

Undertaking My Emotions: An Action Research Study In A Third Grade EFL Classroom.

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Abstract

This document describes an action research proposal that focuses on the impact of implementing a set of emotional intelligence-based activities to enhance English language skills. The project participants are third-grade students from the Instituto Pedagógico Nacional school in Bogotá, Colombia. To this means, interviews, journals, field notes, and artifacts were used as instruments of data recollection. The findings showed an improvement in managing and expressing emotions, conflict resolution, and empathy, as well as in vocabulary learning and writing skills. Besides, the activities were considered an innovative element in the classroom and English proficiency barriers.

Key Words: Emotional intelligence, emotional intelligence in the EFL classroom, very young learners.

Resumen

Este documento describe una propuesta de investigación acción que se centra en el impacto de implementar una serie de actividades basadas en la inteligencia emocional para fortalecer las habilidades de lengua extranjera inglesa. Los participantes del proyecto pertenecen al grado tercero de primaria del colegio Instituto Pedagógico Nacional en Bogotá, Colombia. Para este propósito, entrevistas, diarios, notas de campo y actividades de los estudiantes fueron usados como medios de recolección de datos. Los resultados de la investigación mostraron una mejora en el manejo y expresión de emociones, resolución de conflictos, empatía, aprendizaje de vocabulario, mejora en las habilidades de escritura, las actividades como innovadoras en la clase y las barreras de lengua.

Palabras Claves: Inteligencia emocional, inteligencia emocional en EFL clases, aprendices jóvenes.

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CHAPTER I

SETTINGS AND STATEMENT OF THE PROBLEM

Context

This Project was held in the Instituto Pedagógico Nacional (IPN); a public institution located on the 127th street avenue of Usaquén's sector in Bogotá D.C, Colombia. The IPN is a state-character institution with a special regime. It offers preschool teaching, basic education, secondary education, special education, education for work, and human development, with an innovative nature. This school was declared a Historical and Cultural Heritage of the Nation under the Law 1890 of 2018 given its teachings in arts, sports, humanities values, etc., and mainly because it is recognized as a practitioner center for pre-service teachers (Universidad Pedagógica Nacional, 2019, p. 15-17). Moreover, the IPN was inaugurated in 1926 as the country's first public school to respond to the moral and intellectual formation of competent teachers to preserve and work on the scope of public instruction in the country. This school accomplished its goals, and, thanks to it, the Universidad Pedagógica Nacional was created in 1955. Nowadays, the school depends on the innovation and research of the university (Universidad Pedagógica Nacional, 2019, p. 16-18).

The IPN is concerned about Colombia's situation and understands that it needs to strengthen its educational processes, recognizing human rights to build social fabric, innovation, and peace. Thus, the mission of the school is to lead the educational processes of children, youth, and adults, taking into account their diversity (economic, social, cognitive, cultural, ethnic, sexual, ethical, communicative, and affective) (Universidad Pedagógica Nacional, 2019, p. 21). Therefore, the main objective is to build critical, autonomous, ethical-political, diverse subjects, with a social sense, who contribute to the understanding and transformation of reality and the

consolidation of a community in peace (Universidad Pedagógica Nacional, 2019, p. 21-23). Moreover, the vision of the school is to be a space for permanent innovation given it is a cultural heritage of the nation to contribute to the training of children, youth, adults, and teachers that promote the construction of a democratic, pluralistic, and peaceful society (Universidad Pedagógica Nacional, 2019, p. 21-23); all of this based on the pedagogical knowledge of teachers. The IPN adapts the pedagogical integrated project, so inside the curriculum the institution develops its work by area, manages interdisciplinary academic spaces, implements complementary curricular activities, implements workshops, works on transversal projects, and does extracurricular activities.

Regarding the education of foreign languages, the IPN develops communicative competence through Information and Communication Technologies (ICT) and culture in humanities-foreign languages (English, French, and German). According to the school, teachers are highly qualified for L2 teaching, with their leadership that motivates and keeps the interest of students in L2 giving the students the necessary tools for this process. Alike, this school provides the L2 room, which is equipped with computers, internet access, a digital platform (Moodle) filled with textbooks for each level, and support materials.

Participants

In this study, 30 participants in the age range of 7 to 10 years were selected as samples. The implementation of the project started with participants studying in second grade and finished with participants studying in third grade. The participants' social stratification oscillates in the first, second, and third levels of socioeconomic structure. Most of the participants were born in Bogotá. The participants' interests were mainly sports, arts (dancing, singing, painting, playing instruments), and languages. Regarding likes and dislikes inside the school, third graders

expressed that they like art, English, Spanish, biology, sports, and science classes over others, such as mathematics. The participants manifested their enthusiasm for English classes mainly to the researcher. Most of them were more excited about it given they had access to the multimedia room where participants use it every two weeks.

The sample selection was based on the nonprobability sample method, as it is the most reliable in qualitative research. According to Merriam & Tisdell, (2015), “[p]urposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (p. 96). In order to select the sample, it was necessary to determine the criteria, the people, and the place to study. Besides, “[I]n criterion-based selection [you] first decide what attributes of [your] sample are crucial to [your] study and then find people or sites that meet those criteria” (Merriam & Tisdell, 2015, p. 97). For this research, the main criteria that determined the selection of the sample was people’s age. It was intended for children within a range of ages from 7 to 10 to focus on basic principles of EI. Furthermore, a typical sample is selected understating it as “one that is selected because it reflects the average person, situation, or instance of the phenomenon of interest” (Merriam & Tisdell, 2015, p. 97). It is to say that it was looked for participants that fit in on what Merriam & Tisdell (2015) called typical, normal, and average (p. 97).

Statement Of The Problem

Based on the diagnosis made through class observation, interacting with the teacher, and one test implemented on August 22nd, 2023, it is possible to state that kids not only had issues with the grammar, writing, reading, and listening exercises, but also had problems with following instructions, disturbing one another’s attention, listening to others, taking turns to talk, autonomous work, and self-awareness in their learning. Nevertheless, one noticeable skill in

which participants showed the greatest difficulty was self-regulation, as they could not manage emotions such as frustration, excitement, and anxiety by themselves and were constantly distracted as participants overreacted to their emotions during the sessions, in words of the teacher, mostly because they needed constant supervision of their work, calling for attention was frequently which disturbed the lessons. Furthermore, kids showed some deficiency in the main four language skills of the English language (listening, speaking, reading & writing) being speaking, listening and writing the most affected. However, the previous observations showed that the linguistic parts of the language were not the only issues inside the classroom, instead, the management of relationships, interactions, and most concerning part, the emotional management of participants was deficient. These issues could be classified in what Goleman (1995) called emotional intelligence. Inside the classroom, the lack of four of the five stages of emotional intelligence: self-regulation, self-awareness, empathy, and social skills seemed to be affecting the learning performance of the students and the social interactions that language needs to endure communication.

According to the Basic Standards of Competences in Foreign Language: English (2006) in the third grade, kids should be able to communicate ideas and feelings, express personal needs inside the classroom, answer questions about how they are feeling, and follow instructions. Besides, kids should know the basic structures of the English language, mention things that they can and cannot do, and describe characteristics about themselves and others (p. 18-19). However, the observations of this population revealed on the one hand that behavioral problems, difficult interactions between peers were present in the classroom, along with a lack of social skills hindered the process of following instructions and expressing their needs. The participants could not match the standard for expressing their feelings and thoughts in the target language and some

comprehension of the English language was missing. Therefore, some self-regulation and self-awareness were not present in participants at the moment because it was necessary not only to call for their attention every time new instructions were given, but also it was essential in helping them to discover how they were feeling and to lead them in their personal/self-learning process.

On the other hand, language content was efficient among some participants, while the rest showed difficulties in listening, speaking, and writing skills. Also, the participants did not match what the Common European Framework of Reference established for A1 levels, being in this stage able to use very basic phrases and understand everyday expressions to satisfy the needs of a specific type (University of Cambridge, 2011, p. 8), because participants used separated words all the time and they neither constructed complete sentences nor interacted in simple ways in the target language (most of the time they used the Spanish language). All in all, it is necessary to think of a strategy that involves these two main issues: the language content and the emotional aspects- to tackle these problems from the English area.

Rationale

Research on the integration of emotional intelligence in the field of EFL classrooms is essential to improve the learning process. English has become the strongest global language in recent decades given its role in the economy, culture, academics, and communication worldwide. Consequently, the enormous interest in learning has raised many concerns about the best way to achieve this goal. In Colombia, the achievement of English as a Foreign Language (EFL) is the main purpose to pursue in every educational sector. For example, the Ministry of Education in Colombia has proposed the National Program of Bilingualism, intending to strengthen the teaching and learning of English (MEN, 2006). This goal follows the standards of the Common European Framework of Reference (CEFR), especially its proficiency classification.

Mahu (2012) wrote that by learning English as a foreign language, an individual can develop key skills in listening, writing, and reading by enhancing reading and mental skills (p. 375). Besides, learning a foreign language will provide life skills like adapting and coping with unfamiliar situations and communicative competencies improve (Mahu, 2012, p. 375) so, learning English benefits extend over only getting opportunities for a job to very important cognitive development abilities essential for everyday situations and different knowledge fields. Even though there are a lot of specifications regarding what to teach at every level and how students should improve their English skills (reading, writing, listening, and speaking), there is also a lack of knowledge on how to do it properly according to everyone's context. Colombian laws in education are very specific in the integral formation of students, not only in the cognitive part but also in every aspect of children's lives. The responsibility of education for students is to adapt knowledge to their context to create secure environments. In other words, teaching should not only be concerned with curricular aspects and infrastructure, but also education has to involve mental well-being and find a balance between the specific knowledge from curricular contents and the self-knowledge of learners, more specifically the emotional field.

Thus, research on emotional intelligence has increased in recent years, as some studies explore the importance of emotional intelligence in the EFL context. According to Martínez (2016), "[E]motional intelligence [...] can make room for the creation of positive attitudes towards learning inside the classroom and can increase motivation towards learning" (p. 21-22). Working on emotional intelligence in class could not only improve relationships and reduce stress and anxiety but also improve students' decision-making and increase resilience which can enhance students' personal lives (Durlak, Weissberg, Dymnicki, Taylor, and Schellinger, 2011, p. 406). Likewise, emotions play a main role in EFL learning as enjoyment, boredom, anger, hope,

pride, and anxiety emerge, thus reflecting on emotional experiences in the classroom, becoming a tool for productive learning as students gain control over their whole affective domain (Kliueva & Tsagari, 2018, p. 4).

Bearing in mind, the importance of English learning and the enhancement of emotional intelligence in the EFL classrooms, this project highlighted the importance of a positive contribution of enhanced learning through emotional intelligence in the participants of the research because emotionally intelligent students are better at managing stressful situations inside the EFL classroom. This stress management leads to healthy peer relationships and allows students to overcome challenges and improve academic performance. Furthermore, active listening improves, given that listening to peers is one of the main rules of these interventions. Assertive communication enhances the understatement and expression of thoughts and points of view involving empathy and respect for others.

Another important aspect of this proposal is that it can enhance anxiety management by working on self-awareness and self-regulation, which can help students cope with the many challenges that they face in the target language. Moreover, this work is a long-term success for students. According to Goleman (1995), reviewing some studies important for his book found that working on emotional intelligence shows positive results in students allowing them to rationalize their emotions before acting mismeasuring, improving their relationships and their personal lives by reducing loneliness and social anxiety and making them able to manage their thoughts and improve their lives (p. 326-327). Mainly, emotional intelligence is a measure of violence prevention inside the school and personal lives of students, making them more rational over their own feelings (p. 318-319).

More grounded in the language field, emotional intelligence and English learning complement each other considering that, while students are able to express their feelings, they are developing their oral and writing skills by making use of the vocabulary and grammar that allows them to do this. Also, by interacting with each other, kids enhance their communication competence and listening skills at the same time they build their confidence in using a target language and engage actively in language activities. This proposal not only improves a positive classroom environment but also offers contextualized learning that could be meaningful for students given they face these situations in real life.

Research Question

What is the impact of a set of activities focused on the development of the emotional intelligence in the learning process of a group of EFL young learners at a public school in Bogotá?

Objectives

General Objective

Identify the impact of implementing a set of activities focused on the development of the emotional intelligence in the learning process of a group of EFL third-grade learners.

Specific Objectives

1. Explore the roles of the implementation of a set of activities focused on developing emotional intelligence in the EFL learning process.
2. Describe the students' responses to the use of a set of activities designed to develop emotional intelligence.

CHAPTER II

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

The following chapter will present the state-of-the-art and theoretical framework that underpinned the current proposal. The state-of-the-art introduces the review of five national and international studies relevant to the present investigation due to they helped build the constructs presented in the second section of the chapter. The theoretical framework introduces and explains the four key constructs that are the foundation of the research: EFL with very young learners, the domains of childhood development, Emotional Intelligence, and Emotional Intelligence in EFL classrooms.

State Of The Art

This part of the chapter will review the five most relevant studies for the investigation, presenting the objectives, methods, results, and discussions of the studies. Then, the researcher will argue the relevance of each of them for this research.

The first relevant study for his project is “The Relationship between EFL Students’ Emotional Intelligence and Writing Achievement” by Shao, WeiHua Yu, and ZhongMin Ji (2013). This study aimed to use literature-based activities to increase emotional intelligence in EFL students and to observe if there is any relationship between the student's emotional intelligence and their writing achievements (Shao, Yu, and Ji, 2013). In this study, 68 non-English freshman students served as samples and the study was divided into two groups. The first group (experimental group), worked with some pieces of short literature readings containing significant levels of emotional content intending to motivate the group to think, write, and talk about their emotions. The second group (control group) was supplied with texts of exclusive

content of emotional words but was taught as an usual English class (Shao, Yu, and Ji, 2013). The results showed that the experimental group scored higher than the control group in the writing post-tests and a positive relationship between emotional intelligence and writing was shown.

The relevance of this study in the current research is that it highlighted the meaningful impact of emotional intelligence on language learning outcomes. Besides, this study explored the enhancement of young learners' language acquisition through materials focused on developing emotional intelligence. The study confirmed that high levels of emotional intelligence improve writing performance. However, the present research project allowed it to work on the four abilities rather than just one, as in Shao, Yu & Ji's study. It could show a bigger analysis of the performance of participants' skills. Working on integrating emotional intelligence into the pedagogical proposal can positively impact students' outcomes and learning experiences by improving both emotional and academic features of language learning.

The second study in this project is "A Positive Psychology Perspective on Chinese EFL Students' Trait Emotional Intelligence, Foreign Language Enjoyment and EFL Learning Achievement" by Chengchen Li (2019). This study aimed to examine "the complex relationship between 1307 Chinese high school students' Trait Emotional Intelligence, Foreign Language Enjoyment (FLE), and English-as-a-foreign-language (EFL) learning achievement" (Chengchen, 2019, p. 2). For this aim, composite questionnaires were mainly used with standardized English tests to measure English achievement. The study found that higher levels of trait emotional intelligence and foreign language enjoyment were positively associated with EFL learning achievement. The authors suggested that positive emotions and emotional intelligence should be incorporated into language teaching to enhance students' language learning outcomes.

The relevance of it relies on the fact that it orientated the researcher to define one of the constructs of the theoretical framework “Emotional Intelligence in the EFL classroom”. Besides, this study underscored the important role of trait emotional intelligence to increase foreign language enjoyment and academic achievement in EFL contexts. The findings of the study aided how emotional intelligence development offered more supportive and engaging learning environments. Even though this study was applied in China, it can come across different cultural contexts, including the Colombian population mentioned in this research.

The third study by Bakić & Škifić (2017) “The Relationship Between Bilingualism And Identity In Expressing Emotions And Thoughts” aimed to offer in the first section definitions of bilingualism and how it is connected to identity construction, and the second part, explained the impact of bilingualism on emotions and cognitive process (Bakić & Škifić, 2017). It also focused on demonstrating that the participants’ second language is preferred to express feelings and thoughts. This study used a qualitative methodology through an open-ended questionnaire. The research results showed that bilingual participants constantly express different emotions depending on the language they are using, the cultural context impacts the expression of emotions significantly, and bilingualism improves cognitive and emotional flexibility, enhancing the management of emotions and social interactions in multiple settings.

This project is pertinent because it held up the thought of language learning not only as a cognitive process but also as a process mediated by emotions and culture. It also provided a theoretical basis for understanding how bilingualism can influence emotional and cognitive development. Moreover, understanding the effects of bilingualism on emotional expression could adjust the pedagogical approach to support the overall development of students.

The fourth study “EFL Learners’ L2 Achievement And Its Relationship With Cognitive Intelligence, Emotional Intelligence, Learning Styles, And Language Learning Strategies” by Taheri, Sadighi, Bagheri & Bavali (2019) went deep into the relationship between EFL learners’ L2 achievement and Emotional Intelligence, cognitive intelligence, learning styles, and language learning strategies. In this study, 188 Iranian EFL learners accomplished five different instruments (Raven’s Progressive Matrices, Bar-On Emotional Quotient Inventory, Kolb’s Learning Style Inventory, Strategy Inventory for Language Learning, and Final Test of English as a Foreign Language) (Taheri et al., 2019). The results showed that the EFL learning achievement of the L2 was anticipated by emotional intelligence, cognitive intelligence, learning styles, and language learning strategies, showing that the relation between emotional intelligence and learning styles was significant.

This was relevant to the project because it offered insights into language learning outcomes and emotional intelligence through a theoretical framework that allowed the understanding of how emotional intelligence interacts with learning styles, language learning strategies, and cognitive abilities. Taking into consideration this, it could improve the design of effective materials given the informative resources of development, implementation, and evaluation.

The fifth and last study for this section, “The Relationship Between Emotional Intelligence and Language Learning in EFL settings” by Martinez (2016) explored the relationship between EI and language learning in EFL. The focus of the research was to discuss what the relevance of Emotional Intelligence in language learning was, more specifically as shown in interpersonal and intrapersonal skills. This study highlighted that involving emotional intelligence in language improved learners’ success and well-being. One reason for this was that

motivation, anxiety, and self-regulation were examined through the understanding of the role of emotional intelligence. In the end, Martinez suggested that training EFL teachers in emotional intelligence is significant and needs attention.

Highlighting the insights from the findings into what the influence of emotional intelligence had over language acquisition and proficiency offered a valuable context for understanding the implications of the intervention focusing on fostering emotional intelligence in language learners. The study's insights provided meaningful discussions about the role of emotional intelligence in language learning contexts.

Theoretical Framework

This part of the research will discuss the concepts of EFL with very young learners, seven domains in early childhood development, emotional intelligence, and emotional intelligence in EFL classrooms. These concepts will be found throughout the paper and are the main foundation of the research.

EFL With Young Learners

Teaching English as a Foreign Language to young children has been a focal point of interest for many researchers, mainly because children's brains work differently from adults, and the way they learn is distinct, showing some advantages over older learners. One of the reasons why is mentioned by Tekin & Baykara (2023) when they described the indirect learning of children, focusing their attention on meaning rather than structures allowing the significance of the environment and activities in the classroom (p. 401). Besides, the span of attention of YL is very limited compared to adults, hence, the motivation of YL depends mostly on the relationship

with their teacher and the enjoyment of the lesson which makes their motivation considerably different from adults (Tekin & Baykara, 2023, p. 401).

Accordingly, Oktaviani & Fauzan (2017) state that children who learn a foreign language earliest could obtain better results as a child has a “superior ability” to acquire language units (p. 9). Moreover, English for YL is important because kids have a good process of memorizing well, mastering the basics of English needed for the next levels of learning, and English is useful for children’s future workforce as they will be able to apply to many job opportunities, creating social and economic benefits. (Oktaviani & Fauzan, 2017, p. 9-10).

Piaget's perspective of the child as an active learner illustrates, according to Cameron (2001), that children try to make sense of the world around them by looking for intentions and purposes in people’s actions and language (p. 4), therefore unlike adults, children take advantage of the opportunities for action that their environment offers them. Accordingly, Uysal & Yavuz’s (2015) revision of young learners shows that something that characterizes YL is their involvement in the experiences for effective learning, proving their theories and assumptions to discover knowledge, YL make use of their senses to discover the world (p. 20). From Vygotsky’s perspective of the child as a social being, Cameron (2001) points out that “development and learning take place in a social context”, and that “learning to do things and learning to think are both helped by interacting with an adult” (p. 6). Besides, Vygotsky’s concept of Zone of Proximal Development (ZPD) points out what children can do independently and what they can achieve with the guidance of a skilled partner, thus, in the EFL context, this theory requires active and meaningful communication between students and teacher in the classroom (Anthony, 2014, p. 11). The ZPD points out that there is some knowledge inaccessible to YL. Therefore, children's learning process should be mediated, and teachers play an essential role in young

learners' language learning by providing support and assistance. Teaching EFL to young learners, in this proposal, implies unique challenges and strategies, due to the activities are designed to work on meaning rather than merely structures aiming to keep the span of attention and motivation contributing to the enjoyment of the lessons. Besides, the project attempts to provide space for social interactions, benefiting from the impact that emotional intelligence had on the EFL classroom. Through teacher support, young learners are guided and assisted to complete tasks that might cause a struggle to be reached independently.

Domains Of Early Childhood Development

UNICEF endorses the importance of the development of early childhood (2012) through policies that guarantee compromise over this. Accordingly, the opportunities for learning, early stimulation, affection, and nutrition are essential in this development, which increases the probabilities of emotional, academic, and social success (UNICEF, 2012). Moving on to human development, many theories have been raised during decades trying to realize the complexities of this, offering the classification of human development into three critical, main, and important groups: affective, cognitive, and physical. Understanding the children's development of the domains (affective, cognitive, physical, and social) helps to appreciate how a child's brain works. Harvard (2007) points out “[E]motional well-being and social competence provide a strong foundation for emerging cognitive abilities” (p. 8) it is to say that for language learning it is not enough to differentiate sounds but also, children need to engage in meaningful social interactions through abilities such as concentration and paying attention to create meaning (Center on the Developing Child at Harvard University, 2007, p. 8). Following, the seven domains of early childhood are going to be defined and presented in order to understand how they work.

Social-Emotional. This domain focuses on how children interact and create relationships with others involved in an environment which makes embracing differences, taking turns, learning new values, etc. essential. Besides, managing and expressing self-emotions becomes an important part of their life, understanding who they are, what their feelings are, and interacting with other people. Thus, this domain represents a significant impact on children given that emotional well-being and social competencies are strong foundations to build cognitive abilities and language acquisition through the implication of skills such as paying attention and engaging in meaningful social interaction (Center on the Developing Child at Harvard University, 2007, p. 8). Besides, emotional health plays an important role in children's development, being able to regulate and understand emotions is an essential task in the development of the child because it will allow the children to understand others' feelings and engage in meaningful social interactions and this "emotional health, social skills, and cognitive-linguistic capacities that emerge in the early years are all important prerequisites for success in school and later in the workplace and community" (Center on the Developing Child at Harvard University, 2007, p. 8).

Cognitive And Language. According to Santrock (2003) the combination of brain development and the opportunities to experience the world contributed to the enhancement of cognitive skills (p. 199). Thus, the ways information is processed helps the children understand the world that surrounds them. In this entire process, many subprocesses happen at the same time, allowing language development to happen. Then, the language acquired improves human relationships and communication. The brain is organized with many neuronal circuits that allow specific functions to neurons and this process has an important function in attention development and work memory; all of that is essential in the establishment of learning (Santrock, 2003, p.199).

Physical. This domain involves fine and gross motor enhancement and perceptual-motor development. The gross motor abilities require muscle groups that are closer to the body and allow activities such as running, jumping, and so forth. The fine motor entails muscles that are far from the body and allows activities such as writing and painting. The perceptual motor implies abilities such as being able to catch a ball and allowing the children to interact with their environment (Stephens, Peterson & Eyrich, 2020).

Spiritual/Morals. This domain concerns the rules or limits that people establish in order to maintain and improve their relationships (Santrock, 2003, p. 250). According to Stephens, Peterson & Eyrich (2020), spiritual development conforms to a part of the socio-emotional development that helps to improve children's uniqueness. Regarding morals, Santrock (2003) mentions that the study of morality is influenced by social and conduction theories through the use of encouragement and punishment and influenced by situated behavior (p. 251). In this domain, essential values are taught to improve personal and group relationships.

The research project relies on the importance that the domains of development have in children's learning processes. The integration of them is key to the progress of the research, given its interconnection and contributions are noticeable in every domain. As young learners still continue to enhance emotionally and cognitively, involving emotional intelligence in the set of activities not only needs to strengthen their social-emotional skills but also a support in their language learning process require to happen.

Emotional Intelligence

When Daniel Goleman sold out his book in 1995, the first appearance of the Emotional Intelligence concept formally emerged. Later on, many fields started to be interested in this

concept as a useful tool to implement. Emotional intelligence can be defined as the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990, p. 189). In other words, emotional intelligence is the capacity that a person has to autoregulate their emotions in the different contexts of life, expressing their capacity in more than one level of EI (empathy, social skills, self-knowledge, motivation, and self-regulation).

According to Cherniss, Roche & Barbarasch (2016), emotional intelligence involves "abilities related to abstract reasoning, problem-solving, and the processing of information involves reasoning and processing information about emotion to achieve one's goals" (p. 248). Mayer, Salovey & Caruso (2000) were able to demonstrate emotional intelligence as the ability to identify, understand, and manage one's own emotions, as well as the emotions of others. These authors propose a four-branch model of EI that includes the perception and recognition of emotions, the use of emotions to facilitate thought, understanding, and reasoning about emotions, and the management of emotions (Mayer et al., 2000). Emotional intelligence is a main concept that has impacted every aspect of people's lives and that is why it achieved enormous attention, "competency approaches to EI are associated with a number of important life outcomes, including mental health" (Cherniss, Roche & Barbarasch, 2016). Likewise, "[F]or children and youth, EI and related abilities also seem to be significantly correlated with academic achievement for children of all ages" (Cherniss, Roche & Barbarasch, 2016). Also, Goleman (1995) proposed five fundamental parts of emotional intelligence to work on: 1) self-awareness, 2) self-regulation, 3) motivation, 4) empathy, and 5) social skills (p. 7).

According to Brackett et al., (2011), emotional intelligence is an "outgrowth" of two areas: cognitive and affect, "involved how cognitive and emotional processes interact to enhance

thinking” and the evolution of models of intelligence (p. 89). It is essential to understand the role that emotional intelligence has in the learning process of a person—acknowledging the interaction that emotions and learning may have enhanced teaching action. Emotional literacy at early stages, like young learners, is crucial to this research project. By enhancing emotional intelligence, young learners might be able to manage stress, resolve conflicts, improve social skills and empathy. Emotional intelligence contributes to upgrading their learning experiences as the benefits such as fostering self-awareness, collaboration in the classroom and effective communication that are worked alongside emotional growth and language development.

Emotional Intelligence In EFL Classroom

The relationship between Emotional Intelligence and language learning performance has been described through many pieces of research. Chengchen (2019) claims that treating emotional intelligence in an EFL environment is associated with foreign language enjoyment. Brackett et al. (2011) affirm that “[E]motional intelligence is hypothesized to aid in prioritizing thinking and to enable one to manage emotions in anxiety-provoking situations, such as taking standardized tests” (p. 97).

Emotions play a main role in language acquisition, as studies have shown the effects of the affective filter. The experience of learning a language can be unpleasant and difficult, and the emotional states of the learners can have an impact on their motivation, engagement, and capacity to learn. For instance, while pleasant emotions like curiosity, enthusiasm, and enjoyment can facilitate language learning, negative emotions like fear, irritation, and boredom can impede it. In order to better regulate their emotions, deal with pressure and frustration, and keep their motivation and involvement in the language learning process, language learners might benefit from strengthening their emotional intelligence. When students learn to interact and

communicate with others in a more effective and empathic way, it can also help learners' social skills. Thus, “through the emotional intelligence practice, individuals should learn how to be more interpersonally sensitive, and how to communicate positively” (p. 24). Likewise, it can be said that emotional intelligence plays an essential role in acquiring a foreign language, given it can help students regulate their emotions, build better relationships, and communicate effectively. Diaz & Osorio (2017) in their study about applying emotional intelligence to a teaching class concluded that “this proposal brings to the forefront the selection of appropriate teaching material to stimulate positive emotions in students” (p. 32) and ensures that incorporating emotional intelligence into English language teaching can improve student outcomes and create a more fulfilling teaching experience for educators (Diaz & Osorio, 2017, p. 32). Inevitably, emotional intelligence is an essential skill for language learners to cultivate, and doing so can have a positive impact on both academic and personal performance.

Emotional intelligence in the EFL classroom frames the main intention of the research as activities are designed not only to improve the social and emotional skills of participants but also to enjoy and engage with the learning process. Furthermore, enhancing the management of emotions might positively influence the students' outcomes and improve the classroom environment by reducing discomfort and improving emotional regulation. Working on social skills, such as conflict resolution, empathy, and respect, might also boost meaningful language use in the classroom.

Even though some researchers show a link between emotional intelligence in EFL performance, it is necessary to still investigate this topic with further research that establishes clear guidelines on how to work on emotional intelligence in EFL classrooms and the effects that this may have. The five stages of emotional intelligence are described below.

Self-awareness. It is defined as the ability to recognize what feelings are happening at the moment and is one of the keys of emotional intelligence (Goleman, 1995, p. 62). This ability is able to monitor feelings in every situation of an individual's life, better known as self-understanding. According to Goleman (1995), self-awareness is not overreacting and amplifying emotions, instead, it is to keep a "neutral mode" towards unstable emotions and keep on self-reflectiveness (p. 67).

Self-regulation. This ability to manage emotions is based on self-awareness. Goleman (1995) points out that people who have not developed enough this skill constantly battle with feelings of distress (p. 62). The goal is to enhance a sense of self-mastery, allowing the ability to withstand difficult times to have appropriate emotions that are proportionate to the circumstances that are faced by an individual (Goleman, 1995, p. 77). Self-regulation is, as well, a key part of emotional intelligence. The action of keeping neat the distressed emotions generates a sense of well-being, contrary to what unmanaged extreme emotions can generate inside and outside an individual.

Empathy. This skill, known as recognizing emotions in others, is the fundamental skill of people (Goleman, 1995, p. 63). Empathy is also built on self-awareness, given the more an individual knows about his own emotions, the more that person will be skilled at reading others as well. More empathetic people are tuned to the signals of others' needs and wants. The capacity to know another's feeling is present in the complexity of life arenas. Thus, the absence of empathy is noted in criminal psychopaths, rapists and child molesters (Goleman, 1995, p. 119). The indispensable for empathy is not always in words; instead, reading body language and non-verbal channels are also worth developing abilities in this skill.

Social skills. Goleman (1995) refers to it as the art of relationships, skill in managing emotions in others, including the ripeness of self-regulation and empathy (p. 63 & 136). Social skills allow the possibility of building encounters, inspiring others, blooming in close relationships, influencing, and making people feel calm and relaxed; the lack of these skills builds arrogant, obnoxious, or sensitive weak relationships (Goleman, 1995, p. 137).

CHAPTER III

RESEARCH DESIGN

In this chapter, the methodological procedures followed in the study are going to be presented. The research procedures and approaches allowed discussion and explanation of the perceptions of the research question and objectives. Thus, the research paradigm, type of research, data collection instruments and procedures, procedures for data analysis, and ethical considerations are going to be discussed and defined.

Research Paradigm

This study followed a qualitative approach given its characteristics. Qualitative research seeks “not to predict what may happen in the future necessarily, but to understand the nature of that setting” (Merriam & Tisdell, 2015, p. 15). Therefore, qualitative researchers are interested in how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences (Merriam & Tisdell, 2015, p. 15). Designing activities to work on emotional intelligence cannot be measured with numbers or statistics; instead, it needs to work from an interpretative view, having an “understanding of how people make sense out of their lives, delineate the process (rather than the outcome or product) of meaning-making, and describe how people interpret what they experience” (Merriam & Tisdell, 2015, p. 15) to understand the participants’ perspectives and not the researcher’s (Merriam & Tisdell, 2015).

Moreover, regarding emotional intelligence, there is a lack of theories or research that are useful in explaining this phenomenon. Through qualitative research, an inductive process would be possible to implement given that “researchers gather data to build concepts, hypotheses, or theories rather than deductively testing hypotheses as in positivist research” (Merriam & Tisdell,

2015, p. 17). Qualitative researchers based on their observation and intuitive understanding can build important information (Merriam & Tisdell, 2015, p. 17). Due to this, the study about implementing a set of activities to improve emotional intelligence in EFL classrooms allowed interpretation of the data (Merriam & Tisdell, 2015, p. 17) that was recollected to gather solid hypotheses, conclusions, and perhaps theories.

Type Of Research

This study is framed as Action Research, based on how it is conceived. Action Research allows engagement in groups and individuals by perhaps improving the educational practice and making a positive impact in this field. Besides, this approach may empower the participants by allowing them to take an active role in identifying and addressing emotional intelligence issues in their context. According to Burns (2010) in action research, “teacher becomes an ‘investigator’ or ‘explorer’ of his or her personal teaching context, while at the same time being one of the participants in it” (p. 2). That is to say, a problem or issue is identified in the classroom and actions are taken in order to work on it more deeply and systematically (Burns, 2010, p. 8). In other words, in action research, the main idea is to intervene in the issue found to improve both the condition of the parties and the practices. Besides, the improvements resulting from the research are based on the systematic collection of information (data) so “the changes made in the teaching situation arise from solid information rather than from [our] hunches or assumptions about the way [we] think things are” (Burns, 2010, p. 2).

Likewise, this research made use of the action research approach, given it involves four stages: planning the action or intervention, putting the plan into action, observing the results of the project, and reflecting on the findings to plan further actions. Moreover, “it also usually seeks to engage participants at some level in the process to solve a practical problem” (Merriam &

Tisdell, 2015, p. 49). It is to say that both participants and the practitioner engaged in addressing the research question by interacting with the material designed.

The implementation of the action research methodology facilitated continuous engagement with relevant stakeholders, thereby enabling an iterative advancement of the proposal. This approach was able to facilitate a comprehensive exploration of the research question concerning the impact that the implementation of a set of activities on enhancing emotional intelligence to develop language skills may have on young learners in a public school in Bogotá. This approach was particularly well-suited for addressing practical problems in educational environments, owing to its emphasis on cooperative efforts and the implementation of solutions that were fitting and pertinent to the circumstance. Action research allowed one to carry out the process by identifying the lack of emotional intelligence in the group, planning and designing the research and the didactic proposal, collecting, analyzing, and interpreting the data, taking action, reflecting, and evaluating the findings.

Data Collection Instruments And Procedures

Based on qualitative research, “data collection is about asking, watching, and reviewing” (Merriam & Tisdell, 2015, p. 105). This research study required collecting information about children’s experiences, thoughts, feelings, perceptions, etc., and at the same time physical data information.

This study made use of several collection instruments. Therefore, triangulation was used in this qualitative research, given that it is a method that allows for credibility and validity of research findings (Noble & Heale, 2019, p. 67). Also, triangulation can help to explore and explain this complexity in human behavior by making use of many methods to provide a proper

report to readers (Noble & Heale, 2019, p. 67). Triangulation has as an objective to “increase confidence in the findings through the confirmation of a proposition using two or more independent measures” (Heale & Forbes, 2013, p. 98). Thus, the researcher needs to make use of instruments to collect this information. For this research, field notes, artifacts, interviews, questionnaires, and journals were selected for this purpose.

Field Notes. This part was crucial to the research because it is one of the main data collectors for emotional intelligence, as Merriam & Tisdell (2015) mentioned “field notes constitute the basis for data upon which the study is based” (p. 149). Some observation formats were used to get relevant field notes for this research, mainly focusing on one hand on student’s behaviors in the class, with their classmates, interactions with the teacher, etc., and on the other hand related to language content learning, how the materials are influencing the affective filter, etc. Besides, information about the environmental aspects of the place where the proposal was implemented was also collected; along with important data about teaching strategies, class management, activities, types of materials, experiences affective filters. All of this was established in order to collect important information so as to design materials that would utterly fulfill the necessities and facilitate essential information gathering for the research question (See annex A).

Interview. In qualitative research, interviewing is a data collection technique that helps to understand a special kind of information (Merriam & Tisdell, 2015, p. 106), more specifically, that information that is in the participants’ minds. Children’s behaviors were indeed visible during the observation; however, participants’ points of view were intended to be revealed in the interview, given that “depending on the topic, interviewing is sometimes the only way to get data” (Merriam & Tisdell, 2015, p. 109). Thus, a semi-structured interview is going to be carried

out in the light of the fact that “either all of the questions are more flexibly worded, or the interview is a mix of more and less structured questions” (Merriam & Tisdell, 2015, p. 110). This type of interview would be useful to guide questions to explore emotional intelligence individual issues without a determined order or ahead of time. For this project, two different interviews were carried out with the intention of getting insights from the participants regarding the proposal, implementation, and other significant aspects related to it. The first interview was carried out with the students at the end of the first cycle of intervention. Three questions were formulated for this purpose, aiming to first get insights from the development of activities, advances in terms of knowledge and language content and, second, get feedback from participants to improve the future implementations or activities proposed. The second interview was carried out with the English teacher at the end of the second cycle of intervention to monitor progress in the project from non-direct observer perspective, also looking for tracking the development of participants and feedback for the last cycle of intervention (see Annex B)

Artifacts. According to Merriam & Tisdell (2015), artifacts are sources of data that are already constructed and are available in either physical or online settings as well as “easily accessible to the imaginative and resourceful investigator” (p. 162). In qualitative research, texts and materials do not follow a guide to be examined. Instead, these empirical materials are used to collect key data themes for the research project by reading and rereading them (Denzin & Lincoln, 2017, p. 1164). The artifacts that were created by the participants, perhaps, may give treasure information regarding the parties of the project because “it can provide another avenue of expression that can be captured in symbols as well as words” (Merriam & Tisdell, 2015, p. 174). This study, as a qualitative data collection process, tended to analyze any production from

the parties to examine information that could have been missed from the other data collection instruments. (see Annex C)

Questionnaires. Questionnaires are cost-effective and facilitate the administration to a large number of people (Staffileno, Murphy & Buchholz, 2021, p. 211) which is the reason why they are commonly used in research. Besides, questionnaires are a guarantee for “securing answers to questions by using a [form] which the respondent himself fills in” (Gangrade, 1982, p. 713), and a “questionnaire is no more than a list of questions to which answers are being sought (Akbayrak, 2000, p. 1). In this research, questionnaires were applied at the end of the second and third cycles of the implementation to keep track of children’s learning in both directions: their emotional intelligence enhancement and their English language skill development (see Annex D).

Journal. Collect participants' journaling “is a strategic data collection strategy that researchers build into their studies” (Hatch, 2002, p. 140). Journals are different from diaries because they offer a discussion above as unobtrusive data. For this study, the journals of participants were planned to be used as a data collection instrument. The purpose of using journals was to gain insight into how learners were responding to the intervention and what impact it was having on their emotional intelligence. Besides, they were asked to keep a journal in which they could record their thoughts, feelings, and experiences related to the intervention. Moreover, it was essential to keep a journal throughout the research process, given that this would help participants to keep track of their own observations, reflections, and ideas, in order to identify emerging patterns (see Annex E).

To ensure that participants were comfortable with keeping a journal, the researcher had to explain the purpose of the journal and establish clear guidelines for what should have been

included in the journal entries and how often they had to be submitted. Also, measures to protect privacy, confidentiality, and information were taken regarding participants' journal entries during the study. Overall, having used journals as a data collection instrument helped to provide a more comprehensive understanding of the impact of emotional intelligence-based activities.

Procedures For Data Analysis.

During the initial stage of the study, the consent format was shared with the participants' parents (see Annex F) to inform about the project, gain permission to use the participants' productions, recordings, etc., respecting the confidentiality of the samples obtained. Later, the observation of the group for around four months started, in this period, field notes were managed in order to keep track of the group, also, an initial informal interview was conducted with the teacher to obtain information about the participants, dynamics, strengths and weaknesses and other important information about the sample. Moreover, a test was implemented to have a reference of children's level in the four abilities of the English language: grammar, listening, reading, and writing (see Annex G).

This project had three cycles of implementation, first collection of data started on September 18th, 2023, through the gathering of artifacts and journals of the sessions. For this term of the year, two lesson plans were implemented (see Annex H) and data was storage. This initial phase ended on March 22nd, 2024, journals and artifacts were collected once a week and an interview were conducted in order to close the data collection for the cycle. The second phase of the project started on April 2nd, 2024, to May 7th, 2024, recollecting artifacts and journals once a week, besides the first questionnaire was implemented at the end of this phase and one interview to the English teacher was conducted in order to gain insights and follow the track of progress. Similarly, the final phase of the project started on May 14th, 2024, to June 4th, 2024

journals and artifacts were collected once a week and the final questionnaire was provided to participants to conclude the process of data collection.

Ethical Considerations

This study attempted to consider the privacy of the participants having taken into consideration the process of “how to obtain informed consent, assessing the authenticity of the data source, determining what is considered in the public domain and available to the researcher without consent, and so on” (Merriam & Tisdell, 2015, p. 263). Considering that the participants were underage, every activity and instrument to collect information was informed and authorized by their legal tutors. Besides, confidentiality was applied in this study with every piece of data collected: no names or personal information was presented in the analysis and results. Finally, the intention of collecting information on each participant’s emotional intelligence was not exposed but gave a general view of the research problem and the best way to address it. As a means to open the gate to develop more research regarding designing material to work on emotional intelligence, every item in this study was contextualized according to the population, location, and time selected.

CHAPTER IV

PEDAGOGICAL INSTRUCTION

This chapter presents the theoretical basis of the intervention proposal of the research by first introducing the vision of a curriculum that response to Social Emotional Learning. Second, the vision of language is presented as a social device for human interactions. Third, the vision of learning is stated based on constructivist and socio-constructivist models as real-life experiences. Fourth, the vision of the classroom comes from the socio-constructivist view. Besides, a brief description of the instructional design, cycles of the intervention, and a more detailed table are presented at the end of the chapter.

Vision Of Curriculum

Based on its characteristics, this research adopted the vision of a social and emotional learning curriculum. According to this approach, intelligence is not limited to cognitive skills; instead, it encompasses multiple aspects of the human being to develop their full potential. It is a process that aims to "apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals" (Collaborative for Academic, Social, and Emotional Learning, n.d.). This approach emphasizes the development of emotional intelligence in the students, enabling them to "feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions" (Collaborative for Academic, Social, and Emotional Learning, n.d.). This approach fosters learning environments that promote collaborative and healthy relationships, recognizing the importance of developing social and emotional competencies from preschool through adulthood. Within this framework, competencies such as self-awareness, self-management, social awareness, relationship skills, and

responsible decision-making were prioritized (Collaborative for Academic, Social, and Emotional Learning, n.d.). SEL aligns with the theory of the emotional and self-regulation constraint of the domains of development that is a foundation for cognitive learning, another domain of development (Collaborative for Academic, Social, and Emotional Learning, n.d.). Then, this perspective allowed the pre-service teacher to design activities that simultaneously address emotional intelligence and language content learning.

Vision Of Language

This research adopted the vision of language as a social device for human interactions. Bruner (1974) in his work, refers to language not as merely grammar structures but focuses more on the psychological aspects of language that imply more meaningful internal processes. In other words, in order to “master a language a child must acquire a complex set of broadly transferable or generative skills - perceptual, motor, conceptual, social, and linguistic -” (Bruner, 1974, p. 258) and these aspects corresponds as well to more formal linguistic performances. Tylén et al. (2010) point out the importance of using language: “[i]n a range of everyday social situations and practices, language can be conceived of as a tool that enables effective and flexible forms of social coordination and interaction” (p. 20) Then, language becomes a tool for communication inside the classroom that enables the ability to share thoughts, feelings, and knowledge towards others. Given that language is not just a system, these interactions allow meaningful experiences between peers by sharing points of view and considering peers’ opinions. It is to say that interactions come in two ways, creating an interchange of knowledge and life experiences that make meaningful human interactions. Language is understood not just as a simple system but also as a device to articulate emotions, points of view, and experiences to create meaning in social interactions.

Vision Of Learning

This project adopted learning based on real-life experiences. From the socio-constructivist proposed by Bruner, learning based on real-life should include problem-solving scenarios that are established in social manners that involve discussion with others and shared experiences (Akpan & Kennedy, 2020, p. 264). This vision of learning corresponds to the way social constructivism “focuses on the role of a social group, and sees learning as something that emerges from group interaction processes, not as something which takes place solely within the individual” (Akpan & Kennedy, 2020, p. 264-265). Thus, it allows the conception of learning as an active process that is socially engaged and takes into consideration the individual learner background (values, experiences, uniqueness, and complexity of the self) that is introduced in a social process and becomes an essential part of it (Akpan & Kennedy, 2020, p. 265). This perspective (socio-constructivist) recognizes knowledge as a human product constructed on social and cultural foundations (Akpan & Kennedy, 2020, p. 265) so, learning must mediate between these two major categories to have meaning-making because knowledge is socially constructed. Moreover, constructivist and socio-constructivist models are essential to take into consideration. Constructivism obeys the idea that every subject constructs his knowledge consciously instead of just replicating or copying what the authority offers (Kanselaar, 2002, p.1). Constructivism itself is not a simple concept, instead, it is possible to refer to “a set of psychological beliefs about learning and cognition (e.g. that learning involves constructing one's own knowledge)” (Kanselaar, 2002, p.1) and supports the idea of learning through interaction “between the teacher and the student or between collaborating student” (Kanselaar, 2002, p.1).

The historical development of this concept led to what Vygotsky denominated socio-constructivism, understood as a device that allows the construction of knowledge through social

interactions and not only inside the subject. This idea corresponds to the transference process from the outside (social) to the inside (psychological) (Bilbao, Perea & Pogr , 2019, para. 4). Learning and knowledge processes are enhanced through social interaction (Bilbao, Perea & Pogr , 2019, para. 4), thus, emotional intelligence competencies as social skills are the main characteristics in the construction of social constructivism.

Vision Of The Classroom

The vision of the classroom came from a socio-constructivist means. This theory explains that learners construct knowledge through social interactions with others in real-life situations (Akpan & Kennedy, 2020, p. 263). Furthermore, “the relationship between students’ own talking and thinking is important” (Akpan & Kennedy, 2020, p. 263), which means that the classroom is conceived as a place that facilitates kids’ interactions and expression of their point of view. The teacher’s role is not just a position of authority that imposes instructions and tasks; instead, the teacher is a mediator of the collaborative learning process that is developed in the social interactions between peers in the classroom. Constant discussion in the classroom is created by providing different scenarios where problem-solving skills offer the opportunity to enhance learning and the key concepts of each cycle. Moreover, as social constructivism focuses, the classrooms are spaces that according to Akpan & Kennedy (2020) “facilitate a community of learners to engage in activity, discourse and reflection” (p. 264), which leads to developing self-awareness and self-regulation in learners’ learning processes at the same time they make use of their social skills to express their ideas with others and listen to others’ ideas as well.

Instructional Design

The pedagogical intervention proposal consisted of elaborating a set of activities that work on diverse language learning abilities in the foreign language environment and develop emotional intelligence in the classroom. This proposal was structured in three cycles. The first cycle, “I’m growing”, contains four lesson plans with six forty-five-minute sessions. The second cycle, “I can understand others”, includes three lesson plans, with four forty-five-minute sessions. The third cycle, “I’m good at social interactions”, contains two lesson plans, with three forty-five-minute sessions (See annex I). **Table 1** displays the plan of intervention.

Table 1. *Plan of intervention.*

Cycle	Lessons	Objectives	Emotional Intelligence skill	Suggested language and useful expressions
<p>Cycle 1: I'm growing.</p> <p>Duration: 4 lessons for 8 sessions.</p>	<p>1. I feel!</p> <p><i>Recognizing and labeling primary emotions.</i></p> <p>2. I am.</p> <p><i>Identifying and recognizing personal strengths and weaknesses.</i></p> <p>3. Solving problems</p> <p><i>Giving solutions to problems.</i></p>	<p>GENERAL</p> <ul style="list-style-type: none"> • Enhance emotional intelligence skills to understand self-emotions and the impact of emotions in daily life. <p>SPECIFIC</p> <ul style="list-style-type: none"> • Identify self-emotions. • Enhance self-esteem in kids. • Improve decision-making. 	<p>Self-awareness and self-regulation.</p>	<p>Suggested language</p> <ul style="list-style-type: none"> • Happy, sad, angry, afraid, surprised and disgusted. • Brave, kind, respectful, smart, honest and friendly. • A little, slightly, quiet, very, and extremely <p>Useful expressions</p> <ul style="list-style-type: none"> • I feel... when... • I am... • Are you...?

	<p>4. Breath</p> <p><i>Learning techniques of self-control.</i></p>	<ul style="list-style-type: none"> • Implement techniques that help improve self-regulation. • Recall English through emotional intelligence. 		<ul style="list-style-type: none"> • I like.../ I don't like... • I can
<p>Cycle 2: I can understand others.</p> <p>Duration: 3 lessons for 6 classes.</p>	<p>1. Understanding.</p> <p><i>Recognizing and labeling emotions to understand others' feelings.</i></p> <p>2. My friend feels!</p> <p><i>Identifying and validating others' emotions.</i></p> <p>3. I'm kind.</p>	<p>GENERAL</p> <ul style="list-style-type: none"> • Enhance empathy as a cornerstone of emotional intelligence to recognize and manage own emotions and others to improve communication. <p>SPECIFIC</p>	<p>Empathy</p>	<p>Suggested language</p> <ul style="list-style-type: none"> • Disappointed, empathic, curious, furious, bored and excited. • Silly, frustrated, shy, thankful and jealous. <p>Useful expressions</p> <ul style="list-style-type: none"> • I am feeling.... • I Have... • She/he has...

	<p><i>Identifying ways on how kindness can be used in daily life.</i></p>	<ul style="list-style-type: none">• Improve active listening in kids.• Validate others' emotions acknowledging feelings.• Enhance the ability to recognize and interpret nonverbal communication.		<ul style="list-style-type: none">• There is...• There are...• I have one friend.• She has two friends• Days of the week.
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<p>Cycle 3: I'm good at social interactions.</p> <p>Duration: 2 lessons for 4 classes.</p>	<p>1. Good manners.</p> <p><i>Recognizing good manners to develop social skills.</i></p> <p>2. Boundaries.</p> <p><i>Setting boundaries with others and respecting others' boundaries.</i></p>	<p>GENERAL</p> <ul style="list-style-type: none"> • Develop the ability to build and maintain healthy relationships inside and outside the classroom. <p>SPECIFIC</p> <ul style="list-style-type: none"> • Enhance the ability to interpret and recognize social cues. • Develop assertiveness to express needs and set boundaries. 	<p>Social skills</p>	<p>Suggested language</p> <ul style="list-style-type: none"> • Thank you, please, sorry, may I, and excuse me. <p>Useful expressions</p> <ul style="list-style-type: none"> • Please stop. I don't like that. • How many... • How much... • Are you...? • I'm not...
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Cycle 1: I'm Growing.

This cycle contained four lesson plans. The main objective of this cycle was to work on self-regulation and self-awareness. The first lesson plan was named “I feel!”, and the purpose of this lesson was to recognize and label a range of primary emotions in themselves and others at the same time that kids reviewed the present simple with the statement “I feel... when...”. The second lesson plan was named “I am”, and the purpose of this lesson was to identify and recognize personal strengths and weaknesses to work on kids' self-esteem and review the simple present by making and answering questions. The third lesson plan was named “Solving Problems”, and the objectives of this lesson were to enhance kids' problem-solving ability by implementing and practicing decision-making in real-life situations and reviewing the modal verb “can”, likes, and dislikes. The final lesson plan for this cycle was named “Breath”, and the purpose of this lesson was to learn some techniques of self-control and to learn six adverbs of degree that help to construct more informative sentences in the present tense.

Cycle 2: I can understand others.

This cycle contained three lesson plans. The main objective of this cycle was to work on empathy. The first lesson plan was named “Understanding”, and the main objective of this lesson was to recognize and label emotions to understand others' feelings and to learn six adjectives to name secondary emotions by making use of daily actions. The second lesson plan was named “My Friend Feels”, and the purpose of this lesson was to identify and validate others' emotions and review the present continuous. The third lesson was named “I'm kind”, and the objectives for this lesson were to identify ways in which kindness can be used in daily life and review present continuous/singular and plural.

Cycle 3: I'm good at social interactions.

This cycle contained two lesson plans. The main objective of this cycle was to work on social skills. The first lesson plan was named "Good manners" and the objectives for this lesson were to recognize good manners, develop social skills, learn vocabulary of good manners and work on days of the week. The second lesson plan was named "Boundaries", and the purpose of this lesson was to set boundaries with others and respect other's boundaries at the same time that negative and question forms of the present continuous were reviewed with the boundaries' vocabulary.

CHAPTER V

DATA ANALYSIS AND FINDINGS

This chapter describes the different procedures followed to analyze the data collected alongside the research project. Likewise, the categories of analysis found based on the gathered information are presented and explained.

Procedures For Data Analysis

During the process of data analysis, the data was organized into four folders in order to collect artifacts, field notes, interviews, journals, and questionnaires, corresponding to the instruments of data collection. Inside each folder, the data was organized into three folders corresponding to each cycle of the instrumental design. At the beginning, the instruments gathered in every session were stored in one binder divided into plastic bags by data production dates and after, were stored in digital folders on the computer to avoid information lost.

In order to analyze the data, the grounded approach was used. Merriam (1998) points out that the main idea of this approach is to derive inductively a theory based on the data collected (p.7), thus the researcher is allowed to have direct and constant contact with the data gathered in order to construct and develop the theory. This approach mainly authorizes the searcher to extensively examine the findings and inquire into them in order to later find meaning based on what the data tells and draw conclusions. Hence, in this project, the categories of analysis were established right after the data was examined thoroughly.

On the other hand, based on the objectives of the study, the perspective embraced in this action research was emic. Accordingly, Harris (1976) determines the attempt of emic to focus on experiences, thoughts and feelings, and insights of the participants of the study more than in

setting a substructure framework. The insider's perspective in this study then allowed the researcher to understand and make sense of how participants experience the implementation of the proposal throughout their reality, taking into account their thoughts, points of view, experiences, and engagement. Clearly, their internal appreciations and insights were considerably listened to by understanding the impact that emotional intelligence-based activities had on them.

Regarding the data analysis, the strategy coding and coloring was used in order to organize and define the categories of analysis. Gibbs presents this strategy (2012) through codes and codification as the ways in which the meanings of the data analyzed are defined. This, to identify and register coincidences in the data that can be grouped by the same idea or description. Below, the description of the steps implemented for this process are described.

Firstly, the data gathered was organized in three different sections, representing the three cycles of the intervention; so, each artifact, interview, field note, recording, journal and questionnaire was classified into these three sections. After the classification, the data was carefully read in order to become familiar with it and later apply the coloring strategy that, in the words of Bianco, Gasparini & Schettini (2014), enables the researcher to gain insights into the pattern or structure that the information is displaying and enhance the researcher's understanding. Therefore, this strategy was used in order to underscore key concepts of the evidence divided into three main categories: blue, language content related, red, emotional intelligence content related, and brown, impact in the EFL classroom, which developed subcategories such as language skills enhancement, emotional intelligence skills enhancement and positive and negative effects of the proposal, respectively.

Once the color classification was completed, the search allowed for the establishment of subcategories that were grouped later to elaborate and build categories for patterns, themes, and similarities. For the reliability of the information, the triangulation method was implemented given the data collection from different sources included observation, interviews, journals, questionnaires, artifacts and field notes (Carter et. 2014). After a process going on and back through the data, the official categories with their respective subcategories emerged and these are going to be described in the next section.

Categories of analysis

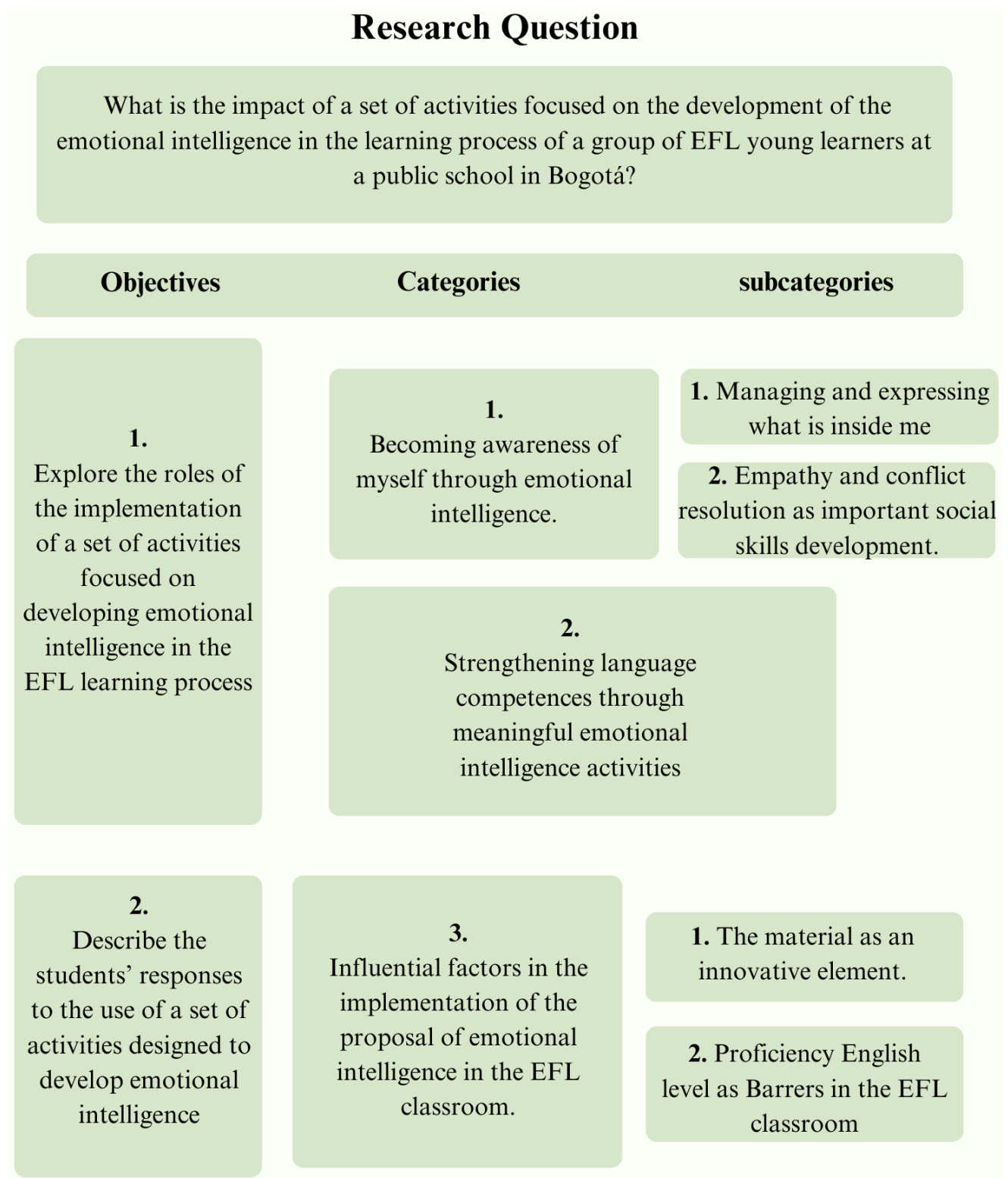
As the main objectives of this research project were to explore the roles of the implementation of a set of activities focused on developing emotional intelligence in the EFL learning process and describe the students' responses to the use of a set of activities designed to develop emotional intelligence, some guidance on how the information gathered was analyzed in order to give answer to the research question is going to be presented. Therefore, the next figure presents the categories of analysis (figure 1) that emerged in relation to the objectives of the research project.

The first category named *Becoming aware of myself through emotional intelligence* emerged to give an answer to the first research objective demonstrating the role that the emotional intelligence-based activities had in the emotional development of participants represented in the subcategories emerged: *managing and expressing what is inside me* and *Empathy and conflict resolution as important social skills development*. The second category *Strengthening language competences through meaningful emotional intelligence activities* also aimed to respond to the first research objective by showing the role that the emotional based activities had in the language learning enhancement, demonstrating that students showed

outcomes in vocabulary learning, expressing thoughts and ideas and in their writing performance. The third category named *Influential factors in the implementation of the proposal of emotional intelligence in the EFL classroom*, emerged in relation to the second research objective which described the responses of the students to the set of activities illustrated in the subcategories: *The material as an innovative element* and *Proficiency English level as Barrers in the EFL classroom*.

After making a general description of the categories and subcategories emerged from the data analysis, the description of each category is presented in detail below.

Figure 1: Categories of analysis.



Category 1: Becoming aware of myself through emotional intelligence.

This category demonstrates the guiding role that the emotional intelligence-based activities had in the participants during the study. These sets of activities provided participants with the opportunity to express their thoughts, feelings and points of view at the same time they practiced the core concepts of emotional intelligence mentioned in chapter II, therefore oral and written evidence of this work is presented. Broadly speaking, in this study, the participants explored the five stages of emotional intelligence, showing improvement in some levels of their self-awareness, self-regulation, empathy, and conflict resolution.

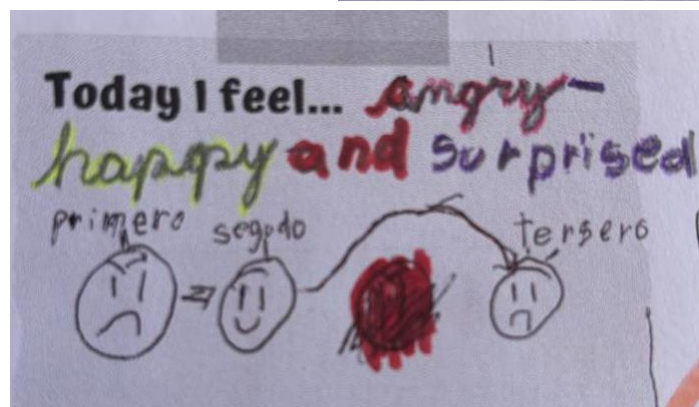
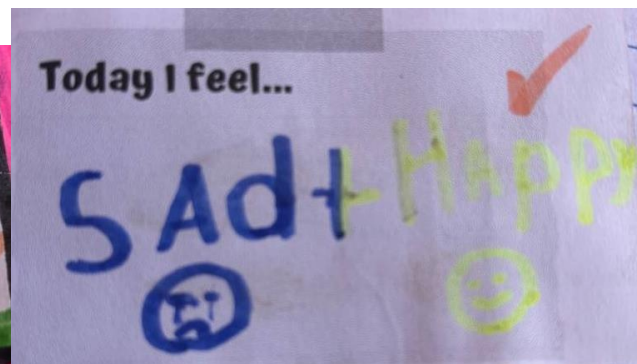
Accordingly, the theory of emotional and social development highlights self-awareness, self-expression, self-esteem, verbalizing opinions, expression of needs, ability to describe feelings, empathy, awareness of others, respect and similar abilities as core aspects of human development. Goleman (1995) also insists on the importance of emotional literacy's role in children, mostly to create healthy environments at school and, most importantly, to prevent violence.

The analysis of the data showed that the activities focused on work specific issues of emotional intelligence in the participants through social interactions between peers and teacher, writing their thoughts on paper and sharing their points of view, allowed the EFL participants to develop, improve and encourage in some level emotional intelligence competences.

After presenting the general description of the category, the subcategories *Managing and expressing what is inside me* and *Empathy and conflict resolution as important social skills* are going to be presented, defined, discussed and illustrated with data samples.

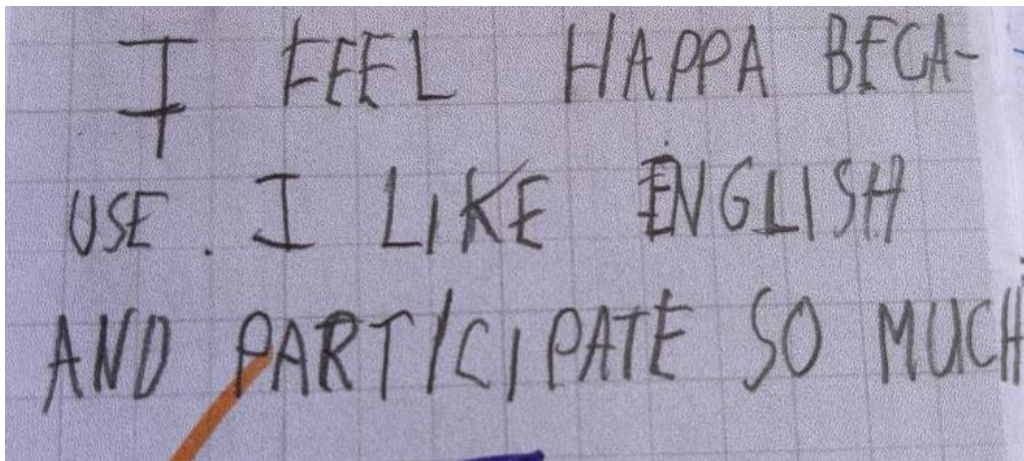
Managing and expressing what is inside me. This subcategory gathers data towards the knowledge that the participants developed about self-awareness, self-regulation, expressing their wants, their feelings, their needs, and opinions when carrying out activities based on emotional intelligence content. Goleman (1995) underlines self-awareness as recognizing and understanding emotions as the foundation that develops other competences. Also, understanding emotions and what the individual is dealing with on the inside is the core aspect to develop other skills, for instance, self-regulation. Besides, understanding what an individual is experiencing on the inside will help to understand others' feelings. More importantly, developing self-awareness helps children to identify when situations feel “good” and “bad”. Working on self-confidence and assertiveness would allow the children to stand up for themselves and set boundaries to defend their self against distress situations.

Accordingly, on the one hand, the information collected revealed the understanding of the EFL participants' knowledge about how and why they are feeling the way they feel, as noted in the following excerpts:

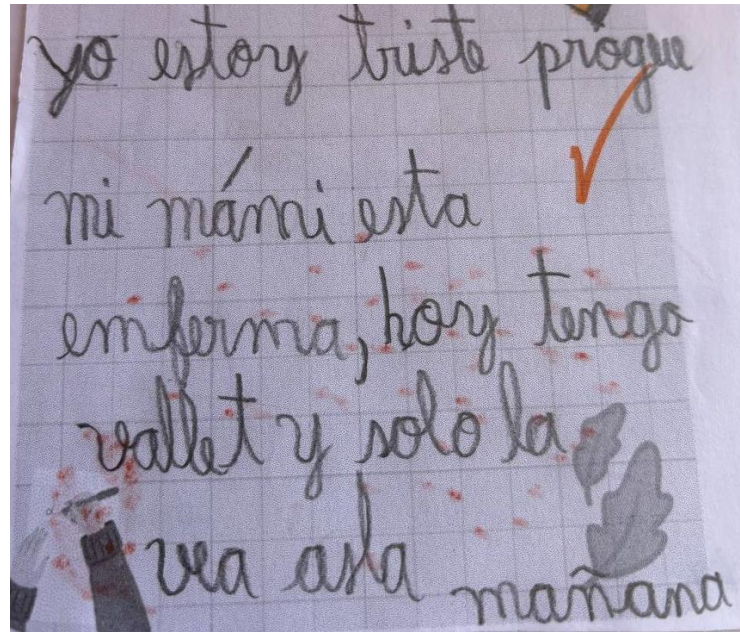


[Artifacts #2. First cycle: September 18th, 2023. Participants 1, 2 & 3.]

For this activity, participants were asked to express how they were feeling at the moment, while the researcher explained that there was not a good or bad feeling but contrary, feeling the way they felt was okay. Before introducing the exercises, previous emotions vocabulary was introduced so participants had tools to express their feelings. The activity aimed to give insights into the basic human emotions as adjectives: happy, sad, angry, disgusted, surprised, and afraid. At the same time the participants gained the vocabulary, they also were able to express what they were feeling at the beginning of the interventions through one to three words plus drawings, as shown above, to later write complete sentences, as shown below.



[Journal entry #4. First cycle: March 15th, 2024. Participant 4]



[Journal entry #6. Second cycle: April 12th, 2024. Participant 5]



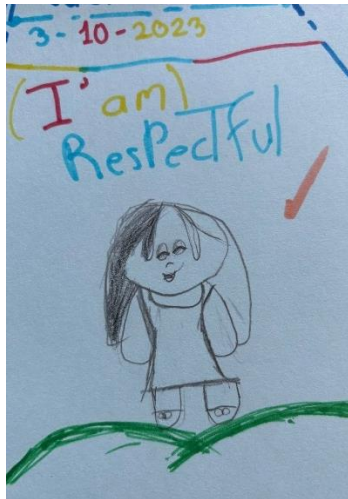
[Journal entry # 3. First cycle: October 23rd, 2023. Participant 6]

The previous fragments give particulars of how activities carried out in the first and second cycle of the intervention helped to improve the awareness of feelings and the importances

of expressing them inside and outside the EFL class. Data revealed that most of the participants were able to understand, address and discuss those internal emotions arising inside them, in written forms at first to later achieve the oral forms. Besides, participants were able to prompt their self-esteem through recognizing their strengths and correct image to reassure themselves inside the classroom. Now, it is important to highlight that most of these results were briefly used in the target language given the participants gained enough vocabulary to talk about emotions, however; they did not have a variety of vocabulary or grammatical structures to create more than two sentences in the target language. Nonetheless, the relevance of this activity was the students' opinions and thoughts rather than the grammatical structures, as the research looked for participants' expressions and language should not be limiting for this mean.



[Artifact #3. Cycle 1: October 3rd, 2023. Participant 7]



[Artifacts #3. Cycle 1: October 3rd, 2023. Participants 8, 9 & 10]

On the other hand, the data collected also showed that most of the participants gained insights on how to handle strong scenarios, such as frustration and sadness; presented below.

7. ¿Qué haces ahora cuando te sientes frustrado?
 Tranquilizarme respino por la nariz ~~por la boca~~

8. ¿Si te sientes triste qué haces ahora?
 estar tranquila, recarme las lagrimas

7. ¿Qué haces ahora cuando te sientes frustrado?
 aberes me voy solo y medito para reflexionar

8. ¿Si te sientes triste qué haces ahora?
 quedarme solo y quitto aborandome

7. ¿Qué haces ahora cuando te sientes frustrado?
 insla exala y le digo a mis amigos !!

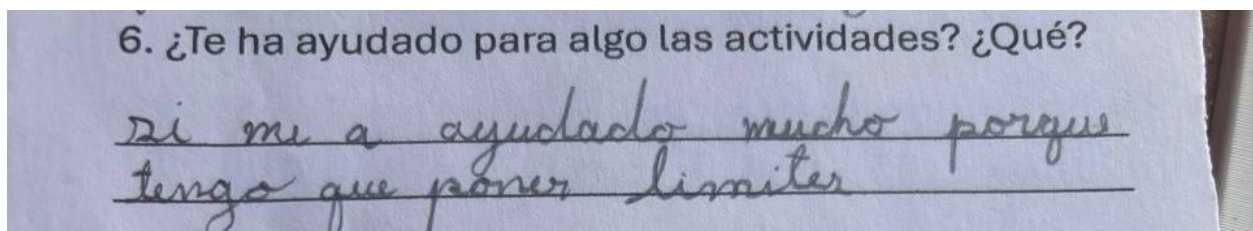
[Questionary # 2. Cycle 3: June 4th, 2024. Participant 11, 12 & 13]

These excerpts evidence that work on emotional intelligence-based activities helped most of the participants to develop emotional management in some degree. Inside the classroom, some techniques of self control were taught and showed improvement in the students. The materials

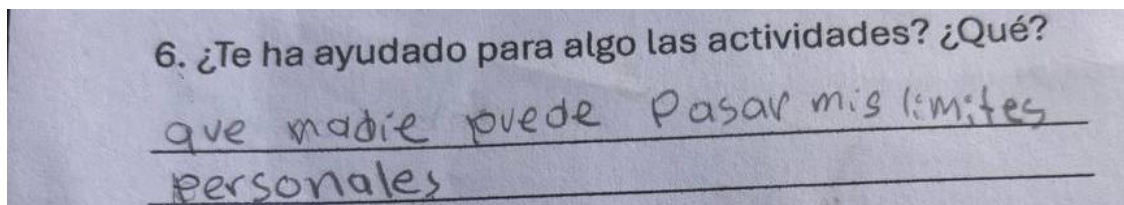
presented in videos about how to manage emotions had a positive effect on most of the participants who were able to control most of the time these emotions inside the classroom. Controlling these emotions internally before expressing them, as shown in the samples above, might prevent unfortunate situations inside the classroom. Moreover, in this study, participants were able to express their needs and wants through learning to establish boundaries and respect other's boundaries as well. All of these showed that main characteristics of self-awareness and self-regulation were developed in the participants during the implementation of the emotional intelligence-based activities. However, it is important to highlight that it is not possible to generalize all the results because they were not all positive, given one participant expressed that she did not see any change in her reactions after working on emotional intelligence- based activities.

Students: “Please, stop.
I don’t like that.
I’m feeling uncomfortable. I need more space.
Not around me, don’t take it personally.
It’s just a boundary” (Hopscotch, 2022)

[Recording #4. Third cycle: May 31st, 2024. Line 1-5]



6. ¿Te ha ayudado para algo las actividades? ¿Qué?
Si me a ayudado mucho porque
tengo que poner limites



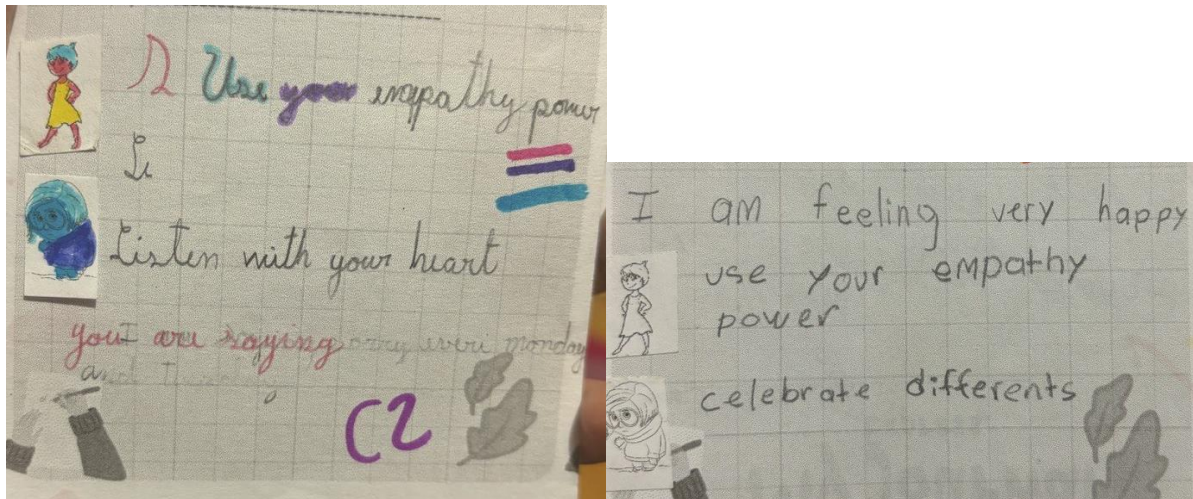
6. ¿Te ha ayudado para algo las actividades? ¿Qué?
que nadie puede pasar mis limites
personales

[Questionary #2. Third cycle: June 4th, 2024. Participant 15 & 14]

In the first piece of evidence showed, the participants learned a song that talked about boundaries and use phrases to express boundaries as the excerpt showed above. The questionnaires from cycle three looked for explore the uses that the proposal had in the development of students.

Empathy and conflict resolution as important social skills. This subcategory gathers the information regarding the enhancement of empathy skills and the ability to offer solutions through the emotional intelligence-based activities carried out in every lesson. When language is understood not only as grammar structures system but also as a tool for human interactions, as Bruner (1974) pointed out, communication becomes the key point of human groups. Accordingly, Harman (1975) highlights that without communication, social organizations are impossible and not having effective channels of communication isolates the individual from the rest of society. Goleman (1995) addresses that helping children to enhance their self-awareness, confidence and increase their empathy will pay off not only in terms of behavioral aspects but also, and most importantly, in academic performance achievement. Furthermore, Goleman points out that altruism is based on empathy. The two moral stances that society needs today are compassion and self-restraint, to avoid violent responses to unmanaged internal feelings.

First, the data gathered revealed the enhancement of the EFL participants' empathy skill during the implementation of the emotional intelligence-based activities during the three cycles. In the implementation, there were specific lessons focused on the enhancement of empathy through key elements that allowed the participants to practice empathy, as noted in the following excerpts:



[Journal entry #5. Cycle 2: April 4th, 2024. Participants 16 & 17]



[Journal entry #5. Cycle 2: April 4th, 2024. Participants 18 & 19]

For this activity a video was shown. The main idea of the video was to understand how every character tried to help in the situation presented. After discussing with the whole class, in the participants' journals, they were asked to write one of the most important things that each of them considered essential to practice every day and that they were compromised to practice with everybody.

P1: How are you feeling today?

P2: I am feeling happy

P5: How are you feeling today?

P6: I am feeling happy

P9: Ay! profe, how are you feeling today?
T: I'm tired

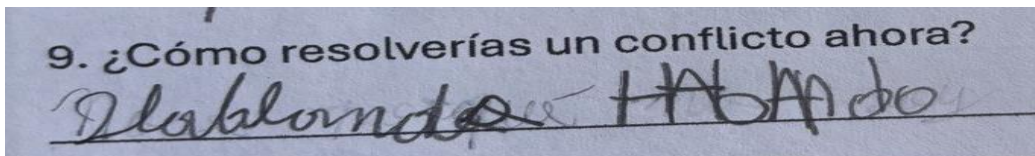
[Recording #4. Cycle 2: April 30th, 2024. Lines 1-7]

The video activity was liked by the kids. While they were watching the video, some of them expressed with their words and sounds pity or compassion for the characters of the video. They seemed sad when the mouse was rejected in the video. They expressed that they did like the video.

[Field notes #10. Second cycle: April 15th, 2024. Lines 6-10]

Data collected showed that most of the participants were able to address some empathy aptitudes inside the classroom by practicing key knowledge sentences orally and written. Mainly, students understood the importance of respecting different feelings, listening to others and being empathic, as is shown in the excerpts. Besides, in the oral practice, participants showed interest in listening to others' feelings and thoughts, this exercise was worked both in English and Spanish, based on the English level of the EFL participants. Inside the classroom videos were addressed in order to understand how to read others' body language, expressions and everything that talks about how an individual is reacting emotionally speaking. The results from these exercises were in most of the population positive, given participants were able to offer similar responses showing a domain in some qualities of empathy as shown above.

Second, the information gathered also showed that the participants were able to demonstrate improvements in resolving conflicts and offering solutions to certain problems presented in the lessons.



[Questionnaire #2. Cycle 3: June 4th, 2024. Participant 20]

9. ¿Cómo resolverías un conflicto ahora?
mediando y hacer que
reflexionen

[Questionnaire #2. Cycle 3: June 4th, 2024. Participant 21]

9. ¿Cómo resolverías un conflicto ahora?
poniendo límites y
un compromiso

[Questionnaire #2. Cycle 3: June 4th, 2024. Participant 22]

The majority of the EFL participants' data produced orally and written, within the class, showed that through the emotional intelligence-based activities learned about avoiding conflicts before escalating to something worse. Besides, the participants pointed out that their reaction regarding a conflict was first breath and think what they are feeling inside, then talk to the person that they are having the discussion with and, after coming up with arrangements, or setting rules and boundaries to avoid later misunderstandings as they mentioned in the questionnaires. These outcomes also were visible inside the classroom given certain situations happened between peers at the moment of the implementation, but participants were able to fix them by using the techniques of breathing, thinking and talking.

Category 2: Strengthening language skills through meaningful emotional intelligence activities.

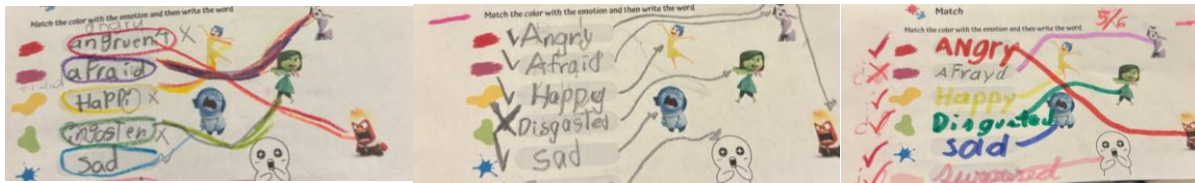
This category shows the supportive role that emotional intelligence-based activities had in the enhancement of participant's language skills. Generally speaking, the proposal

implemented worked on the four skills of a language: speaking, reading, listening and writing. Besides, grammar was worked implicit according to the plan of studies for the participants' school year and their English level. However, data revealed that the most developed skills were vocabulary learning and writing skills. Therefore, written and oral evidence of these outcomes are presented in order to support the theory presented in chapter II about foreign language learning and how it is enhanced through emotional intelligence-based activities.

Accordingly, Vygotsky points that the process of language learning comes right next to the social interactions and social processes where individuals acquire knowledge through meaningful interactions with others and collaborative activities (Cameron, 2001). These emotional intelligence-based activities allowed meaningful social interactions in the EFL classroom that improve linguistic activities to some degree. The theory that Vygotsky refers to as Zone of Proximal Development (ZPT), highlights the importance of what an individual can accomplish by himself and what can accomplish with guidance, this is evidenced in the whole category after working by themselves on vocabulary and writing process (Cameron, 2001). Finally, learning is more meaningful and effective when it is connected with real life situations, creating engaging emotional experiences.

Taking into account what was previously stated, the information gathered in the proposal showed that due to working on the five stages of emotional intelligence within the class, most of the EFL participants showed encouragement and improvement in vocabulary acquisition and useful expressions, pronunciation, listening and writing. It is important to clarify that these were partial results gathered from the starting level of the students and what the participants could produce after the implementation started given, as was stated before, there were not many productions in the target language apart from what is presented next.

Firstly, the data gathered concerning the knowledge that the participants succeed in the vocabulary and useful expressions used in every lesson of every cycle of the implementation are shown in the following excerpts:

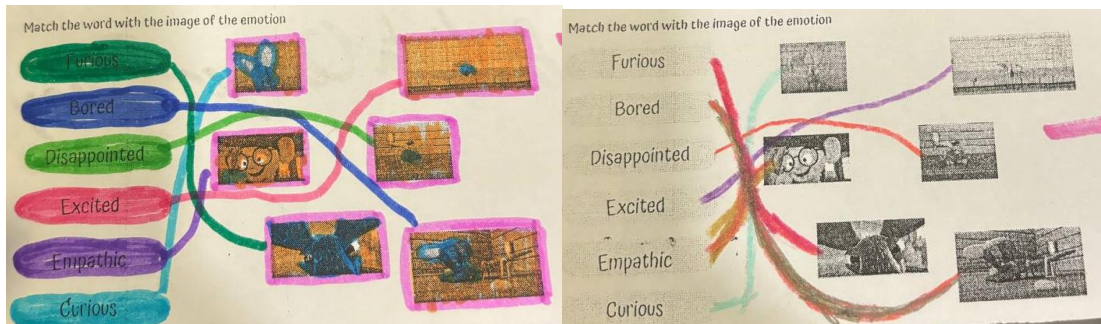


[Artifact #1. First cycle: September. Participants 1, 22 & 4]

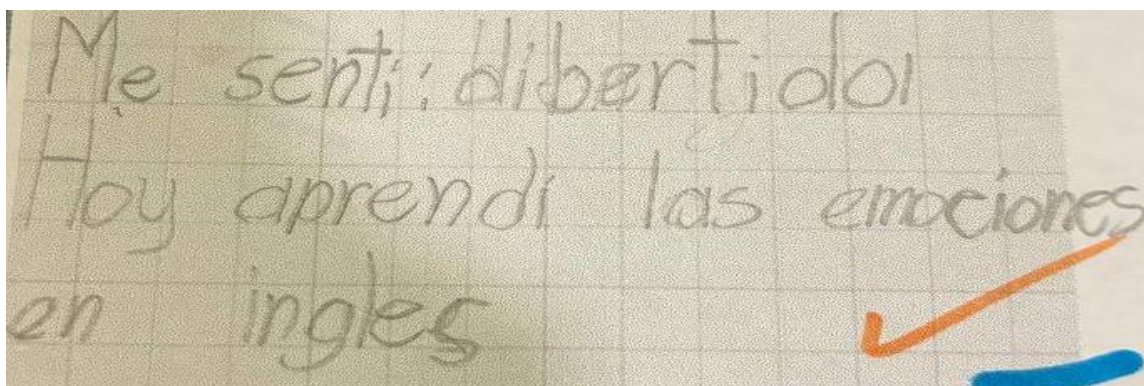
For this activity the vocabulary was introduced previously at the beginning of the session with flashcards, participants were able to work on the meaning of the words by using mimics and giving examples with their own feelings at the same time they practiced the correct pronunciation of the word. This vocabulary was key for the intervention because it was the basic vocabulary for expressing emotions. Later, more vocabulary of emotions were worked similarly to the first activity, as shown below:



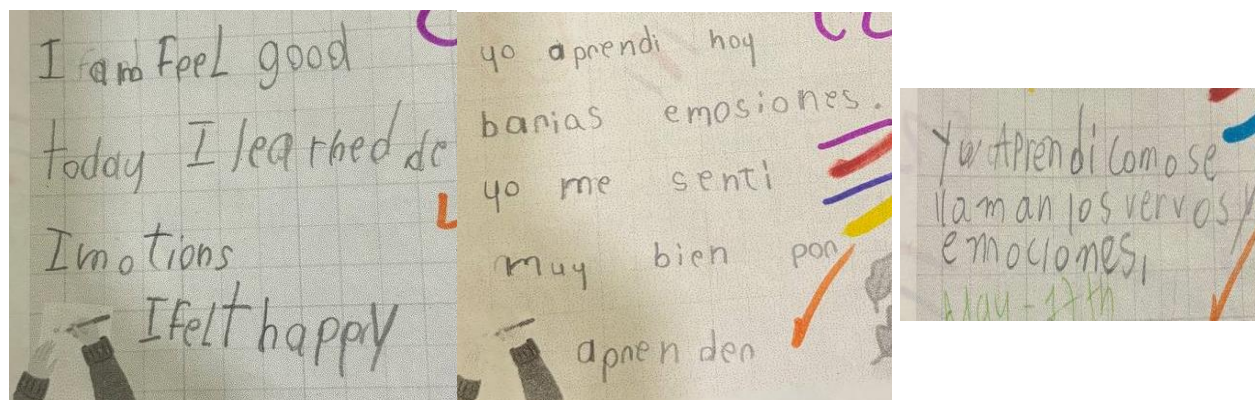
[Artifacts 6 . Cycle 2: April 5th, 2024. Participants 21, 24 & 25]



[Artifacts #5. Cycle 2: April 5th, 2024. Participant 6, 7 & 8]



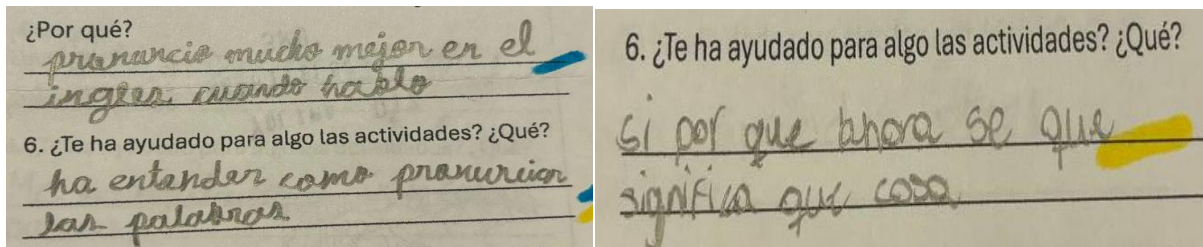
[Journal entry #6. Cycle 2: April 5th, 2024. Participant 23]



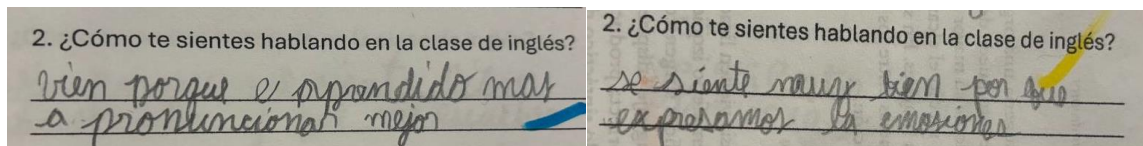
[Journal entry #8. Cycle 2: May 4th, 2024. Participant 25, 24 & 26]

The previous journal sections were written by the participants after every activity of vocabulary made inside the EFL classroom. Data revealed that the participants were able to address successfully the vocabulary presented in every session of the implementation in both

written and oral forms, and this vocabulary allowed them to express better their thoughts in the classroom. Besides, participants expressed that learning new vocabulary also helped them to improve their speaking skills by pronouncing the correct form of the words when they were participating in class.



[Questionnaire #1. Cycle 2: March 19th, 2024. Participants 30 & 29]



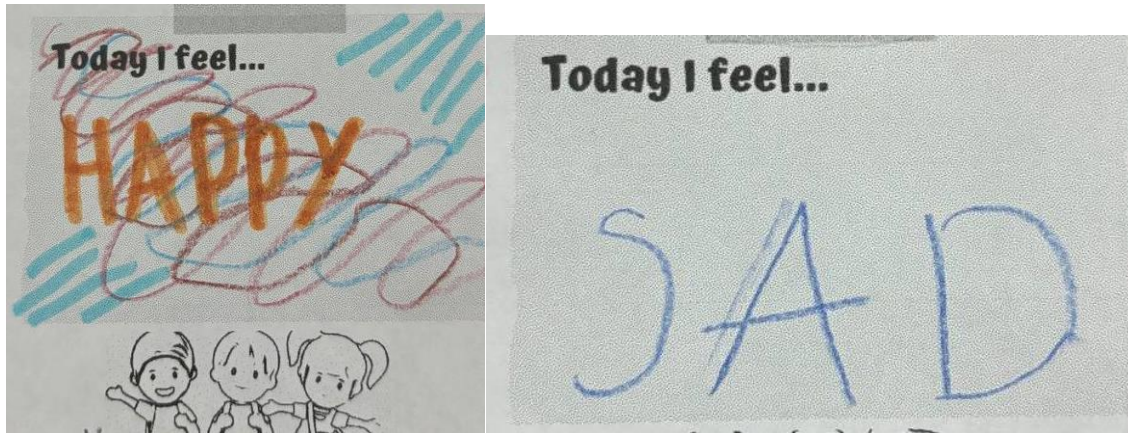
[Questionnaire #2. Cycle 3: June 4th, 2024. Participants 27 & 28]

This improvement, both from vocabulary and its correct pronunciation, benefited the class because participants made use of the words during the sessions not only learning them by heart but also to express their thoughts inside the classroom and improving their fluency by incorporating new words that could help them communicate better in the target language.

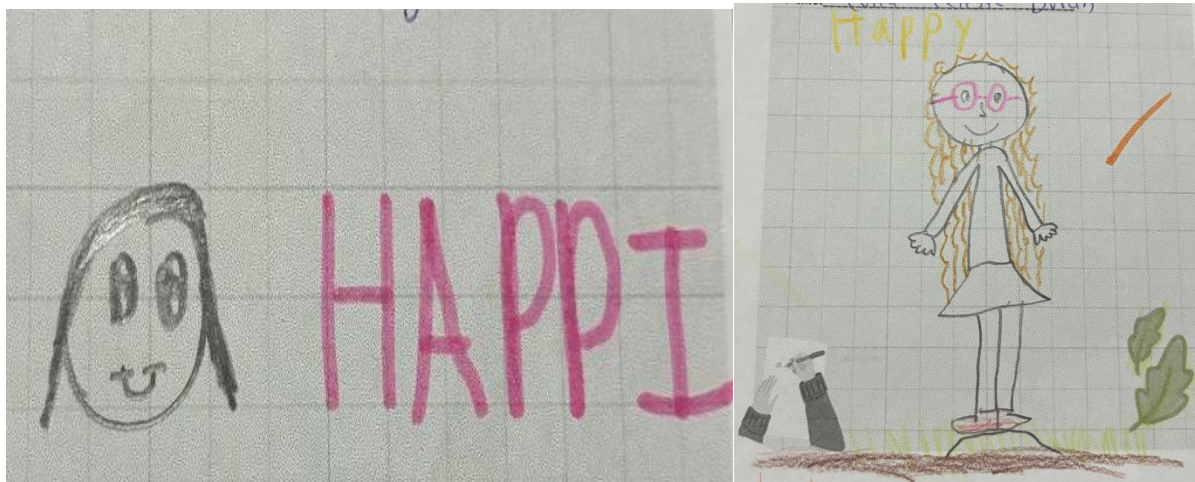
-Sí, veo que por ejemplo el vocabulario que se maneja en el proyecto, que quieres transmitirles, lo manejan. Ya identifican una que otra palabra, digamos, lo asocian también con otras imágenes que han visto, la película y demás. Entonces creo que si han enriquecido en vocabulario y en expresiones completas como el “I’m feeling”, entonces creo que sí, realmente en eso ya los niños tienen cierto manejo, lo identifican y saben también cómo expresar eso en inglés.

[Teacher’s semi-structured interview. Cycle 2: April 12th, 2024. Q #3: Respecto al uso del inglés ¿has visto alguna influencia del proyecto en la clase?

Secondly, the information collected revealed that most of the participants demonstrated a certain level of enhancement in their writing skills as the excerpts show below:



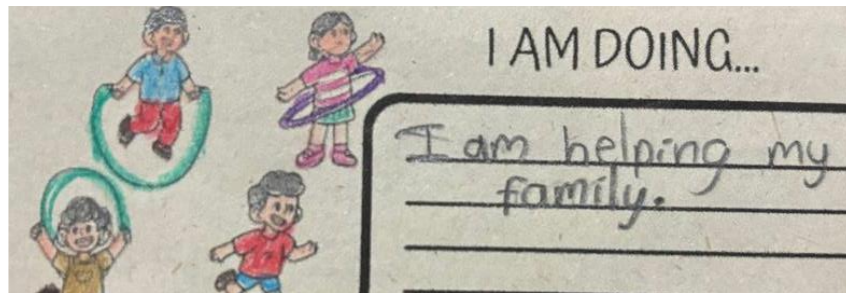
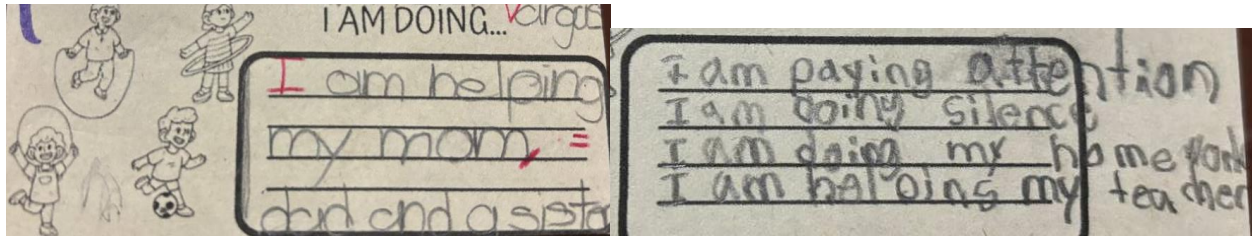
[Artifacts # 1. Cycle 1: September 4th, 2023. Participants 10 & 15]



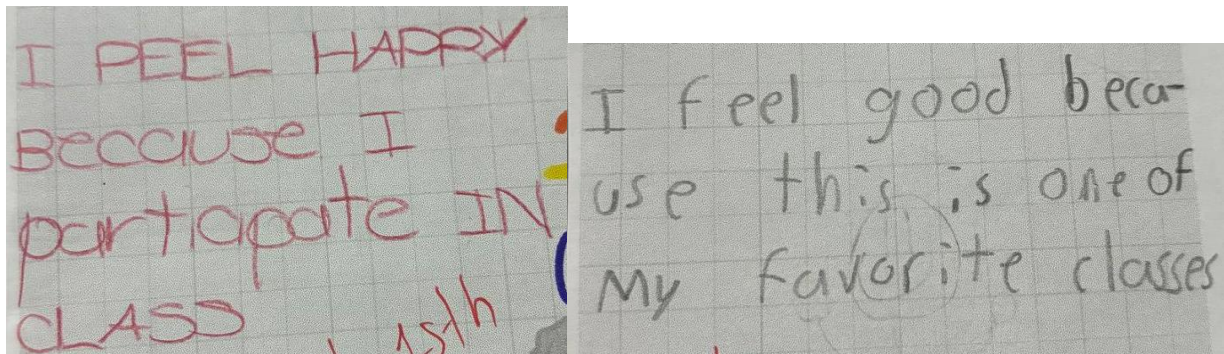
[Journal entry #2. Cycle 1: September 18th, 2023. Participants 34 & 39]

This activity was one of the first activities implemented in the study. As it is shown, the participants wrote only one word in the first session of the implementation. It was said that they could write a complete sentence but most of them wrote just one word. However, the starter level of participants did not allow them to write complete sentences, making use of the grammar structures learned in previous classes of the implementation. During the first lesson of the first

cycle, the participants only express their thoughts in just one word of the vocabulary learned in the artifacts and journals, as shown above.



[Artifact # 7. Cycle 2: May 7th, 2024. Participants 8, 24 & 4]



[Journal entries #3. Cycle 1: March 15th, 2024. Participants 2 & 13]

Name:
I am feeling extremely
happy ✓

[Journal entry #5. Cycle 2: April 4th, 2024. Participant 10]

Please → She is saying
"please" every Tuesday
Excuse me → We are saying
"excuse me" every Friday
I am saying "May I" every
Monday
YOU are saying

[Journal entries # 9. Cycle 3: May 17th, 2024. Participants 3 & 4]

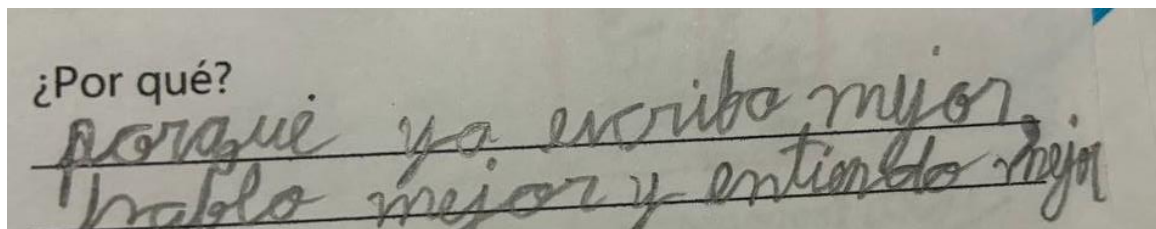
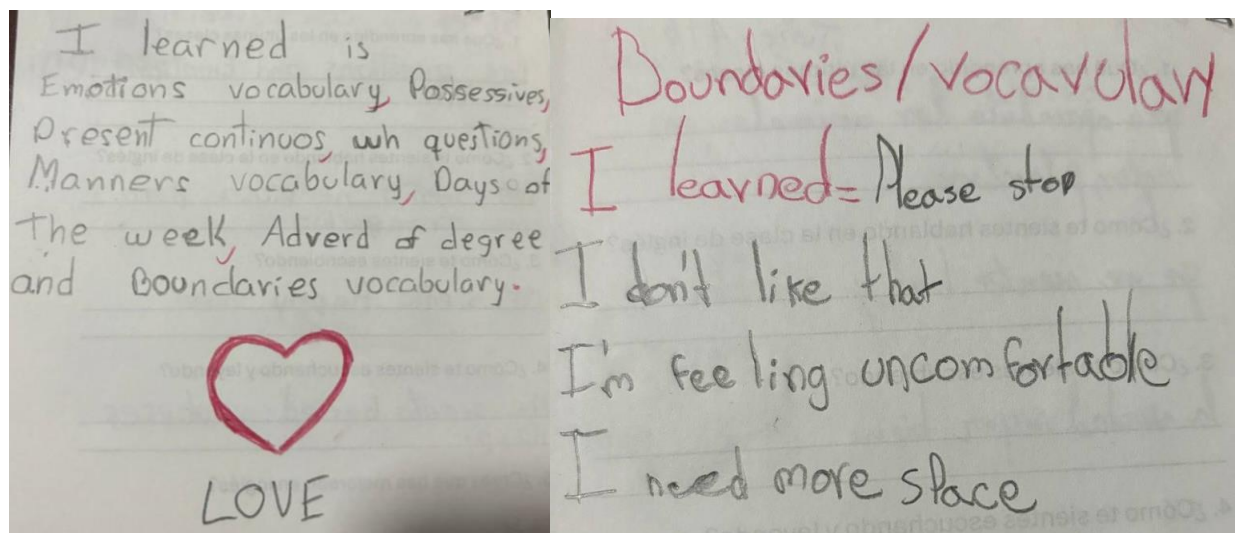
¿Por qué?
porque ya escribo mejor,
hablo mejor y entiendo mejor

¿Por qué?
porque se mejorando el
vocabulario y la escritura

[Questionary # 1: Cycle 2: March 19th, 2024. Participants 7 & 9]

The following excerpts show that by working on emotional intelligence based activities, most of the participants enhance their writing skills by writing complete sentences compared to

the starter level. As data illustrated, most of the EFL participants produced written pieces of work in the classroom, evidencing the use of grammar taught implicitly during the sessions carried out during the three cycles. Due to the fact that the level of English was basic, the students outcomes were evidenced in one or two sentences as the data gathered showed. However, these outcomes are very meaningful for the project because most of the participants could express their thoughts by making use of the grammar tools worked through the different activities of the project and this enhancement of grammar structures helped participants to write ideas with meaning in the target language, therefore, their comprehension and production improved at some degree during the implementation of the study.



[Questionnaires # 2. Cycle 3: June 4th, 2024. Participants 11, 21 & 1]

Category 3: Influential factors in the implementation of the proposal of emotional intelligence in the EFL classroom.

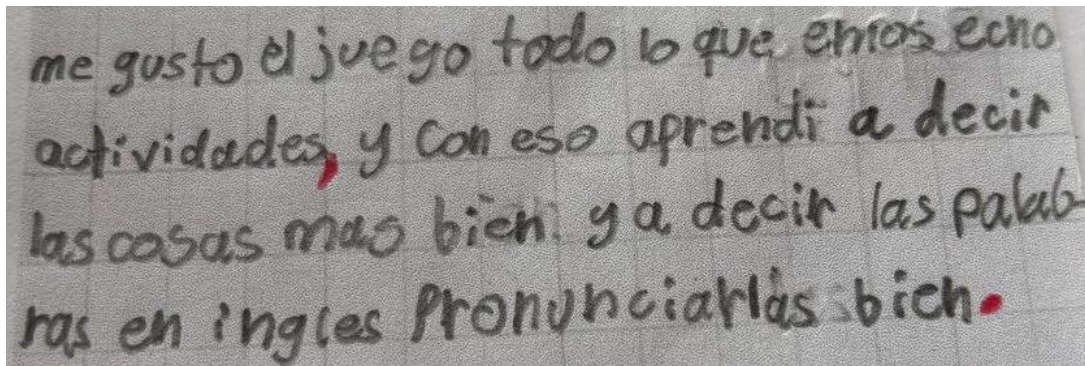
This category shows the influential factor that the emotional intelligence-based activities had in the EFL classroom. In general terms, in this study, participants were able to voice their opinions regarding the activities worked within the class, and therefore, through written and oral evidence, participants expressed their appreciation towards the emotional intelligence-based activities at the same time they experienced them. As was mentioned before, the proposal was divided into three cycles in which at the end all of them participants were asked to express their insights about the complete cycle ended.

Accordingly, Goleman (1995) insists on the role that school can have in the life of people and how it can prepare them for life. He highlights that school has the power to bring mind and heart together in the classroom by implementing activities that work on the basis of emotional intelligence to improve essential human competencies mentioned before (p. 21). The benefits of creating a proposal based on emotional intelligence are many in the classrooms, from improving the school climate and academic performance to preventing violence. Furthermore, as Diaz et al., (2008) stated, pedagogy is always a transformation process leading to reflection towards education and these reflections are constant processes necessary for the improvement of education practices.

The analysis of data showed that the activities focused on operating emotional intelligence at the same time that English language was worked, had effects in the EFL classroom. After present the general description of the category, the subcategories *The material as an innovative element* and *Proficiency English level as a barrier in the EFL classroom* are going to be presented, defined, discussed and illustrated with data samples.

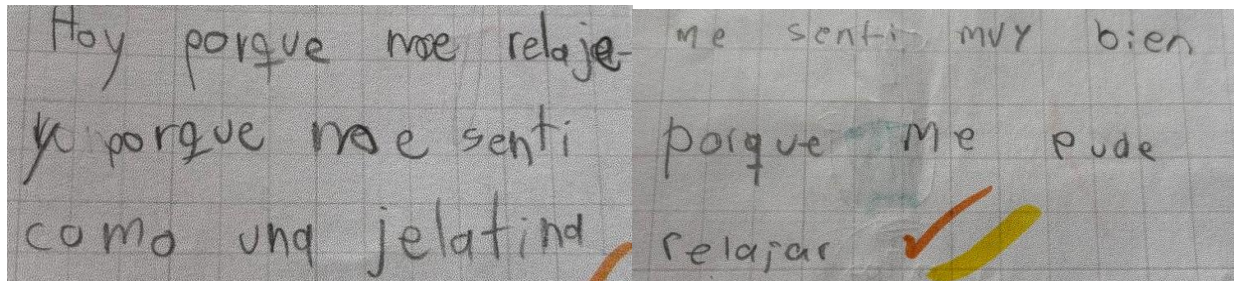
The material as an innovative element. This subcategory gathers data towards the proposal itself and how it impacted the EFL classroom. The emotional intelligence-based activities were worked through visual and audio-visual activities. In most of the sessions, the content was presented through videos, songs, games, and practical activities. Besides, the artifacts worked in class were intentionally prepared for every lesson of every cycle.

The information collected revealed that students found the proposal to be an enjoyable element inside the classroom, as noted in the following excerpts:

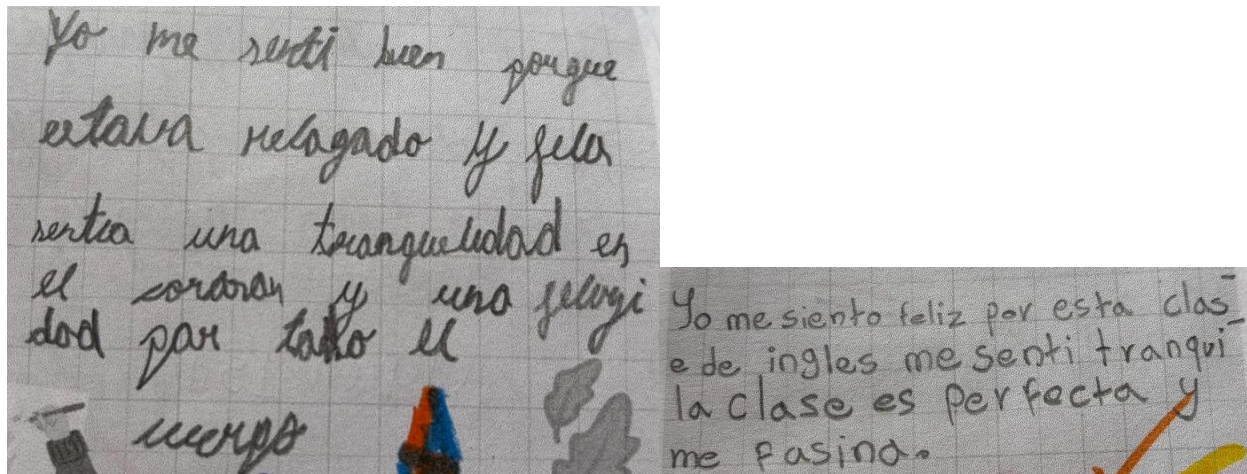


me gusto el juego todo lo que ennos echo actividades, y con eso aprendi a decir las cosas mas bien. y a decir las palabras en ingles Pronunciablas bien.

[Journal entry 3#. Cycle 1: October 3rd, 2023. Participant 17]

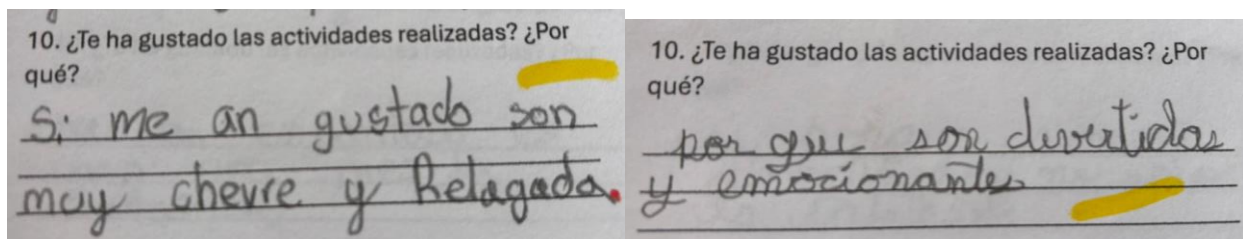


Hoy porque me relaje- me senti muy bien
yo porque me senti porque Me pude
como una jelatina relajar ✓

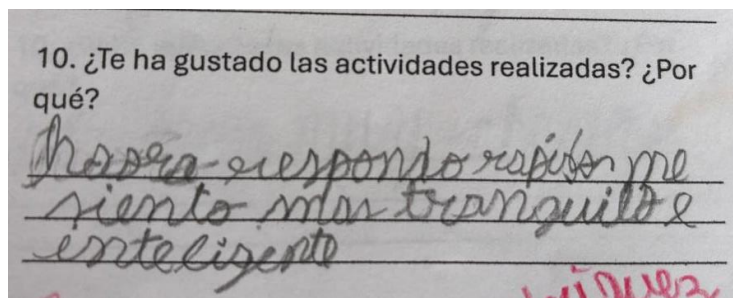


[Journal entry #4. Cycle 1: March 22nd, 2024. Participants 1, 2, 3 & 4]

In the journal entries showed above, the participants were asked to give their opinions about the activities developed during the session. Some of those activities presented on the excerpts were developed through videos, games and practical exercises such as mindfulness already mentioned before. Most of the responses of the participants were positive towards the development of the activities and how they were presented in every session of the intervention of the three cycles.



[Questionarie #1. Cycle 2: March 19th, 2024. Participants 29 & 28]



[Questionnaire #2. Cycle 3: June 4th, 2024. Participant 25]

The questionnaires were applied at the end of the second and third cycle to evaluate the responses of the EFL participants towards the activities of the proposal. The opinion of the participant was extremely important in the development of each of the activities, insights were asked during the three cycles to correct or adapt any of the lessons planned. As shown above, the participants did not change anything of the activities, contrary; they liked the way the activities were designed, structured and applied.

P: Chéveres

P: Bonitas

P: Bien, chéveres

P: Para mí me parece muy bien porque antes a mí no me gustaba el inglés, yo pensaba que era algo muy difícil y no me gustaba para nada. Pero ahora en segundo me di cuenta de que es muy divertido

P: A mí me han parecido chéveres las actividades pues porque puedes aprender muchas cosas y pues divertirse.

[Semi structured interview: Cycle 1: October 30th, 2023. Q #1 ¿Cómo te han parecido las actividades que hemos hecho?

The previous fragments illustrated how activities carried out inside the classroom during the three cycles were encouraging and enjoyable to develop during the proposal. These activities seemed to be according to the participants' level and caught their attention of the main purpose of what was taught in every lesson. Besides, emotional intelligence-based activities were a topic necessary to work in class and especially at those ages. The responses to the activities were

positive and most of the participants really enjoyed every session and learned something about the content. It is important to highlight the positive results that the “enjoyable” of foreign language learning effects has in the classroom. Hernik & Jaworska (2018) highlight that enjoyment creates a community where individuals feel safe and in harmony and evokes positive memories and improves the memorization of information.

Finally, by making use of many resources such as videos or songs, the learning inside the classroom became more efficient because they worked with new resources apart from the traditional workbook and notebook. Some of them mentioned that the class was fun because they played, however, these games were intentional in working on something specific as a new way of learning vocabulary or expressing ideas and thoughts. Even though the participants did not understand all the content spoken on it, they understood the main idea of the videos’ topic and were capable of participating in class. Also, some techniques of mindfulness were taught. This activity was meaningful to the participants because they could experience this by firsthand. Last, the developed contextualized activities helped the participants to understand how to use immediately the knowledge they gained in every session.

- Bien. Me parece que iniciar las clases con actividades audiovisuales ayuda mucho. El empezar con una lectura o unas imágenes o con un video pues primero, metodológicamente eso ayuda mucho dentro de la clase, pero adicionalmente iniciarla con el tema del proyecto me parece que los ubica fácilmente, en lo que se va a trabajar. Les gusta, es un tema que les gusta, ya saben identificar por ejemplo diferentes emociones, entonces me parece que esas actividades aportan bastante.

[Teacher’s Semi-structured interview. Cycle 2: April 12th, 2014. Q #2: ¿Cómo te han parecido las actividades del Proyecto?]

Proficiency English level as Barrers in the EFL classroom. This subcategory gathers information regarding the language barriers that were noticed during the implementation of the study. Even though the study showed results, as the last two categories illustrate, these results

were not what the researcher expected for the project. The major barrier for the project was the level of English of the participants. All of this because in the first place, in almost all the sessions, the instructions gave by the teacher were hard to follow for some participants. It is mainly to clarify that the research made use of the 80% of English in the implementation, this because on some occasions the used of Spanish was necessary after trying all the possible ways to participants to understand. For instance, when participants were asked to do something, they did not understand completely the assignment and looked confused. The research tried to adapt all the resources available to make the instructions clear, but it did not work. Some students expressed their lack of understanding in some sessions, as is shown below:

4. ¿Cómo te sientes escuchando y leyendo?

Mano memoria por que aberer
no entiendo

5. ¿Crees que has mejorado en inglés?

Sí

No

¿Por qué?

por que aberer no entienda

4. ¿Cómo te sientes escuchando y leyendo?
~~me siento~~
~~bien pero no entiendo con~~

5. ¿Crees que has mejorado en inglés?
😊 Sí masomenos Vocabulario
😞 No

¿Por qué?
~~me siento~~
~~no escribo~~
~~ni pronuncio bien las actividades~~

4. ¿Cómo te sientes escuchando y leyendo?
~~bien pero qdeses no entien~~
~~do algo~~

[Questionnaires #1. Cycle 2: March 19th, 2024. Participants 9 & 12]

Data collected showed that in spite of that some participants improved their comprehension skills, some of them did not understand what was worked during some sessions. This proficiency English level barrier affected negatively the study in some degree because some students did not accomplish what was asked for the session because they did not understand, pay attention or did not want to work on the activities. This barrier is not only evident in the artifacts produced but also in the development of the session given that some of them did not participate in the activities or did not pay attention to what was taught. Furthermore, these problems of comprehension created in some sessions misbehaviors from some students that were not interested in what was taught.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

In this chapter, the main findings and conclusions of the study are presented, along with the implications for the educational context in general, the EFL community, the institution where the project was developed, and the pre-service teacher who implemented the proposal. Finally, the chapter ends by describing the limitations of the project and the suggestions for further research.

Conclusions

This qualitative action research project aimed to identify the impact of implementing a set of activities focused on the development of emotional intelligence in the learning process of a group of EFL third-grade learners. In fact, this project was led by two main objectives which were first to explore the roles of the implementation of a set of activities focused on developing emotional intelligence in the EFL learning process and second, describe the students' responses to the use of a set of activities designed to develop emotional intelligence.

In response to the first specific research objective, the data showed that the emotional intelligence-based activities played two main roles in the participant's emotional intelligence and language development: on the one hand; the activities developed enhanced the stages of emotional intelligence in some degree at the same time that some languages skills were worked.

As to the first role, the data collected showed that there was some degree of enhancement in the stages of emotional intelligence in the activities based on it. First, the knowledge that emerged from learning, recognizing, and expressing emotions inside the classroom, provided the opportunity for participants to increase their self-regulation and self-awareness; given the

interactions with the activities, content, and peers allowed the participants to become more aware of themselves and enrich the assertiveness in communicating thoughts, feelings, wants, needs, etc., with others. Second, by recognizing the importance of other's beings, participants enhanced two main social skills through the activities: empathy and conflict resolution because of working on specific activities; given participants were able to offer solutions to conflicts and situations, besides, key elements from empathy skills were learned and put into practice during the project, such as respect, active listening, caring for the other beings, assertiveness, and kindness.

As to the second role, the emotional intelligence-based activities strengthened language skills in two primary factors: vocabulary learning and writing skills. First, data revealed that vocabulary learning was addressed successfully by participants during the project, both in oral and written forms. Given students became aware of the pronunciation of words and working on vocabulary improved the oral fluency of the participants communicating in the target language. Second, the written production of participants increased significantly based on the starting level the students were at the beginning of the project because they were able to write complete sentences using the correct grammar form taught implicitly for the topics worked in class.

In order to answer the second specific research objective, the data showed that there were two ways in which the proposal showed influential factors in the EFL classroom: by pointing out the material as an innovative element and by showing the proficiency language barriers in the EFL classroom.

In the first place, participants bonded with the emotional intelligence-based activities, thus, the participants designated the adjective "enjoyable" to the proposal because they liked the use of songs, videos, games, and practical exercises such as mindfulness. Most of the responses from participants were positive regarding the activities developed in the three cycles. Moreover,

the use of new resources different from the traditional ones (notebook & workbook), such as intentional games for the sake of content learning, created a positive response from participants and they were pleased with the resources used.

Secondly, some language barriers happened during the implementation of the project in terms of the participants' English proficiency since few of the participants had comprehension issues during the implementation, either because they did not understand the instructions or because they had concentration problems in the classroom. Even though most of the participants improved their language skills, not all the students were able to achieve the goals for each intervention. Thus, negative implications were shown in the production of the activities, behavioral situations from a few students that did not show interest because they did not understand, the lack of time to repeat everything and the development of the sessions in general.

All in all, throughout the emotional intelligence-based activities, the participants were able to explore different dimensions of emotional intelligence: self-regulation, self-awareness, empathy, and conflict resolution; those were the ones that predominated among participants. Moreover, participants were able to enhance speaking skills through vocabulary learning and their writing skills. Besides, the implications of the proposal in the EFL classroom as an innovative and enjoyable material for English lessons to work in, and the barrier of English proficiency as a main obstacle to better project outcomes and major advances. Although there was still concern for emotional intelligence and language skills issues, participants engaged in different ways to approach the activities that allowed them to express their feelings, thoughts, wants, needs, and boundaries at the same time they engaged in the compromise to be kind, understanding, easy going and building better classroom environments based on mutual respect, active listening and the ability to solve conflicts assertively.

Implications

A significant number of implications arise from the development of the project. This section will describe first the implications for the educational field in Colombia; second, the implications for the EFL community in Colombia; Third, the implications for the school where the project was carried out: Instituto Pedagógico Nacional (IPN); and last, for the pre-service teacher.

First, the implications for the educational field in general are many, but one in particular is going to be mentioned. Carrying out the project, the importance that emotional regulation has in the classroom is noted, so in the research, the theory became reality. Throughout the project, the importance of emotional intelligence was mentioned several times. In the Colombian context, regarding the history of the country and the cultural patterns, more than ever, working on emotional intelligence is necessary given this peace process arising in the dialogue might be sustained throughout the literacy of emotional development. The main focus of working on emotional intelligence and its relevance, especially in the Colombian context, is the prevention of violence, creating more sustainable societies where values such as respect, kindness, care for the other, empathy, conflict resolution, and many others affect the society positively. Thus, the challenge that emerges is to start working on the curriculum for emotional intelligence and give the relevance as science has. Emotional literacy could help to enhance self-awareness, self-regulation, motivation, empathy, and social skills in the students. This enhancement would help to improve educational practices, coming from simple theory to more human, contextualized and meaningful interactions that impact and change the learning processes, making them more effective and accessible to anyone. This may guarantee not only progress in Colombian society

but also contribute to the peace process after many years of war, to ensure the story is never repeated and to build this equality of opportunities and rights for every Colombian.

Second, in the EFL community, a call for a change in the teaching training and practice is made. It is true that content language is essential, especially in the teaching of a foreign language. Thus, aspects such as grammar, vocabulary, listening, reading, writing, and other processes need to be assisted. However, these processes need to be contextualized and meaningful for the students, where their realities are touched and put into discussion to improve their lives. Moreover, implicit ways of teaching language content need to be put into practice and give more relevance to emotional intelligence in the EFL classroom. The target language can also be used as an excuse to work on this language-contextualized, meaningful learning, not only content but also emotional intelligence that more than ever is needed in schools and generations missing values. Finally, teaching training on emotional intelligence is required for EFL teachers so they can lead these processes successfully inside the classroom, helping in the building of EFL classroom environments for learning to generate spaces where students' emotional well-being is taken into account and valued.

Third, the school where the project was developed should keep working more insistently on the emotional development of all the grades in school. It is relevant to highlight the contribution of this study to the integral formation of students as conscious and value agents who can make use of the knowledge they have to transform their realities. Also, as mentioned before, the teacher's training in emotional intelligence is relevant as teachers create spaces in the classroom where emotional literacy is worked and not only focused on the textbooks. Starting to work on emotional intelligence from a very young age may enhance a long-term process from elementary school to high school and even to professional life.

Finally, the implications for the researcher in professional development arose after self-reflection based on the project. There is also a responsibility as a pre-service teacher to research the best practices to implement inside the classroom. One aspect to keep in mind is the importance of emotional intelligence in the EFL classroom and the learning process. It is essential to keep working on these processes with students as well, and the pre-service teacher should keep working on learning about emotional intelligence development. Finally, the pre-service teacher has the challenge of creating safe spaces for students to express their feelings, thoughts, needs, wants, and boundaries and encourage them to speak out based on respect for the other, active listening, and social skills.

Limitations of the study

Now, the challenges faced during the implementation of the proposal are going to be presented. Mainly, the development of the study brought enrichment to the research and pleasant experiences both personally and as an undergraduate student about to succeed in the degree in education. However, a variety of limitations were faced during the study regarding the time of implementation in order to develop the class activities and enhance the five stages of emotional intelligence during the study.

In the first place, an important drawback happened with the implementation of the agenda of interventions. The proposed intervention was planned based on the calendar of the two semesters used, divided into cycles, as shown in Chapter IV, focusing on working each emotional intelligence stage equally. Nevertheless, in the first semester, the researcher could only develop two of the four lesson plans designed for cycle one; the lack of time to apply the proposal significantly affected the linearity of the project regarding content, order, and emotional intelligence continuity stages enhancement. At the beginning of the second semester of

implementation, the goal of developing the three cycles completed was truncated because of time constraints, thus, many activities planned for the sessions were shortened. Besides, for the second semester, only 45 minutes were left for the researcher to implement the proposal per week, this lack of proper time to work on emotional intelligence topics and language content related to it did not fulfill the pre-service teacher's expectations and ambitions for the project. Furthermore, frustration and discouragement overwhelmed the pre-service teacher given these decisions regarding when and how to implement were out of her control given that, on many occasions, she had to cut out many useful activities of the project to fulfill the principal teacher's needs.

In second place, the project made use of many visual and audiovisual resources that needed a TV or speaker to make use of them. In the first semester, the pre-service teacher asked the main teacher about the possibility of making use of the technological device; however, the teacher did not show a great interest in it and the lack of being engrossed in the project gave as a result a lack of technological devices. Thus, in many sessions, the pre-service teacher tried her best to bring their own resources (her iPad and one small speaker) yet the quality of the sound and image size were not the best. In the second semester, the teacher in charge of the participants that year was incredibly nice and always helped with what was possible. Nevertheless, not all the resources were available in every session for the school's logistics and inventory, which affected negatively some sessions in question of time and content.

Finally, the students' and main teachers' attitudes in the interventions of the project. On one hand, behavioral problems were present in the classroom: most of the participants worked on the project with their best attitude and enthusiasm, in spite of that, a few participants did not work on most of the activities simply because they did not want, they did not pay attention, or

they did not have an interest in the topic. Also, some of them missed the day that the intervention was carried out and it was hard to keep track of the sessions and activities. Moreover, with the lack of time for implementation, it was almost impossible to update them in the previous sessions. On the other hand, the teacher's interests were not aligned with the proposal and their disposition affected positively but also negatively the implementation. They decided the course of the sessions and the pre-service teacher had to adapt to that, deal with it the best way, and act for the benefit of everyone involved; however, it did not go both ways, given that one of the teachers only fulfilled her interests and ignored the research project ones.

Further research

This research provided insights into understanding the role that emotional intelligence-based activities can have on students' language learning; in this sense, this project points out new ways that need further exploration. One suggestion in order to consolidate the results may be to implement the project across different grade levels to evaluate the consistency of the results shown in this research. Besides, there can be more research on how teacher training in emotional intelligence can affect these implementations in the EFL classroom. Finally, for future curriculum development, it would be essential to understand in more detail how emotional intelligence-based activities foster and enhance each language skill development.

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ANNEXES

Annex A: Field notes sample.

Field note number: 4

School: Instituto Pedagógico Nacional

Date: October 3rd

Time: 7 am-7:45 am

Course: 203

Practice teacher: Natalia Franco Alvarado

Lesson objectives:

1. Students will be able to enhance their self-esteem by working on a correct self-image.
 - a. Children will learn six adjectives of personality and their correct pronunciation to talk about their own and other's characteristics of personality. Children will be able to recognize the different sounds of the pronunciation of the six words: *brave, friendly, honest, kind, smart, and respectful.*
2. Students will have reviewed the use of the present simple by using the expression "I am, she is, we are..." and answer questions with the Simple Present structure.

Descriptive

The intervention started 10 minutes later because the kids were not ready yet and because the practice teacher was not able to arrive earlier given she had to wait for the titular teacher. The first activity that was the warm-up was presented by introducing the new vocabulary for the session. Kids participated in the questions asked by the teacher. Later, the activity proposed was explained to the kids twice. The kids were very distracted and they did not pay attention to the instruction. The practice teacher repeated again the instructions. Every kid worked on their piece of paper drawing their self-portrait. Some kids continued asking for what was the instruction so it had to be mentioned for the fifth time in the class. The teacher was checking every kid's work. One kid lost his paper because he was very distracted during the session. The final activity was the journal entry where kids worked well. However, because the matter of time (35 minutes in total) the teacher needed to take the papers because she only had one hour for her intervention so some kids were not able to finish the journal entry.

Specific

Criteria	Observation	Reflection
Development of activities proposed	In the intervention, two activities were provided in 45 minutes. Almost all of them finished the assignment on time and properly. Some of them did not finish the assignment on time and did not follow the instructions given by the teacher. Even though the practice teacher reduced the activities to just two per intervention, time is still an issue because kids do not finish in the time established.	
Students' attitudes during the intervention	Kids were more distracted during this lesson than in the two previous interventions. They were motivated and overstimulated. Some of them were distracted and talkative during the whole lesson. However, most of them worked in the activity successfully achieving the instructions given by the teacher	
Specific issues of Emotional Intelligence	Some of the kids don't show self-awareness and self-regulation because they do not work or pay attention. They lack social skills such as listening, respecting turns, and taking turns to talk. They do not follow instructions and they are not attentive to the instructions given by the teacher. In that session, the	

Annex B: Semi-structured interview sample.

Date: April 12 th , 2024	Length: 03:22.13
Question	Answer transcription
¿Qué te parecen los temas abordados en el proyecto?	Bueno, me parece que es un tema interesante, el tema de las emociones, del manejo de situaciones de pronto a través de la canalización de las emociones. La edad de los niños permite también que comprendan un poco cómo es mejor de solucionar alguna circunstancia, entonces me parece muy interesante, ya los niños reconocen el tema como tal y pueden interpretar, pueden saber que los ejercicios, las actividades van enfocadas al tema y me parece que les ha aportado mucho, de manera especial en esas edades. Creo que les aporta bastante a los niños de manera integral
¿Cómo te ha parecido el desarrollo de las actividades del proyecto?	Bien, me parece que iniciar las clases, por ejemplo, con actividades audiovisuales ayuda mucho, el empezar con una lectura o con unas imágenes, con un video pues primero, metodológicamente eso ayuda mucho dentro de la clase, pero pues adicionalmente iniciarla

	<p>con el tema del proyecto me parece que los ubica fácilmente en lo que se va a trabajar. Les gusta, es un tema que les gusta, ya saben identificar diferentes, por ejemplo, emociones, entonces me parece que esas actividades aportan bastante. Creo que a veces algunas en particular podría conectarse un poquito mejor con otras, pero creo que logran el objetivo. Solamente en ese aspecto diría que algunas en particular se podrían revisar que se puedan como integrar un poquito mejor a otras, pero en términos generales logran el objetivo del proyecto y pues de que los niños realmente aprendan cosas nuevas en la clase.</p>
<p>Respecto al uso del inglés ¿has visto alguna influencia en la clase?</p>	<p>Sí. Veo que por ejemplo el vocabulario que se maneja en el proyecto que quieres transmitirles lo manejan ¿sí? Ya identifican una que otra palabra digamos la asocian también con otras imágenes que han visto, con la película y demás. Entonces sí creo que han enriquecido en vocabulario y en expresiones completas como en el “I’m feeling”, entonces creo que sí, realmente en eso ya los niños tienen cierto</p>

	manejo, lo identifican y saben también cómo expresar eso en inglés.
¿Cambiarías algo de las actividades? Alguna sugerencia, recomendación...	Solamente como indicaba en la pregunta que me hiciste antes, que de pronto revisar algunas, muy pocas, realmente porque veo que todas en general han funcionado bastante bien, pero que de pronto se podrían conectar mejor unas con otras como para que haya un poquito más de continuidad dentro de la actividad, pero realmente todas han funcionado bien, esa sería como la única observación. Pero en términos generales creo que logran todas las actividades el objetivo propuesto.

Annex C: Artifact sample.

Write how each character tries to help in the video









Match

Match the color with the emotion and then write the word















1. ¿Qué has aprendido en las últimas clases?

2. ¿Cómo te sientes hablando en la clase de inglés?

3. ¿Cómo te sientes escribiendo?

4. ¿Cómo te sientes escuchando y leyendo?

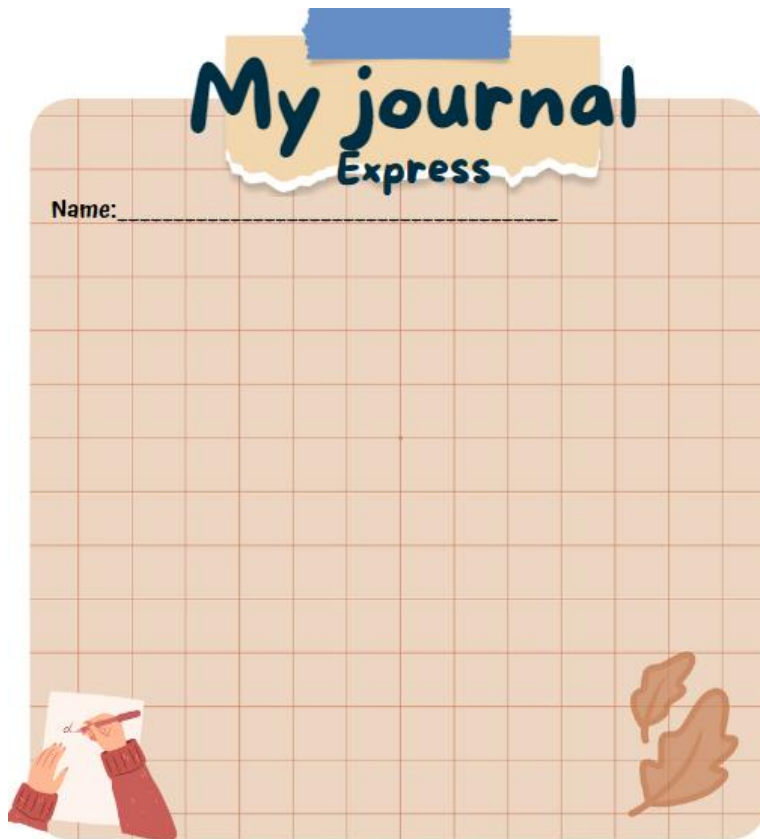
5. ¿Crees que has mejorado en inglés?

 Sí

 No

¿Por qué?

Annex E: Journal



Annex F: Consent form sample.

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>FORMANDO EL FUTURO</small>	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD <small>Resolución 767 de 18 de junio 2018</small>		
FOR09GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: _____
 Yo, _____, identificado con C.C. C.E. No. _____ expedida en _____, representante legal del menor _____, identificado con T.I. NUIP No. _____

declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

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

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

FIRMA

Nombre: _____

Identificación: _____

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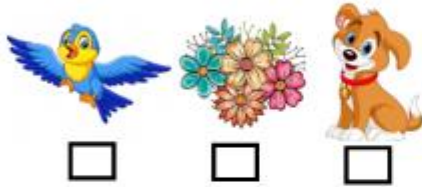
² Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales,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

Name: _____
 Age: _____
 Class: _____

Listening

Listen and tick (✓) the box.

What object is the boy looking at?



How old is Amy?



Reading and writing

Look and read. Put a tick (✓) or a cross (X) in the box.

They are apples.



It is a motorcycle.



It is a hat.



Look and read. Write yes or no.



They are three kids _____

The sun is blue _____

The girl looks at the flower _____

Look at the pictures. Look at the letters. Write the words.









Lesson Plan 5: Understanding

Lesson plan: 5 Cycle: 2	Session: 9-10	Time: 45 minutes 10:50 to 11:35 am & 1:20 to 2:05 am 11:35 to 12:20 to 1:20 to 2:05 pm
Grade: 301 & 302	Institution: Instituto Pedagógico Nacional	
Date: April 2 nd & 5 th		
English teacher: Ximena Gaitan Pre-service teacher: Natalia Franco Alvarado		
Language Contents: <ul style="list-style-type: none">• Adjectives for secondary emotions vocabulary: <i>Curious, empathic, furious, disappointed, excited, and bored.</i>• Present continuous with the statement “I am feeling.”		

Objectives:

- Children will **know new vocabulary** and its correct pronunciation to talk about their secondary emotions. Children will be able to recognize the different sounds of the pronunciation of the six words: *Curious, empathic, furious, disappointed, excited, and bored.*
- Students will be able to recognize and label a range of secondary emotions to understand others' feelings.
- Students will have reviewed the use of the present continuous by using the expression “I'm feeling....” and answer questions with the present continuous.

Procedures	
TIME 10 minutes	<ul style="list-style-type: none"> Greetings and welcome to the class. <p>Warm-up: Flashcards.</p> <p>To start, the teacher will inquire about the topic of the previous lesson, allowing the students to recall it and actively participate.</p> <p>Next, she will introduce adjectives of secondary emotions by using flashcards [see annex 1]. Kids will repeat the correct pronunciation and will represent the word with their bodies by making a mimic while the word is pronounced.</p>
20 minutes	<p>Guided practice: Match</p> <p>Once the class has warmed up and caught up with the vocabulary, The teacher will present a video of “Mouse for Sale” [See annex 2]. In this activity, kids need to understand the body language of the mouse and learn how to listen to the body language of others. After the video, the teacher will share the activity “Match” [See annex 3] with the class in which kids will match the image with the emotions previously learned. Children will practice by associating both the image and the word.</p>
15 minutes	<p>Independent Practice I: Book</p> <p>After finishing the guided practice, the teacher will work on pages 21-22 exercises 3, 4, and 5.</p>
20 minutes	<p>Guided Practice II: Human Puzzle</p> <p>The teacher will form 5 groups with kids. She will give each kid one piece of the puzzle [See annex 4]. The activity consists of fixing the puzzle by working on a team. The kids will have to ask “please, move” and “thank you” to their classmates. When one kid is about to put his piece, this kid has to use all the previous vocabulary to construct two sentences. Example: I am feeling extremely happy and a little bit empathic... At the end, the whole class will give their feedback on the puzzle and how they felt working in a team.</p>

10
minutes

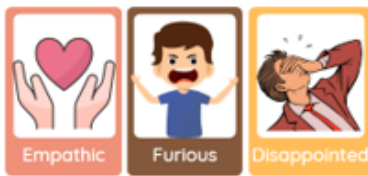
Independent practice I: Journal.

Once they finish the exercise, the teacher will share the journal section “express” [See annex 5] in which kids will write or draw how they felt during the class.

- Farewell to the class: Time to say goodbye!

Annexes

Annex 1



Annex 2

Video: <https://www.youtube.com/watch?v=UB3nKCNUBB4&list=PL2laUn5FkXCLCyYeviMddjHf-172c7CCn>

Annex 3

Match the word with the image of the emotion

Furious



Bored

Disappointed



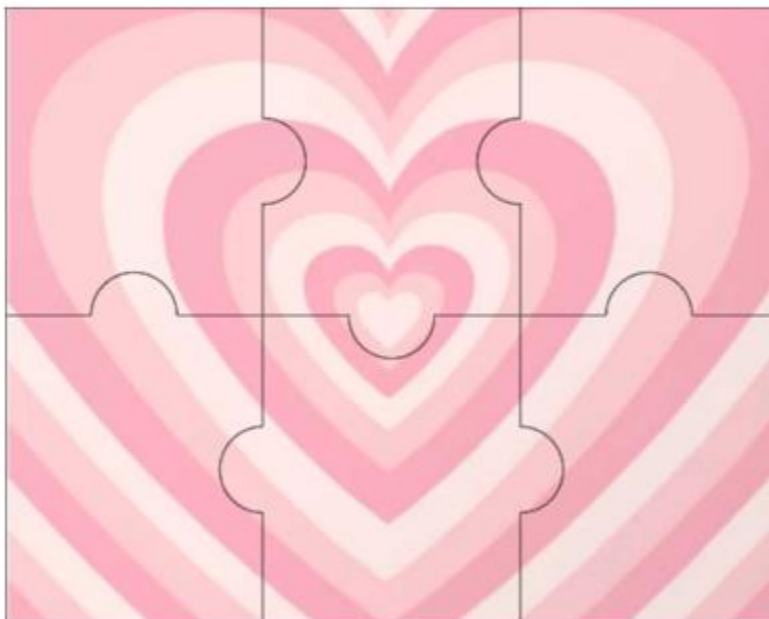
Excited

Empathic



Curious

Annex 4



Annex 5

