someone else), among others.

In general terms it was possible to notice that students gained self-confidence to speak in English, not only between them in the group activities but also in individual presentations. Also, they showed a higher level of confidence in the class and motivation towards the language and the activities when they started asking to participate voluntarily and to have presentations of their productions during the interventions. On the other hand, it

was evidenced that students were able to communicate among themselves by using new expressions in the target language with better pronunciation and understanding.

Furthermore, through the questionnaires applied at the end of the intervention, students manifested that after the project they felt better during the learning process, they felt more comfortable and that they had fun during it. Also, most of the participants affirmed that due to the strategies and activities implemented, they felt better towards the activities in which they needed to use the different skills in English (listening, reading, speaking, writing). This, because through these strategies and activities they can learn easily and better new topics and expressions they can use when interacting with others in the target language.

Moreover, during the interventions it was possible to evidence that students' desire to work in groups changed when they started accepting working with different partners from the ones, they were used to working with. This is evidenced in participants' affirmations that after the intervention most of them prefer to work in groups rather than individually and that they perceive their relationships improved. Equally important is the fact that participants manifested that the strategies implemented in the classroom helped them to decrease their nervousness, to feel relaxed during the class and exams, and also to learn more things and feel supported by their partners and by the pre-service teacher.

Concerning the materials used throughout this study, it is possible to mention that the use of a wide range of materials and resources was fundamental to developing activities and strategies during the class. The use of digital devices such as a video beam and a computer were very relevant not only for using them to develop class activities, but also to

implement socio-affective strategies. On one hand, digital devices were used in order to impact on students learning process of English through videos to teach or complement some topics. On the other hand, as stated before, these devices were also useful to implement socio-affective strategies that allowed students to reduce their stress and nervousness during the class.

Regarding the limitations of the study, it is important to mention that extracurricular activities planned by the school and class cancelations were not helpful to collect information for the study. In addition, collecting information through video and audio recordings was also a limitation due to students' shyness when being recorded; however, it was possible to record videos and audios in a more discrete way, when students were not conscious about the recording, it was a good solution to this limitation.

Another limitation was the relationships among students. Even if it was mentioned before that the convivence between students improved, in some cases the problems and conflicts among them interrupted the activities. As stated before, it was important to have participants working together in the activities, however in some activities the groups were conformed by the pre- service teacher, what made difficult to implement some activities and strategies. This is due to students' disagreement about working with partners different from those they were used to working with most of the time. Despite that, little by little students reinforced their relationships and achieved agreements that allowed them to complete successfully the activities and improve their attitudes towards teamwork.

Further Research

It is important to mention that during this research project, at the moment of looking for similar studies that might serve as a guide for this one, it was difficult to find studies in which the Socio – Affective skills were implemented to teach a second language in the Colombian context. Considering this, it is possible to affirm that it can be useful to do more research on this topic and its impact on ESL classrooms or on the teaching of second languages. This because, first it is important to go deeper on this topic to look for better strategies that can make easier to implement the Socio- affective strategies in the classroom, even if it is not the English classroom specifically. In other words, it is necessary to have more research on this topic since it can provide better strategies of more ideas to implement the Socio-Affective strategies and reinforce them. Second, because in this study results were positive; the findings demonstrate that strengthening socio-affective skills helped students learn the foreign language and it is possible that through deeper research, better results can emerge and even more innovations in language teaching. For example, if through the implementation of these strategies it is possible to notice that some skills of students or their motivation towards learning improve, then it can help teachers to get to know which strategies to use in their classes. All this by having deeper research on this topic. Finally, it can be suggested that in future research on this topic, the socio-affective strategies can be implemented with an older population, for example middle or high school students (teenagers), because they belong to a different development stage and that can provide additional and interesting results to be compared with the data obtained from this project.

REFERENCES

- Ayu, K., & Hartati, E. (2023). *Socio-Affective Strategy Towards Students' Self-Esteem in Speaking Ability*. Volume 3 Number 3, 2023 Page 201-214.
- Baptista. P. Fernández. C. & Hernández. R. (2014) *Metodología de la investigación. Sexta edición*. McGrawHill Education/ Interamericana Editores, S.A de C.V.
- Chamot, A., & Robbins, J. (2005). *The CALLA Model: Strategies for ELL Student Success Workshop for Allentown City School District*. Retrieved from: <https://calla.ws/>
- Guale, L. (2022). *Affective filter influencing the development of speaking skills in EFL learners*. La Libertad: Universidad Estatal Península de Santa Elena, 2022.
- Harmer, J. (1990). *The Practice of English Language Teaching*. Pearson Longman.
- Harmer, J. (1998) *How to Teach English*. Pearson Education Limited.
- Jalo, M. L. (2005). Language learning strategies. *Cuadernos de Lenguas Modernas*, 5 (5), 155-244. Disponible en:
http://www.memoria.fahce.unlp.edu.ar/art_revistas/pr.3540/pr.3540.pdf
- Krashen, S. (1982). *Principle and Practice in Second Language Acquisition*. University of Southern California.

- Merriam, S. & Tisdell, E. (2016). *Qualitative Research: A Guide to Design and Implementation*. San Francisco: Jossey- Bass.
- Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Heinle & Heinle Publishers.
- Páez, A. (2017). *Social affective strategies in EFL self-confidence*. Universidad Pedagógica Nacional.
- Phuong, T. & Huan, N. (2018). *Teacher corrective feedback on students' speaking performance and their uptake in EFL classes*. European Journal of Foreign Language Teaching. Available at: <https://oapub.org/edu/index.php/ejfl/article/view/1823>. Date accessed: 18 oct. 2023.
- Richards, J., & Rodgers, T. (2001) *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Rojas, M. (2022). *Strengthening Eight Grader's English-Speaking Skills Through Didactic Strategies at High School Colegio Integrado Puerto Parra*. Available at: Repositorio Institucional UNAD. <https://repository.unad.edu.co/handle/10596/54092>
- Wang, L. (2020). *Application of Affective Filter Hypothesis in Junior English Vocabulary Teaching*. Journal of Language Teaching and Research, Vol. 11, No. 6, pp. 983-987, November 2020. DOI: <http://dx.doi.org/10.17507/jltr.1106.16>

Williams, B. (September 11th, 2024). *How to Use Color Coding for Qualitative Research*

Data. Insight7 - AI Tool For Interview Analysis & Market Research. Available at:

<https://insight7.io/how-to-use-color-coding-for-qualitative-research-data/>

Williams, T. (November 12th, 2024). *Mission and Vision Statements for Classroom: 19+*

Examples. Business Planner. Available at: [https://businessplannerhq.com/mission-](https://businessplannerhq.com/mission-and-vision-statements-for-classroom/)

[and-vision-statements-for-classroom/](https://businessplannerhq.com/mission-and-vision-statements-for-classroom/)

ANEXES

Annex 1. Questionnaires format.

Cuestionario

Nombre:

Edad:

1. ¿Te gusta aprender inglés?
2. Si
3. No
2. ¿Qué actividad te gusta hacer en la clase de inglés?
 - a. Jugar
 - b. Bailar
 - c. Hablar con las compañeras
 - d. Dibujar
 - e. Otro ¿cuál? _____
3. ¿Qué actividades te gustaría hacer en clase de inglés?

4. ¿Te gusta trabajar en equipo en clase de inglés?
 - a. Si
 - b. No
5. ¿Te gusta trabajar sola en clase de inglés?
 - a. Si
 - b. No
6. Siendo 1 estrella muy mal y 5 estrellas muy bien ¿cómo te sientes al aprender inglés?



7. Siendo 1 estrella muy mal y 5 estrellas muy bien ¿cómo te sientes al escribir en inglés?



8. Siendo 1 estrella muy mal y 5 estrellas muy bien ¿cómo te sientes al escuchar algo en inglés?



9. Siendo 1 estrella muy mal y 5 estrellas muy bien ¿cómo te sientes al hablar en inglés?



10. Siendo 1 estrella muy mal y 5 estrellas muy bien ¿cómo te sientes al leer algo en inglés?

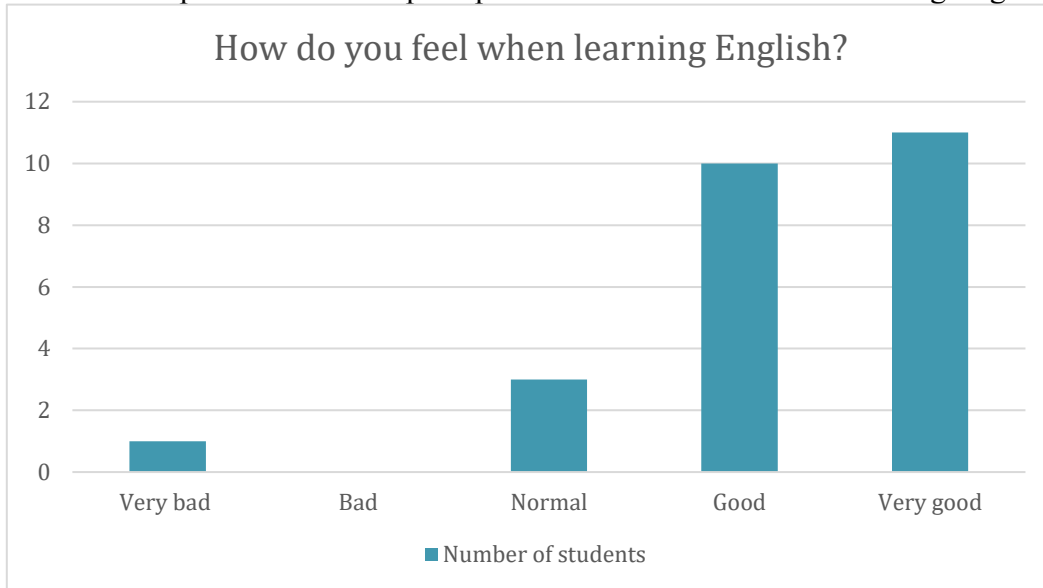


11. ¿En casa dedicas tiempo para estudiar inglés?
 - a. Sí
 - b. No
12. ¿Qué actividad te gusta hacer para aprender inglés en casa?
 - a. Escuchar música en inglés
 - b. Ver películas o vídeos en inglés
 - c. Leer libros en inglés
 - d. Otro ¿cuál?
13. ¿Hay actividades en la clase de inglés que te hagan sentir nerviosa?
 - a. Sí, ¿cuáles? _____
 - b. No
14. ¿Alguna vez te has sentido incómoda o asustada en la clase de inglés?
 - a. Sí, ¿por qué? _____
 - b. No
15. ¿Qué te gustaría mejorar?
 - a. Escritura en inglés
 - b. Lectura en inglés.
 - c. Hablar en inglés
 - d. Escuchar en inglés

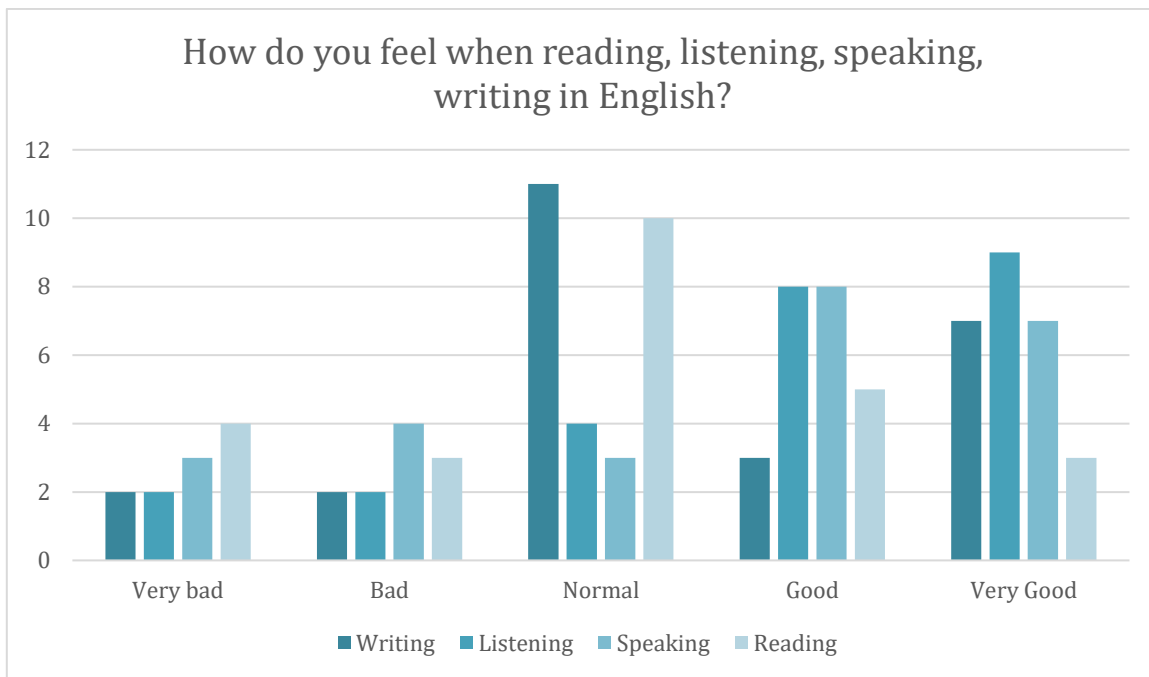
Annex 2. Field notes format.

Date:	Head-teacher:	Observer's name:
Grade:	Shift:	Students' number:
Hour	Observations	Comments

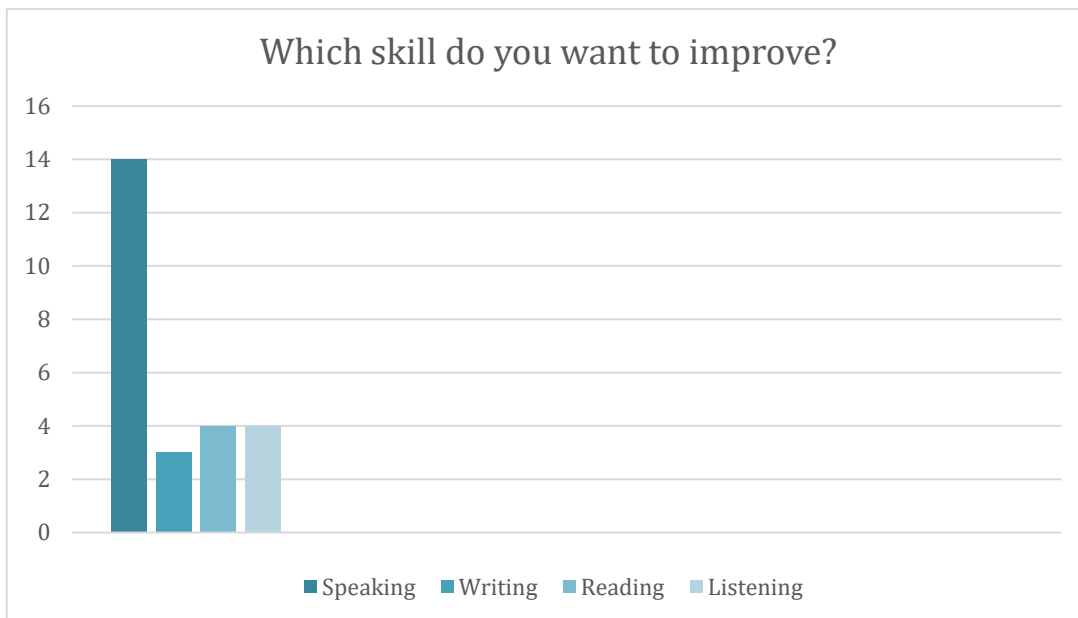
Annex 3. Graphic of Students' perception about their motivation learning English.



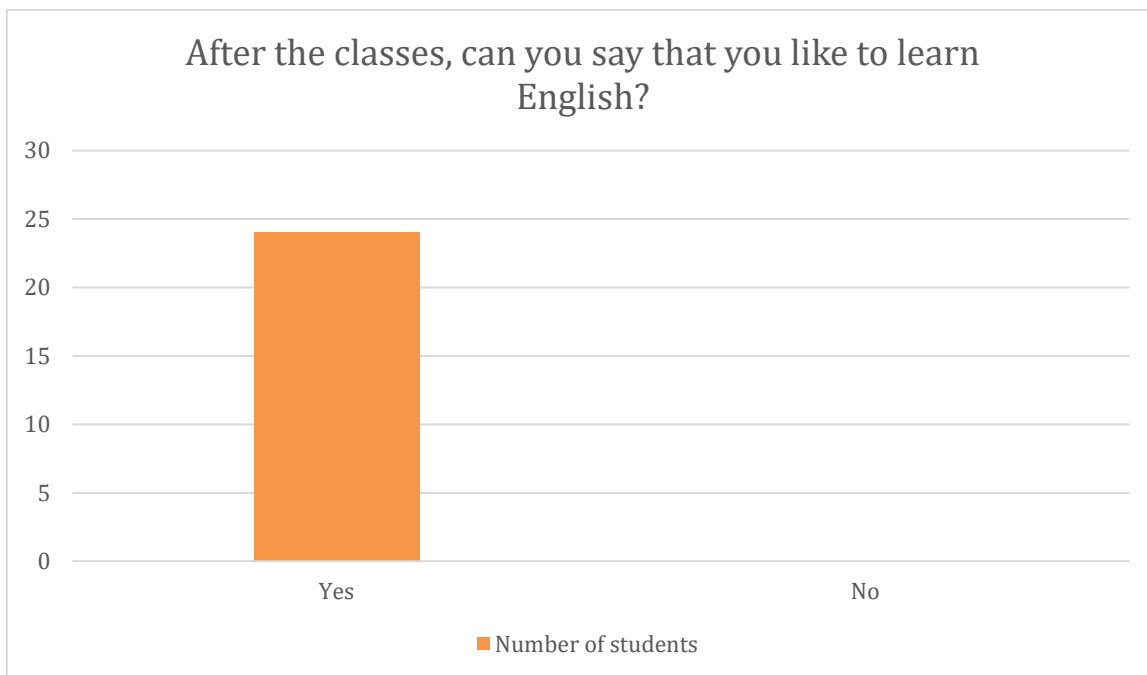
Annex 4. Graphic of Students' perceptions about how they feel concerning language skills.



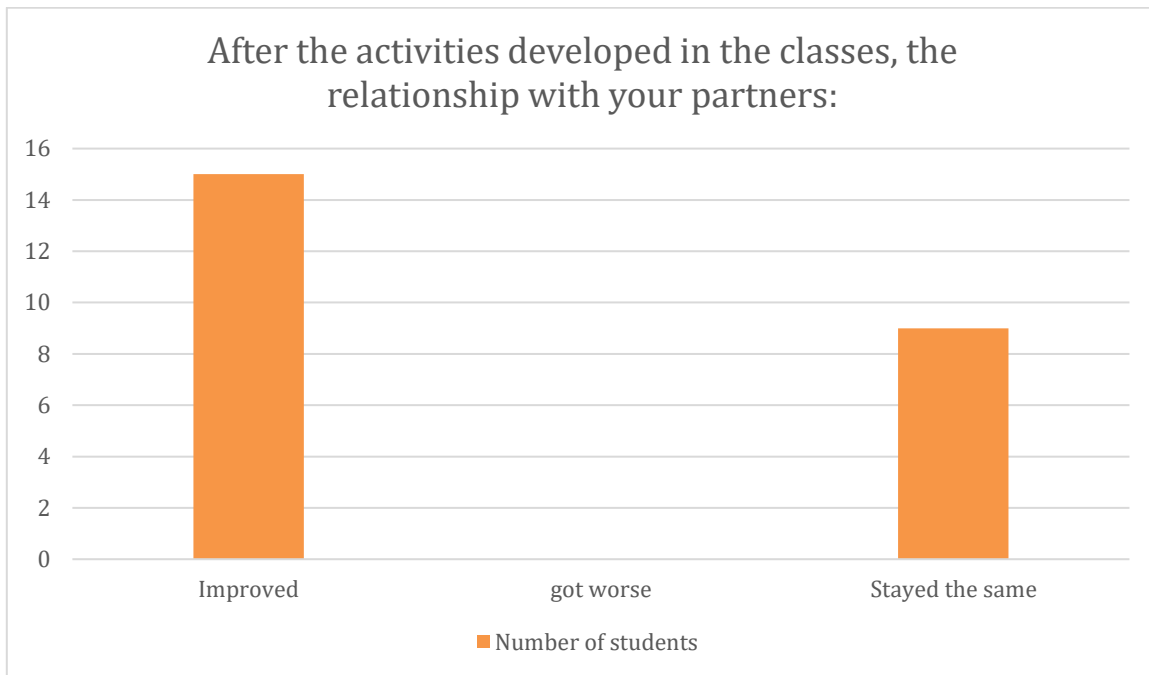
Annex 5. Graphic of Students' opinion about the skills they want to improve.



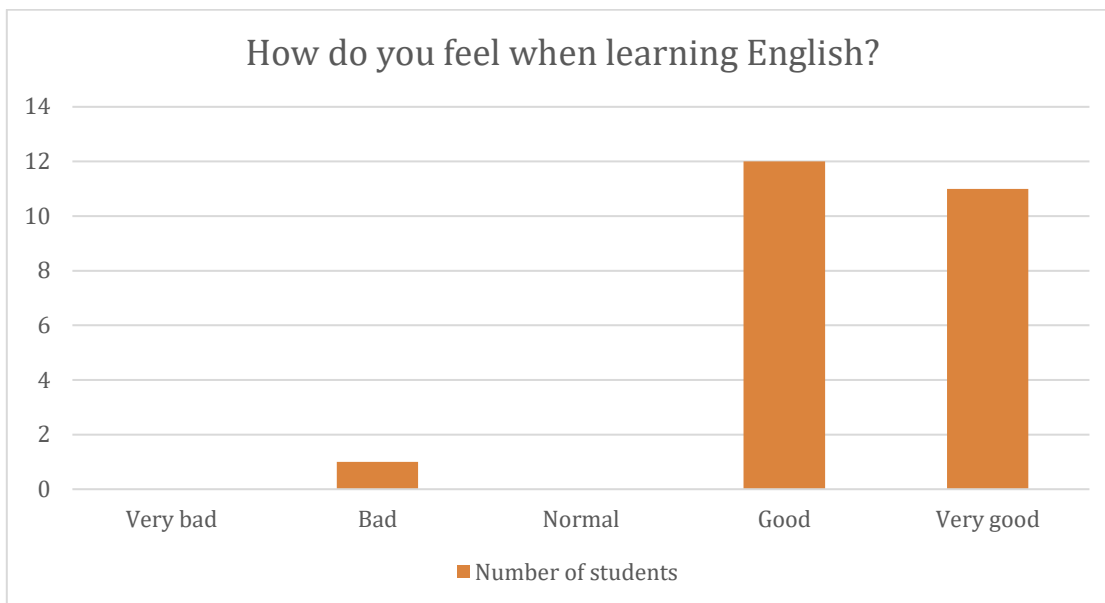
Annex 6. Graphics of students' perceptions about their motivation towards learning English.



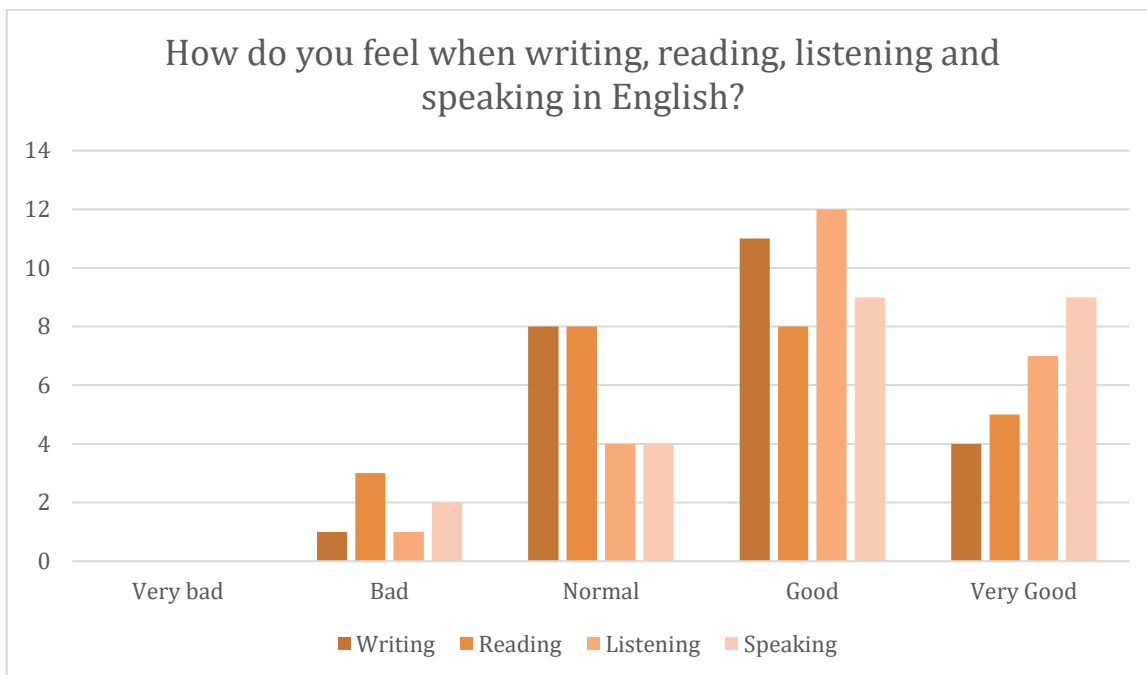
Annex 7. Graphics of students' perceptions about the changes in their relationships after the intervention.



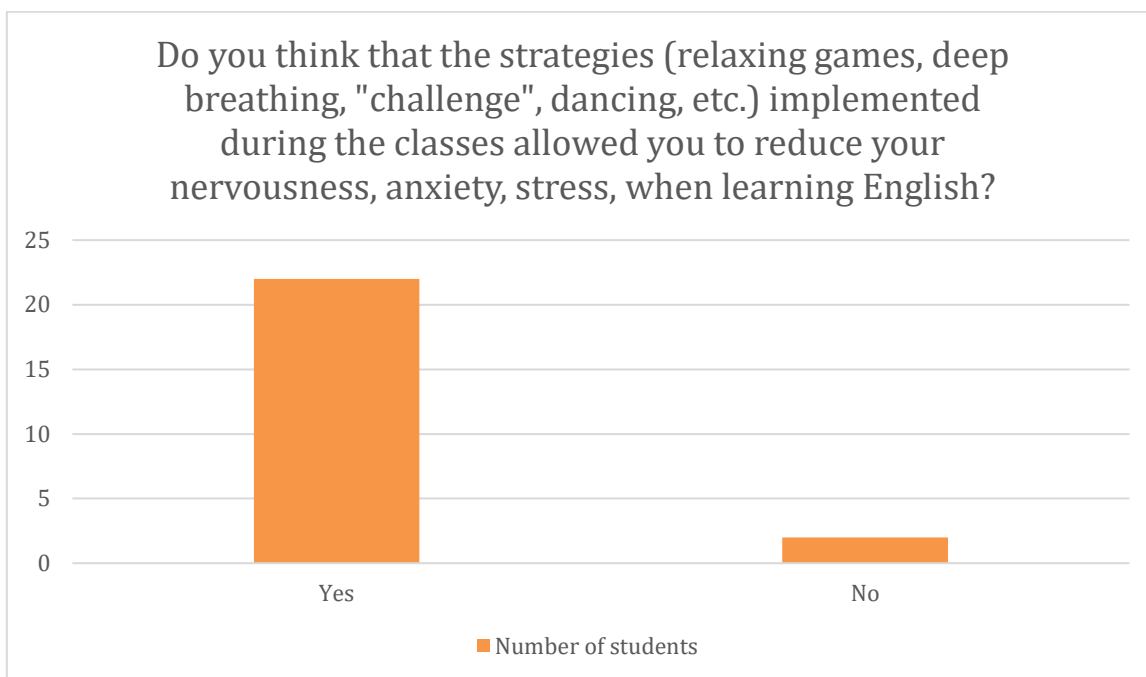
Annex 8. Graphics of students' perceptions about their motivation learning English after the intervention.



Annex 9. Graphics of students' perceptions about their language skills after the intervention.



Annex 10. Graphics of students' perceptions about the impact of implementation of Socio-Affective strategies on their learning process.



Annex 11. Field notes sample.

401	Afternoon	29
T. Susana Delgado	14/11/24	R. Laura Camacho
2:30pm - 4:15pm	<p>• Today's topic was "Christmas" and the lesson was planned to teach SIS some vocabulary about this season of the year.</p>	
<p>• At the beginning, students had to write on the board the how they feel during Christmas. For that, the T drew on the board a Christmas tree and the question "How do you feel when it's Christmas?".</p> <p>↳ Then she asked them to enter in groups of 4 to the cr and write their answers.</p> <p>↳ When each group finished, the T organised them in their tables for them to work in groups of 4.</p>		<p>⇒ SIS wrote words they already know and some others asked for help to know how to write words they wanted to include but that they don't know how to write in English.</p>
<p>↳ When they were finally organised, the T played a video in which they could learn the vocabulary.</p> <p>↳ First, they were told to watch only and the next time they needed to write the vocabulary.</p> <p>↳ When they needed to write the words, some of them asked the T to wait however some did it in Spanish and it was necessary for the T to ask them to do it in English.</p>		<p>⇒ This was very helpful to have the girls organised and to motivate them to work in groups with different partners.</p>
<p>↳ When they were finally organised, the T played a video in which they could learn the vocabulary.</p> <p>↳ First, they were told to watch only and the next time they needed to write the vocabulary.</p> <p>↳ When they needed to write the words, some of them asked the T to wait however some did it in Spanish and it was necessary for the T to ask them to do it in English.</p>		<p>⇒ This time it was possible to notice that most SIS understood most instructions given by the T in English and when they didn't some SIS translated the instructions for the rest.</p>
<p>↳ When they were finally organised, the T played a video in which they could learn the vocabulary.</p> <p>↳ First, they were told to watch only and the next time they needed to write the vocabulary.</p> <p>↳ When they needed to write the words, some of them asked the T to wait however some did it in Spanish and it was necessary for the T to ask them to do it in English.</p>		<p>⇒ After that they used English</p>

Annex 12. Finnal Questionnaires format

Laura María Camacho Carvajal

Liceo Femenino Mercedes Nariño - Grado 401 JT

Nombre de la estudiante: _____

Cuestionario**Objetivo:** Reconocer las perspectivas del impacto de la intervención en las estudiantes.

1. Luego de las clases, podrías decir que ¿te gusta aprender inglés?
 - a. Si, ¿por qué? _____
 - b. No, ¿por qué? _____
2. ¿Cuál de las actividades realizadas en las intervenciones te gustó más? ¿por qué?
 - a. Juegos
 - b. Ejercicios de relajación
 - c. Dibujos
 - d. Canciones
 - e. Presentaciones
 - f. Actividades en grupo
 - g. Actividades y juegos fuera del salón
 - h. Otro ¿Cuál?
3. Luego de las actividades de las clases, podrías decir que ¿te gusta trabajar en grupo?
 - a. Si
 - b. No
4. Luego de las actividades de las clases, podrías decir que ¿te gusta trabajar de forma individual?
 - a. Si
 - b. No
5. Luego de las actividades hechas en las clases, la relación con tus compañeras:
 - a. Mejoró
 - b. Empeoró
 - c. Se mantuvo igual

De acuerdo con tu opinión, responde la pregunta coloreando la cara que mejor represente tu perspectiva.

6. Luego de las clases, ¿Cómo te sientes al aprender inglés?



Muy mal



Mal



Regular



Bien



Muy bien

7. Luego de las actividades hechas en las clases, ¿Cómo te sientes al escribir en inglés?



Muy mal



Mal



Regular



Bien



Muy bien

8. Luego de las actividades en las clases, ¿Cómo te sientes al leer en inglés?



9. Luego de las actividades en las clases, ¿Cómo te sientes al escuchar algo en inglés?



10. Luego de las actividades en las clases, ¿Cómo te sientes al hablar en inglés?



11. Durante las clases, ¿qué tipo de actividades te gusto más? Y ¿por qué?

12. Durante las intervenciones, ¿hubo alguna actividad que no te haya gustado? ¿cuál? ¿por qué?

13. Durante mis clases de inglés, ¿Cómo te sentiste la mayor parte del tiempo?

14. ¿Crees que las estrategias (juegos de relajación, respiración profunda, “challenge”, entrar bailando a la clase, etc.) implementadas durante la clase te permitieron reducir los nervios, ansiedad, estrés, al momento de aprender inglés?

a. Si, ¿por qué?

b. No, ¿por qué?
