



UNIVERSIDAD TÉCNICA DEL NORTE
(UTN)

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
(FECYT)

CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA
MODALIDAD PRESENCIAL

TEMA:

Emotional Intelligence to Improve Speaking Fluency in 6th Semester Students of the English Major at Técnica del Norte University, Academic Period 2022-2023

Trabajo de titulación previo a la obtención del título de Pedagogía de los Idiomas Nacionales y Extranjeros.

Línea de Investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas.

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Ibarra, 2023



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FECHA: AAAAMMDD	2023/07/21
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PROGRAMA:	<input checked="" type="checkbox"/> PREGRADO <input type="checkbox"/> POSGRADO
TITULO POR EL QUE OPTA:	Trabajo de titulación previo a la obtención del título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjero
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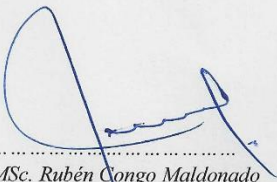
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DEDICATORY

This work is dedicated to my parents for being the light of my path. To my brother for being the voice of perseverance and encouragement to me during all this time. I also dedicate this work to my relatives and friends for always being attentive and taking care of my personal and academic progress. I unconditionally owe the best of myself to God, and to my whole family and friends, this work would not have been possible without their help and support. Now my dream come true, and I dedicate this work to all of them.

Cyntia Pamela Mugma Mugmal

ACKNOWLEDGEMENT

“Nosotros somos como los granos de quinua, si estamos solos, el viento lleva lejos. Pero si estamos unidos en un costal, nada hace el viento”.

Dolores Cacuango

Gratitude is the song of a being. I would like to thank all those who have contributed, guided, and promoted me on this path full of exceptional experiences and achievements.

Thanks to God for giving me the grace of life. Thanks also go to my dear parents and relatives; they have always seen me as a ray of light. I cannot thank to my friends enough for helping me finish this stage of my life, between joys and sadness, their make my days unforgettable.

Thanks to the Universidad Técnica del Norte for being my second home where I grew up professionally in all these recent years. Thanks also go to my teachers because it was a pleasure to me acquire quality knowledge from them. Especially, I want to thank my tutor Msc. Rubén Congo, who guided me with wisdom and patience until I achieve my dream.

Finally, I want to thank myself for believing in me, for doing all this great work, and for never giving up.

ABSTRACT

This project was focused on determining interactive activities based on emotional intelligence to improve speaking fluency in students in the 6th semester of the English major at the Universidad Técnica del Norte. It was based on each of the most relevant approaches and methods in the history of teaching since emotional intelligence covers a fundamental space in the being of a student. This research paper was focused on mixed research as it uses qualitative and quantitative component techniques to collect and analyze data. The research instruments were the survey and interview to gather data. It answered questions related to the activities that can be created to control emotional intelligence when students learn English within a personal and academic environment. Moreover, a proposal was presented as a resource to improve emotional intelligence in the educational environment. Emotional intelligence is a factor of great weight in the development of speaking fluency in students of a career in the pedagogy of national and foreign languages such as English. Furthermore, as a general result, students exposed that activities related to emotional intelligence should be implemented in speaking English. Considering emotional aspects such as confidence, anxiety, or self-esteem, teachers can offer individualized guidance for students to be able to improve their speaking skills. Finally, the most important conclusion was that it is possible to connote many personal factors: psychological, physiological, affective, and social, in the process of improving speaking fluency.

Keywords: Emotional Intelligence, speaking fluency, implement, activities

RESUMEN

Este proyecto fue enfocado en determinar actividades interactivas basadas en inteligencia emocional para mejorar la fluidez oral en los estudiantes del 6to semestre de la carrera de inglés de la Universidad Técnica del Norte. Se basó en cada uno de los enfoques y métodos más relevantes en la historia de la enseñanza ya que la inteligencia emocional abarca un espacio fundamental en el ser de un estudiante. Este documento de investigación se centró en la investigación combinada, ya que utiliza técnicas de componentes cualitativos y cuantitativos para recopilar y analizar datos. Los instrumentos de investigación fueron la encuesta y la entrevista para la recolección de datos. Respondió preguntas relacionadas con las actividades que se pueden crear para controlar la inteligencia emocional cuando los estudiantes aprenden inglés dentro de un entorno personal y académico. Además, se presentó una propuesta como recurso para mejorar la inteligencia emocional en el ámbito educativo. La inteligencia emocional es un factor de gran peso en el desarrollo de la fluidez del habla en estudiantes de una carrera en pedagogía de lenguas nacionales y extranjeras como el inglés. Además, como resultado general, los estudiantes expusieron que se deben implementar actividades relacionadas con la inteligencia emocional al hablar inglés. Teniendo en cuenta aspectos emocionales como la confianza, la ansiedad o la autoestima, los profesores pueden ofrecer orientación individualizada para que los estudiantes puedan mejorar sus habilidades para hablar. Finalmente, la conclusión más importante fue que es posible connotar muchos factores personales: psicológicos, fisiológicos, afectivos y sociales, en el proceso de mejora de la fluidez del habla.

Palabras clave: Inteligencia emocional, fluidez al hablar, implementar, actividades

TABLE OF CONTENT

IDENTIFICACIÓN DE LA OBRA.....	ii
CONSTANCIAS.....	iii
CERTIFICACIÓN DEL DIRECTOR	iv
APROBACIÓN DEL TRIBUNAL.....	v
DEDICATORY.....	vi
ACKNOWLEDGEMENT	vii
ABSTRACT.....	viii
RESUMEN	ix
LIST OF ABBREVIATIONS.....	xiii
INTRODUCTION	14
Motivation for the research.....	14
Problem statement.....	14
Delimitation of the problem.....	16
Justification	16
Impacts of the study	17
Objectives of the study.....	18
General objective	18
Specific objectives	18
CHAPTER I: THEORETICAL FRAMEWORK	19
1.1. English as a foreign language (EFL).....	19
1.2. English language skills.....	19
1.2.1. Listening	19
1.2.2. Reading	20
1.2.3. Writing	20
1.2.4. Speaking.....	20

1.3.	Communicative strategies	21
1.4.	Speech communication strategies	21
1.5.	Paralinguistic elements.....	21
1.5.1.	Fluency.....	22
1.5.2.	Coherence	22
1.6.	Challenges in improving speaking fluency	22
1.6.1	Nervousness	23
1.6.2.	Lack of supports from society.	23
1.6.3.	Grammar over-thinking	23
1.6.4.	Pronunciation difficulty	23
1.6.5.	Insufficient learning resources.....	24
1.7.	Emotion.....	24
1.8.	Types of emotions	24
1.9.	Intelligence.....	25
1.10.	Emotional intelligence (EI).....	25
1.11.	Importance of emotional intelligence.....	25
1.12.	Influence of emotional intelligence.....	26
1.12.1.	Intrapersonal intelligence.....	26
1.12.2.	Interpersonal intelligence.....	27
1.13.	Emotional intelligence major components.....	27
1.14.	Emotional intelligence strategies	27
CHAPTER II: METHODOLOGY		29
2.1.	Type of investigation	29
2.1.1.	Qualitative research	29
2.1.2.	Quantitative research	30
2.2.	Methods.....	30
2.2.1.	Deductive Method.....	30

2.2.2. Inductive Method	31
2.3. Techniques and research instruments	31
2.3.1. Survey	31
2.3.2. Interviews.....	32
2.4. Research question.....	32
2.4.1. Guiding questions	32
2.5. Study site.....	32
2.6. Population and sampling	32
CHAPTER III: DATA ANALYSIS AND DISCUSSION	34
3.1. English teacher interview.....	34
3.1.1. Analysis of the interviews applied to teachers.....	34
3.1.2. English teacher interview summary.....	35
3.2. Students' survey results.....	35
3.2.1. Analysis of the survey applied to students.....	36
3.2.2. Student's survey summary.....	42
3.3. Discussion	42
CHAPTER IV: PROPOSAL.....	44
CHAPTER V: CONCLUSION AND RECOMMENDATIONS	99
5.1. Conclusions.....	99
5.2. Recommendations	99
REFERENCES	101
ANNEXES.....	108
Annex 1. Instruments	108
Annex 2. Instruments validation	112

LIST OF THE TABLE

Table 1 Students of the 6th semester of the English major of the Técnica del Norte University.....	33
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LIST OF FIGURES

Figure 1 Population gender	36
Figure 2 6th Semester Students of the English Major students like English	37
Figure 3 Confidence at the moment to speak in English.	38
Figure 4 Mood during practice in English speaking class	39
Figure 5 Believe in yourself when speaking English.....	40
Figure 6 Emotional intelligence activities to be applied in an English-speaking class	41

LIST OF ABBREVIATIONS

- EI-** Emotional intelligence
- IQ-** Intelligence quotient

INTRODUCTION

Motivation for the research

My motivation to study emotional intelligence to improve speaking fluency is due to the English language is a powerful and versatile linguistic tool in the world. Coleman (2010) argued that “The role that English plays in facilitating access to information and to development opportunities is well recognized” (2010, pág. 11). In the process of teaching and learning this language, the impact that emotional intelligence plays in achieving linguistic fluency has been neglected. Often, priority is given to the study of grammar, vocabulary, and pronunciation, but the dependence of our emotions on learning a new language is underestimated. An individual’s emotional intelligence allows them to recognize, understand and manage their own emotions, as well as the emotions of others. In the context of learning English, it means being aware of how we feel when communicating in the language and how our emotions can influence our fluency. If linguistic activities in English are developed based on emotional intelligence, it is created to maintain a positive and resilient attitude in the face of the challenges that may be encountered when learning this language. By combining the development of language skills with emotional intelligence, you will see the path to greater fluency and confidence in the English language. For this reason, an activity guide that improves English speaking fluency based on emotional intelligence is relevant.

Problem statement

The internationalization and globalization that are experienced today, and the fact of living in a world immersed in a process of growth and constant change, have given rise to the fact that learning a language encompasses great importance in social and personal aspects. Daar (2020) mentioned that learning the English language with great fluency and with a balanced and safe posture has become a challenge. Even though strategies based on teacher training and student performance have been proposed, there are gaps that have made it difficult for language learning to take place directly. All the resources available to a student in most cases, has not led to the fact that they can achieve full fluency in the English language around the planet. This is how different areas related to learning a language and its level of fluency have unleashed a series of consequences and obstacles, contrary to the fact of seeking an end that allows increasing the level of proficiency in said language.

In the same situation, learning English has become a turning point in Latin America. Interest in learning the language continues to increase in family, social and personal spheres, however, English proficiency in these territories is very low compared to others. In an international study carried out, it was shown that many countries belonging to this continent have problems in the command of the English language for most of their population. LatinAmericanPost (2020), refers: “Latin America is the only region in the

world that experienced a slight decline in English proficiency”. In this area, the problem at a macro level seems to show a weak and at the same time ineffective reality in terms of learning the English language. Most Latin American nations use a measurement standard and establish mastery objectives for learning a language, which involves aspects focused as a priority on purely academic, methodological, or technical training points. However, there are few times that actions have been successfully implemented for the proficiency of English focused on the innate qualities of the students, for example, considering the importance of the role that emotional intelligence plays in the student to achieve said learning and language fluency (Cronquist & Fiszbein, 2017).

In Ecuador, a country that, is multilingual, mastery and fluency in the English language is one of the most notable problems. Ecuador, being a pre-linguistic country, has been categorized as one of the countries belonging to Latin America with a low level of command and fluency of the English language, a problem that becomes one of the common problems, in terms of all countries. According to research, in Ecuador 4 out of 10 inhabitants have knowledge of the English language and a smaller proportion have achieved complete command and fluency of it (Castillo, 2021).

There are several negative factors that intervene in each of the panoramas of learning and mastering the English language, there are those that are related to learning strategies, communication strategies, external influences, personal influences, and sociodemographic aspects. English as a second language is a complex process that involves various aspects that in turn converge in different real personal and social contexts. Regarding a realistic perception, the human being requires to coexist and live for himself and for the well-being of society. Humans must achieve balance to express feelings and emotions in congruence with outer space. This is how, from the moment in which the human being takes his first breath and cries at the moment of birth, he manifests an innate emotional intelligence, which will depend a lot on being negative or positive in response to his exterior.

Emotional intelligence, being undervalued when teaching or learning the English language, becomes one of the most difficult problematic factors to enhance and magnify as a quality of a student. There are cases where experiencing anxiety, fear, or lack of confidence when speaking in English, and the probability that fluency will be affected increases. Other cases where being worried and more self-aware about making mistakes, hinder the ability to express themselves clearly and naturally (Tevdovska, 2017). Emotional intelligence allows us to identify these negative emotions and work on managing them, so we can stay motivated and persevere despite difficulties, focusing on the progress we have made, however small.

In students of the pedagogy career of national and foreign languages of the Técnica del Norte University, located in the province of Imbabura, Ibarra city, Ecuador. Some personal and social factors that manifest themselves as preventing the improvement in the fluency of the language to be learned are displayed. In the case of sixth-semester students, who are more likely to reflect an emotional lack of control when expressing ideas, opinions among

others. In the English language, impair their academic performance and personal appreciation of their professional future and of themselves by not being able to demonstrate progress in linguistic ability in the target language.

Delimitation of the problem

On the one hand, the spatial delimitation of this project applies to 6th semester students of the English major at Técnica del Norte University. The institution is located in the city of Ibarra, province of Imbabura. Regarding the temporary delimitation, the investigation will be applied in the period between the academic period 2022-2023 and finally, the theoretical delimitation of the research topic will be based on Emotional intelligence to improve speaking fluency.

Justification

Today, around the world both in the workplace and in the school environment, the acquisition of a universal language to have contact with the outside world is why it is relevant that students must acquire at least the learning and fluency of a second language. According to Dr. P (s.f.), Learning, knowing, and mastering a language other than the mother tongue is a great opportunity that opens doors to new cultures, environments, and social and personal spaces, which in turn provides tools to interact with today's globalized world. Learning English fluently is one of the linguistic aspects, which is present with the greatest presence universally and is the door to a great opportunity for success in global environments.

Over the years it has been discovered that emotional intelligence is of the utmost importance for the development of the human being, as important as the person's intelligence quotient, allowing them to function in the social and, of course, academic spheres. Understanding and integrating what we feel into our thinking and knowledge requires the ability to balance the complexity of emotional changes at the rate at which a second language, specifically English, is learned (Goddu, 2023). Students of the sixth semester of the pedagogy of national and foreign will be the pillar of this research that will make it possible to publicize the importance of emotional intelligence in improving the fluency of the English language in personal, social, and academic spaces. This research on Emotional Intelligence to improve fluency in students of the pedagogy career of national and foreign languages, specializing in English at the Universidad Técnica del Norte in the academic period 2022-2023, is the consequence of the enormous value it has in the integral development of students and the interest in the know and learns more about its benefits.

Teachers must be aware that working in the classroom Emotional Intelligence is necessary to achieve fullness in the development of children since they not only have to be taught in knowledge but also in behaviors that contribute to living in the social world. Gottman (2015) points out that:

In the last decade or so, science has discovered a tremendous amount about the role emotions play in our lives. Researchers have found that even more than IQ, your emotional awareness and abilities to handle feelings will determine your success and happiness in all walks of life. (pág. 1)

It is essential to consider multiple emotional factors that can affect a student's performance, at the same time it is necessary to implement activities that benefit the strengthening of said emotions to improve learning. Standardization with emotional intelligence allows second language learners to measure their ability to understand and manage emotions, with greater control and improvement of their social and academic relationships. In recent years, in the educational field, it has been possible to identify the role that emotions play in a person's life.

Many researchers have reaffirmed that even beyond the IQ level, emotional awareness, and the ability to control feelings are aspects that set a goal for success (Porrás et al., 2020). It is not about controlling emotions in the sense of repressing, but about knowing what feelings a certain situation generates in us and how to respond appropriately at each moment and relate this fact to the moment of acquiring knowledge based on the English language. Developing effective capacities and communication skills in the English language and its forms of expression is where the focus is to be based, to positively polish the experimentation of feelings of security, affection, and competence in the various activities related to this language.

In the words of Jain (2020) refers that “The person having fewer emotions tends to be aggressive whereas a person having low intelligence feels less confident, they give up easily and feel demotivated. Only from that point will it be possible for students who follow a career that involves mastery of a second language foreign to their mother tongue to take support of their own and others' basic emotions, such as joy or fear, initiating attitudes of empathy to learn. Undoubtedly, English is a universal language, and for this reason, this research will embark on making known that students who are involved in learning this language, can be trained with great intellectual knowledge.

Impacts of the study

The general impacts of this research work are focused on the affective, linguistic, and academic fields. In the first place, the affective impact on the needs that individuals require to improve themselves and thus achieve goals during the language learning process. In the case of the participants in this research, it helps them to promote self-knowledge by reflecting and becoming aware of how fluency in speaking in the English language depends on the level at which emotional intelligence is developed and involved, that is, their own emotions in personal, academic and social activities. Linking and enhancing motivation, confidence, security, and self-esteem with abilities or skills.

Secondly, the linguistic impact is reflected once the importance of emotional intelligence is associated with the level of fluency when speaking a language. By addressing negative emotions, such as anxiety or insecurity when speaking English, students can free themselves from mental blocks and gain confidence to express themselves more fluently. This allows them to communicate more effectively and naturally in the language while developing a greater awareness of their own communication style. Identify areas where they can improve, such as pronunciation, vocabulary or grammatical structure, giving them the opportunity to practice and improve their conversation skills.

Lastly, the academic impact generated by focusing on emotional priorities in relation to aptitudes or abilities because in the student's role, yearning for a satisfactory mastery of the English language, they can develop activities based on emotional intelligence to improve fluency, thus increasing their level of performance in each of the communicative skills supported by reality and emotional state.

Objectives of the study

General objective

- Analyze the influence of emotional intelligence to improve speaking fluency in 6th semester students of the English Major at Universidad Técnica del Norte, academic period, 2022-2023.

Specific objectives

- Recognize the importance of the language learners' emotional intelligence on their speaking fluency.
- Identify which activities based on emotional intelligence can help improve the speaking fluency on the English language students.
- Design a guide of interactive activities based on Emotional Intelligence to improve students' oral fluency.

CHAPTER I: THEORETICAL FRAMEWORK

This chapter includes theoretical aspects and investigative content that provide a clear and concise picture in support of the fulfillment of the proposed proposals.

1.1. English as a foreign language (EFL)

English, being a universal language, is the most widely used linguistic tool as a means of communication. The status and function that English has when it is considered an official language is disseminated as a pillar in learning a foreign language in any country in the world. As stated by Ledesma (2019), the importance of the English language is not limited to being a means of communication in everyday life but is part of other important sectors in society such as the scientific and technological fields. Most technological and scientific resources and materials, both physical and digital, are published in the English language.

English is one of the languages that is most frequently learned as a second language because it can confer on the reader or speaker, the passage through the doors that open in spaces of technology, science, commerce, and diplomacy (Kachru, 1992). The desire of an individual when trying to express themselves well in a foreign language is very well understood, because in a globalized world, with diverse cultures and environments, the possibility of maintaining effective communication is of the highest priority. English as the other tongue or as an additional language, is not a simple term because it refers to the multifaceted concept with history and manifestation around some countries in the world.

1.2. English language skills

The English language is subdivided into four general skills to be mastered, which are:

- Listening
- Reading
- Writing
- Speaking

Success in learning one of these languages or a universal language such as English depends on the development and reinforcement of each of these skills, in accordance with the needs of the learner. Each of these skills, in a basic sense, consists of listening, speaking, reading, and writing.

1.2.1. Listening

Listening is one of the first passive or receptive skills and channels at the moment to learn a language or communicate. It refers to the action of carefully understanding what another person or medium is saying. Being such a precise and difficult skill to develop, it is one of the most precious phases of communication.

This skill is important when someone is learning a foreign language because according to Darancık (2018), the learner requires personal and social environment feels familiar with the words he can hear and understand. In addition, it is one of the main stages of communication since it is not possible to understand something if we do not know how to listen. Both being able to speak, read or write go hand in hand with this skill to achieve assertive communication.

Unconsciously the human being since he discovered and used a language of communication, he learned to listen, to later analyze and create new ideas. This stage in communication is extremely essential, and it is even more so when learning a second language.

1.2.2. Reading

Reading is one of the other passive skills and channels at the moment to learn a language or communicate. It is the process of interpreting and understanding the meaning of a written text. It implies the ability to recognize and decode words, as well as to understand and relate the ideas expressed in the text. The main function of reading is the acquisition of knowledge and the transmission of information through the development of critical thinking, oral expression, creativity and imagination as a stimulus, and empathic development (Riphah International College, 2021).

In general terms, reading is a fundamental activity for the intellectual and emotional development of people. These provide vocabulary, grammar and structure that will be necessary when articulating speech. Because, if what is read is understood, we can start a process of translation and comprehension.

1.2.3. Writing

Writing is the last active skill but not least as one of the skills and channels at the moment to learn a language or communicate. This skill refers to the ability to express ideas, thoughts, and emotions through writing. It involves the ability to communicate effectively and coherently using written language. It covers both technical aspects, such as grammar and spelling, as well as creative aspects, such as the style and structure of the text. In addition, it plays a fundamental role in the language learning process and fulfills various important functions such as: reinforcement of learning, enhancement of language skills, expression, creativity, reading comprehension, practice of structures, vocabulary, feedback, and documentation. of knowledge (Mnj, s.f.).

1.2.4. Speaking

Speaking is the second skills and channels at the moment to learn a language or communicate. Esto refiere a la acción de producir sonidos lingüísticos como medio de comunicación productiva. Rao (2019) point out that “People cannot achieve their aims,

objectives, and goals without using proper language to communicate. Therefore, there is a need for a language to communicate with others those who live all around the globe” (pág. 4). In this contemporary world, people cannot do without the ability to speak because the sure way to achieve expectations and goals depends on it. The production of speech facilitates personal and social interaction in a globalized world, where mastering a language is essential for communication.

Darancık (2018), refers that speech is a priority because an individual can communicate effectively with another if he speaks, at least if he is a learner, he must at least master the skill of speaking to express himself. If learner can't speak well or master it assertively, he or she can't learn a language. Preference should be given to the improvement and development of the speaking ability because the other skills will depend on it and can be produced later. The human being at birth begins to produce sounds, whether linguistic or not, to transmit information consciously or unconsciously, so learn to speak first. When learning a language, the same situation occurs.

Speaking is the communicative base from which the other skills start and are born, this is developed and potentiated consciously and unconsciously from the first contact with the environment. It is essential to promote and improve this skill, if you want to learn a language other than your mother tongue as another communication option.

1.3. Communicative strategies

Communication strategies are approaches used for the purpose of achieving effective communication. These strategies are applied in order to convey messages in a clear, understandable and persuasive way. Its main function is to improve communication between people, clarifying information, adapting styles and needs, persuading or convincing, promoting participation in a bidirectional sense, adapting contexts based on environments and circumstances. In general, the function fulfilled by communicative strategies (Elena N. Malyuga & Barry Tomalin, 2018).

1.4. Speech communication strategies

Communicative speech strategies are the techniques used to improve verbal communication in different situations. As mentioned by Rohani (2021), These strategies focus on aspects related to pronunciation, intonation, fluency, and proper use of language. Its importance lies in facilitating effective and understandable communication, both informal and informal situations.

1.5. Paralinguistic elements

Los elementos paralingüísticos hacen referencia a todas aquellas características vocales y no verbales que acompañan al lenguaje o expresión oral. According to Blanco (2007) “They are important communication factors, since they express feelings, attitudes and give

emphasis and meaning to speech. One of its uses is being able to intuit the mood of the speaker” (pág. 8). These elements include aspects such as tone of voice, intonation, rhythm, speed, volume, pauses, facial and body gestures, facial expressions, eye contact, and other verbally related aspects of communication. Their importance lies in the fact that they can modify the meaning of words and convey emotions and intentions that are not explicitly expressed through verbal language.

1.5.1. Fluency

Fluency in a context of verbal communication refers to verbal refers to the ability to express oneself fluently, without interruptions or speech difficulties. Balažic et al. (2012) express that:

Fluent speech is defined as speech at a natural rate without hesitations, pauses, repetitions, reformulations, filler words and filled or unfilled pauses in processing, appropriate to the informative and communicative load of expression, all of which presuppose efficient and coordinated functioning of all levels of oral production. (pág. 2)

Its function is to effectively generate the expression of clear ideas and thoughts, persuasive communication, ease of adaptation to different contexts and active listening. The impact of the level of communication fluency lies in various aspects of daily life and the factors involved in it will depend on emotional, psychological, neurological, family, and affective needs. Its importance is visualized in assertive communication, academic development, social skills, and personal success (Asha, s.f.).

1.5.2. Coherence

It refers to the ability to express oneself in a logical and organized way, so that the message is understandable and makes sense to the receiver. Coherence implies presenting ideas sequentially and in a logical order; transmit information necessary for the understanding of the message, eliminating any confusing content (Yurchak, 2018). It implies the connection and fluidity of the ideas expressed, as well as the structure and effective organization of a speech. It is essential for effective and understandable communication. When the speech is coherent, the receiver can easily follow the ideas expressed and understand the message in its entirety.

1.6. Challenges in improving speaking fluency

This refers to the difficulties that can be encountered along the way when seeking to improve speech fluency. Monar (2020) states that “Learning languages is not an easy endeavor and speaking is one of the first competencies that learners consider challenging” (pág. 5). In this fact, aspects embedded and derived from situational cases, individuality, self-perception, external expectations, and approaches to effective communication stand out. Some of those aspects are described below.

1.6.1 Nervousness

It is a compound reaction is an emotional response of anxiety, tension, and excitement that can be experienced before or during a communicative situation. It is a normal and often regarded as a healthy emotion. When individuals feel disproportionate levels, it turns into a mental disorder (Kapur, 2020). In general, it is a natural reaction of the body to situations perceived as challenging or stressful. In the situation when a person is nervous, they can experience a number of physical and emotional effects that can interfere with the flow of speech. Consequently, reactions are evident when muscles tense, breathing is altered, speech speeds up uncontrollably, sweating unconsciously and above all due to blockages and stuttering. The impact of nervousness on speaking fluency lies in its ability to affect communicative performance in academic or social environment (Ameringen et al., 2002).

1.6.2. Lack of supports from society.

It is a biggest and significant challenge when trying to improve speaking skills. Speaking improvement requires regular practice and exposure to speaking situations. If society does not offer enough opportunities to practice speaking, whether through discussion groups, public speaking clubs, or collaborative learning environments, it can be difficult to develop and refine oral communication skills. Moreover, there is a stigma attached to making mistakes or not being fluent. Fear of judgment and criticism can negatively affect people's confidence and willingness to actively participate in speaking activities (Baria et al., 2022).

1.6.3. Grammar over-thinking

This refers to having an exaggerated concern to use the correct grammatical structures when speaking. “Overthink means to ponder something for much too long, to put too much effort into thinking about something” (Overthink, s.f.). Concern for grammar negatively affects the fluency and naturalness of communicating in a language. The yearning to construct grammatically perfect spoken sentences can lead to anxiety. This refers to having an exaggerated concern to use the correct grammatical structures when speaking. This concern negatively affects the fluency and naturalness of communicating in a language. For example, trying to construct grammatically perfect spoken sentences can lead to anxiety.

1.6.4. Pronunciation difficulty

Once we are learning a language, the difficulty in pronunciation is one of the challenges to be overcome. Many people find it difficult to produce the sounds and rhythms of the language accurately. This difficulty in pronunciation can lead to a lack of confidence when speaking in English and the possibility of not being understood correctly. According to Abdurahimova (2022) “Inadequate proficiency of English pronunciation impacts the

progress of communicative aptitude that is required for building up the communicative bridge between speakers and listeners” (pág. 3).

1.6.5. Insufficient learning resources

This refers to the lack of academic materials in the educational field. Insufficient resources have a diverse impact on students. It implies that they are not getting the most out of their education. They learn bits and pieces of topics and lessons, but they didn't get the full understanding they deserve (Maffea, 2020). At moment to learn a language it is essential to have resources that are attached to the need required for the student. In the case of having as objective the improvement in the fluency of the speech of a language, the resources must be varied and adaptable, when there is no such variation, a barrier is established in this ability.

1.7. Emotion

Emotion is the term that refers to a series of cognitive experiences in a subjective way. It is the attitude that responds behaviorally to objective events or things. Willian James, being considered one of the precursors of emotional theory, defined this term as subjective experiences in responses to stimuli in both humans and animals. In this way, he proposed that the cerebral cortex interprets and receives in its own way stimuli from the internal and external environment of a being through sensors that result in actions coming from common sense (Teoría, s.f.).

On the other hand, for Daniel Goleman emotion is a single thought, in response to various physical and mental states as well as a set of trending actions. In addition, he closely relates this term to mood, since both terms belong to an organization of physiological and psychological reactions from an experience accompanied by a pattern obtained from the environment (Sci, 2018). So, emotion can also be defined as some type of psychological action with a dependent variable between need and desire in individual or collective contexts.

1.8. Types of emotions

Emotion encompasses a set of subjective qualities among the most recognizable are classified between those that are basic and those that are compound. Emotion as behavior patterns that are activated by environmental stimuli using the mind and body (IES Las encinas , 2018). Basic emotions are those that are shared between humans and animals and are innate, that is, they are learned in a primitive and independent way. Among the most common are happiness, sadness, anger, surprise, and fear. However, more frequently the emotions are expressed in a single state, but rather in a combination, those are the so-called compound ones, as well as: nerves, jealousy, anxiety, frustration, and shame (IGNOU,

2017). As a means and a reaction in people's lives, emotions are accompanying elements. Emotions will more frequently influence daily life depending on how they are handled.

1.9. Intelligence

Intelligence is conceptualized as an integral capacity that allows individuals to solve conflictive situations, through reasoning, thoughts, and judgments within an interactive environment.

In a study, British psychologist Charles Spearman divided intelligence into two factors. On the one hand, the general or universal ability, which is the basic and decisive hereditary psychological potential that serves as the basis of a person's intelligence. This ability is stable and different in each person, so it cannot reach maximum development in any specific aspect. On the other hand, there is the special or specific ability, which is a determinant and aptitude psychological potential for both verbal, mechanical, spatial or numerical activities. It is the unique and differential contribution that a person has and that in one way or another delimits some cognitive field (Khamlichi, 2014).

In another study carried out by Leon Thurston, it is postulated that intelligence is a set of at least seven purely psychological abilities such as language comprehension, language fluency, numbers, visual spaces, memory, speed of perception and lastly inductive reasoning (Pérez et al., 2013). Intelligence develops in correlation of genetic aspects and acquired by the individual. The development and empowerment of the same depends on the skills and abilities that are worked in the personal or social environment.

1.10. Emotional intelligence (EI)

Emotional intelligence is the index of acceptance of the innate emotions of a human being. It is the degree of various emotions: optimism, confidence, fear, impatience, hunch, among other emotional responses.

Robert K Cooper defines emotional intelligence as the ability to vividly and heartfully adapt and know emotions in order to effectively create human connection and influence while Daniel Goleman defines emotional intelligence as the ability to be self-motivated and to be able to handle each of the emotions in a correct sense in different daily contexts, with oneself and with others (Jiménez, 2018). The point in common between these and various conceptualizations of emotional intelligence is focused on the prioritization of emotions as a command axis in the face of daily personal and social actions.

1.11. Importance of emotional intelligence

Emotional intelligence has covered important points in the scientific and educational approach. Its importance has gained greater strength and began to wait in recent decades. As mentioned by Ibañez (2009), the first who began to use the concept of emotional intelligence was Charles Darwin. However, Daniel Goleman was associated, integrated,

and helped extend work and research on the term emotional intelligence from the year 1995. His position stated that both reason and emotion are dependent, that is, if there is no balanced function between them, there is no such function. When emotions are not managed or controlled correctly, even with an intact state of intellectual abilities, a person's performance falls in various contexts such as: the moment of making decisions, interpersonal socialization, work, training and performance. Intelligence and emotion coexist together, if both are adequately deepened and related in the actions of the environment, it is possible to avoid reaching a turning point, where the collapse of a person is not such a result in the middle of a training process academic or social.

1.12. Influence of emotional intelligence

Emotional intelligence considered as a skill where emotions and reasoning go hand in hand to facilitate and develop effective and intelligent thinking substantially influences the social, academic, and personal spheres of the human being. It plays an explanatory role in school academic performance, by improving the level of EI in students, good psychological and emotional mental health is enhanced, which means less disruptive emotions such as anxiety and depression. On the contrary, by promoting EI in students, they are vulnerable and present depressive cases that lower the level of academic performance (Berrocal & Extremera, 2006).

Moreover, Emotional intelligence involves disruptive behaviors if there is no balance. Therefore, the degree of influence of emotional intelligence in any personal or social field is essential if we are talking about an educational environment, where it is necessary to detect cases of low performance in the emotional area, to know what emotions are and to recognize them. In addition, classify feelings, moods, modulate and manage emotionality and develop tolerance to daily frustrations, with the purpose of achieving a silver objective before a class theme (Lopes, 2003).

In the area of social relationships, the EI plays a role of interactive connection, that is, whoever has a higher level of EI is more sociable, will have the facility to perceive, receive, understand, and manage situations that involve the person himself with others. individuals in society. As a result, the quality of personal, family, and social relationships is much more dynamic and stable.

1.12.1. Intrapersonal intelligence

Intrapersonal intelligence is defined as the internal knowledge that each person possesses of oneself, considering an emotional management of awareness, self-control, and self-esteem. Therefore, intrapersonal intelligence involves not denying one's own emotions, that is, maintaining a margin of respect with each one of them. Intrapersonal intelligence is the one that involves the inner self of a person, highlighting knowledge based on emotions and abilities. Balance between self-esteem, capabilities and limitations, self-control, behavior

and thoughts, emotional well-being can be deduced in personal and collective facets (Fianko et al., 2020). Developing a higher level of intrapersonal intelligence, avoids abruptly destabilizing your own emotions, such as experiencing whims and desires.

1.12.2. Interpersonal intelligence

Intrapersonal intelligence is the ability to build an accurate perception of oneself with respect to others. According to PAIDÓS (2012) :

Interpersonal Intelligence is built from a core capacity to sense distinctions among others: in particular, contrasts in their moods, temperaments, motivations, and intentions. In more advanced forms, this intelligence allows an adult to skillfully read the intentions and desires of others, even if they have been hidden (pág. 40) .

As result who have a high interpersonal intelligence level are mostly more sociable than those who have not developed it, which allows creating links between many individuals, establishing friendly and positive environments in workspaces and community activities.

1.13. Emotional intelligence major components

At least 3 components have been related to the study of emotional intelligence. Firstly, the perception, evaluation and emotional expression that is the ability to identify, be aware and recognize both our own emotions and the emotions of the people around us. In addition, it implies the ability to express the emotions verbally and safely we experience. By developing this ability, we establish the necessary foundations to learn to exercise control over ourselves, moderate reactions and not succumb to uncontrolled impulses (Jang & Elfenbein, 2015).

Secondly, Emotional facilitation and assimilation that ability to use emotions in the process of reasoning and problem solving, that is, using feelings to facilitate thought. Since our emotions influence our decisions, harnessing feelings in thought when facing challenges or seeking creative solutions can contribute to smarter thinking (Lechuga & Fernandez, 2011).

Finally, Emotional regulation that is a process by which we manage and control our emotions in a healthy and effective way. It implies the ability to recognize, understand and manage our emotions in a constructive way, adapting to different situations and avoiding impulsive or disproportionate responses. Over the millennia, human evolution has resulted in the ability to experience a variety of emotions. Each emotion carries a unique message, designed to prompt us to respond in specific ways. Often these responses are automatic and subconscious, as emotions prompt us to react quickly to present circumstances (NHS Fife Department of Psychology, 2016).

1.14. Emotional intelligence strategies

Emotional intelligence strategies focus on emotional self-awareness, emotion control, empathy, and relationship management. Each of them involves aspects to consider.

Emotional self-awareness: This lies in paying attention, registering, and reflecting on our own emotions.

- Emotional control: It refers to managing and regulating our emotions, based on their origin and manifestation to influence them positively.
- Empathy: It is the ability to put yourself in another person's place, understand their experiences and emotions, and show compassion and consideration towards them.
- Relationship management: It refers to learning to express emotions by developing skills and connections to achieve effective communication, conflict resolution and social support.

CHAPTER II: METHODOLOGY

In this chapter, the methodology used to carry out the investigation will be presented. The study area, the methods, procedures, and tools that used to answer the questions and proposed objectives will be described. A research guide will provide information on the type of research, the research methods, the research techniques, the research questions, the participants, the research instruments used to address the problem of the proposed study “Emotional Intelligence to Improve Speaking Fluency in 6th Semester Students of the English Major at Técnica del Norte University, Academic Period 2022-2023” reference of students and teacher, participants of the investigation.

2.1. Type of investigation

To carry out the research, a mixed methodology was developed. Dawadi (2021) refers that “As a methodology, it includes philosophical assumptions to provide directions for the collection and analysis of data from multiple sources in a single study” (pág. 3). This type of methodology broadens the panorama of the problem posed and the result to be obtained. In addition, using this type of research allows working in the research study in a flexible way, adapting to any change or circumstance that may arise during the period of the research process.

Mixed methodology uses triangulation, which involves the use of multiple data sources, collection methods, and analysis to gain a fuller and richer understanding of the phenomenon under investigation. By combining both approaches, the strengths of each can be exploited and limitations offset, providing a more complete and robust view of the research (José Molina et al., 2018, pág. 2). The validity and reliability of the results when using this type of mixed procedure allow us to change the information, identify it and somehow address it, considering possible biases or limitations in the data collected.

2.1.1. Qualitative research

As an importance element during the process of this project was considering the Qualitative research which is an investigative methodology that focuses on comprehensively deepening in one way or another the social aspects from the perspective of the research participants. Sage Publication (2003) states that “Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible” (2003, pág. 3).

Specifically, the role of qualitative research is to go beyond the complexity and diversity of the phenomena under study. In this way, it allows individual or small group cases to be processed in detail, giving way to an exhaustive analysis based on perceptions, and perspectives. Based on the idea that people interpret and attribute unique and variable

meanings to their experiences, attention is paid to the social, cultural and environmental factors that influence them.

This methodology potentially helps the understanding and obtaining the information required in the research about activities related to emotional intelligence that can improve the speaking fluency in the English language of 6th Semester Students of the English Major at Técnica del Norte University in Ibarra.

2.1.2. Quantitative research

Another fundamental element to carry out the investigative process of this project was the use of quantitative research, which is a research methodology focused on obtaining numerical data to respond to the problems raised in a research proposal. S.Fischler (s.f.) “A type of educational research in which the researcher decides what to study; asks specific, narrow questions; collects quantifiable data from participants; analyzes these numbers using statistics; and conducts the inquiry in an unbiased, objective manner” (pág. 13). Quantitative research describes phenomena through the collection of detailed, unaltered numerical data that is analyzed using mathematical techniques. Especially, statistics that ask who does what, when, where, how much, how much and how. It is based on the measurement of variables through standardized instruments and numerical scales. Data is collected in a systematic and objective manner, allowing for accurate comparison and rigorous statistical analysis (Mohajan, 2020).

2.2. Methods

This project is based on two usage methods that help implement this project. These methods used are deductive and inductive as described below:

2.2.1. Deductive Method

The deductive method is a form of logical reasoning principles that starts from general or universal premises to reach specific or conclusions. Hussain (2019) refers “that the researcher studies what others have done, reads existing theories of whatever phenomenon he or she is studying, and then tests hypotheses that emerge from those theories” (pág. 2). It is known as one of the fundamental pillars of logical thinking, it allows us to advance in knowledge through the inference of specific conclusions from general premises. A fascinating feature of this method is its ability to ensure the logical validity of the conclusions. This means that if the premises are true and the reasoning is valid, the conclusions drawn will also be true. In the case of this research, this method was useful when developing activities focused on emotional intelligence, since in this way the specific

results were started, towards the type of resource that is desired to be reflected in the study as one.

2.2.2. Inductive Method

The inductive method it is a powerful logical reasoning tool that allows you to infer specific conclusions from general premises. Hussain (2019) point out that “it starts with the observations and theories are proposed towards the end of the research process as a result of observations” (pág. 1). It established premises are held to be true and logical rules are used to derive new logically valid statements. Through this method, establish causal relationships, explain phenomena, and build solid arguments based on universal principles. Through the deductive method, we can understand, predict, and verify phenomena, establishing a solid foundation for scientific advancement and rigorous reasoning. This method was essential when using the research instruments in the participants to visualize aspects of emotional intelligence that can improve the speaking fluency in the English language, because it allowed access to specific data that after being properly processed, issued general results on the proposal.

2.3. Techniques and research instruments

The research instruments and techniques used to obtain data from the study were the interview and the survey. The interview was applied to the teacher of the English-Speaking skill corresponding to the sixth semester of the pedagogy of national and foreign languages of the technical university of the north while the survey was applied to the corresponding students of the same area. Highlighting the fact that the research instruments were validated by professors corresponding to the area of said university, the description of the instruments is presented below.

2.3.1. Survey

The survey as a research measurement instrument was developed based on Emotional Intelligence to improve speaking fluency in the English language. The survey consisted of 6 questions, masses that were focused on obtaining results on the type of activities of 26 students regarding to the 6th Semester Students of the English Major at Técnica del Norte University prefer to carry out during the speaking ability class, taking into account that those activities were related to the improvement of the speaking fluency the English languages with the level of personal emotional intelligence. The survey was described to students with a level of English appropriate to their level for greater understanding.

2.3.2. Interviews

The interview as another mechanism and data collection instrument was focused in the same way on Emotional Intelligence to improve speaking fluency in the English language. The interview consisted of 7 questions, which were intended to obtain results about the actions and activities that the teacher in charge of teaching English speaking skills developed during classes, taking into account the importance of emotional intelligence on said skill.

2.4. Research question

¿How does the Emotional Intelligence favor the improvement of Speaking Fluency in 6th Semester Students of the English Major at Técnica del Norte University, Academic Period 2022-2023?

2.4.1. Guiding questions

- Controlling and taking advantage of emotional intelligence allows students to improve fluency in the English language?
- How does emotional intelligence allows efficiently learning English with fluency?
- What kind of activities can be created to improve emotional intelligence as well to the Speaking fluency?
- How does emotional intelligence influence the development of speaking fluency in students of the pedagogy career of national and foreign languages specializing in English?

2.5. Study site

The present investigation was carried out in the facilities of the Faculty of Education, Science and Technology (FECYT), the only main block, where the pedagogy of national and foreign languages is taught at the Técnica del Norte University. Academic institution of the upper level addressed on Av. 17 de Julio 5-21 and General José María Córdova, Urban area. It is located in the El Olivo sector, Ibarra city, Imbabura province in Ecuador.

2.6. Population and sampling

The participants with whom we worked during this investigation are described below. In the first place, students of the 6th Semester of the English major of the Técnica del Norte University, Academic Period, 2022-2023, 26 students in total. Secondly, to the teacher in charge of the speaking skills subject of the 6th Semester of the Pedagogy of National and Foreign Languages career at the Técnica del Norte University Academic Period 2022-

2023. So, finally, the number in total sum was 27 people. Sample was not applied in the research due to the number of populations is less than 100 participants in total.

Data table is present bellow:

Table 1

Students of the 6th semester of the English major of the Técnica del Norte University

Sector	Educational Institution	6th Semester of the Pedagogy of National and Foreign Languages	English Teacher	Total
Urban	Técnica del Norte University	26	1	27

Note:

Researcher elaboration.

CHAPTER III: DATA ANALYSIS AND DISCUSSION

The section below shows results to the data collected through instruments, which are divided into two different perceptions, teacher, and student. First, an analysis from the survey that was applied to students. Secondly, an analysis of teacher interview. The interpretation will be given after each result obtained, in relation to each of the questions raised, while the discussion of the same will be given at the end as a summary and connection of the information in general.

3.1. English teacher interview

This section will continue to describe the results of the interview applied to the English teacher of the Speaking skills. The interview allowed obtain essential information about the perception of teachers about emotional intelligence to improve speaking fluency of their students, expanding the panorama from a different perspective from that of a student.

3.1.1. Analysis of the interviews applied to teachers.

Question 1.- Do you enjoy teaching English?

Teacher: Yes, I do. I enjoy teaching English and thus boosting the taste for this language. Enjoying the teaching of a language is essential for a teacher who provides bridges of knowledge from a different language from the mother tongue already established in a society.

Question 2.- Do you encourage your students' Emotional Intelligence in English speaking classes?

Teacher: Yes, I do. I try to encourage my students' Emotional Intelligence in English speaking classes as much as possible. During an English-speaking class, it is essential to encourage and promote the emotional intelligence of the students so that in this way they can achieve personal and social goals together.

Question 3.- In an English class. Which aspects of your student's emotional intelligence are evident in the process to develop speaking fluency?

Teacher: During the process to develop speaking fluency is evident some social skills, motivation, and relationships regarding emotional intelligence. Many of the aspects that are involved in improving the fluency of a language are related to the emotional intelligence of students in the school environment, for this reason considering skills, values, motivations, can help increase linguistic limits.

Question 4.- Before English-speaking class. Do you consider it is important to analyze the student's emotional state?

Teacher: Yes, I do. I consider it important to analyze the student's emotional state starting or ending a speaking class. Focusing attention on the students in terms of their emotional

state, can allow codifying and analyzing situations that delay or not a learning process, especially if the said process involves a new language.

Question 5.- Which activities do you use to improve high emotional intelligence in your students' English-speaking fluency?

Teacher: Some activities that I use to improve high emotional intelligence in my students are temperament analysis, watching videos, listening song, singing song, painting, etc. Emotional intelligence activities such as temperament analysis and video viewing allow students to focus their language teaching, depending on their perspectives and visions, through interactive and persuasive visual tools.

Question 6.- Do you think that intelligent emotional balance in students favors enthusiasm and motivation in an English-speaking class?

Teacher: Yes, I do. I think that emotional intelligence in balance over my students favors some aspects like motivation or inspiration during a speaking class. The emotional intelligence of a student works inside and outside an educational environment, therefore it is an essential, potentially said innate skill, even more so when involving a language in a specific context.

Question 7.- Do you consider Emotional Intelligence an essential human aspect of improving speaking fluency?

Teacher: Yes, I do. I consider Emotional Intelligence as an essential human element in order to improve speaking fluency. Emotional intelligence, being an innate quality in every human being, is necessary for the achievement of various functionalities, in this case speaking fluently in a language, this by staying active and stimulated, creates assertiveness in the face of any process of personal development or social.

3.1.2. English teacher interview summary

The results of English teacher' interview showed that it is essential to consider the level or state of emotional intelligence of the students, when involving them in practice or activities that focus on the development of speaking a language. Activities such as temperament regulation and video viewing help to enhance this individual aspect in students. It is also necessary to be aware of the emotional state of the student before, during and at the end of a speaking skill practice, due to finding a balance in the emotional and academic field, greater personal and social advances can be generated fluency with naturally.

3.2. Students' survey results

The survey addressed to the students was applied at a certain time and on the respective date digitally, using the surveymonkey platform. The total number of respondents 26 students. The results reflected how personal emotional intelligence acts in one way or another, impacting the ability to speak a language fluently. The survey aimed to obtain

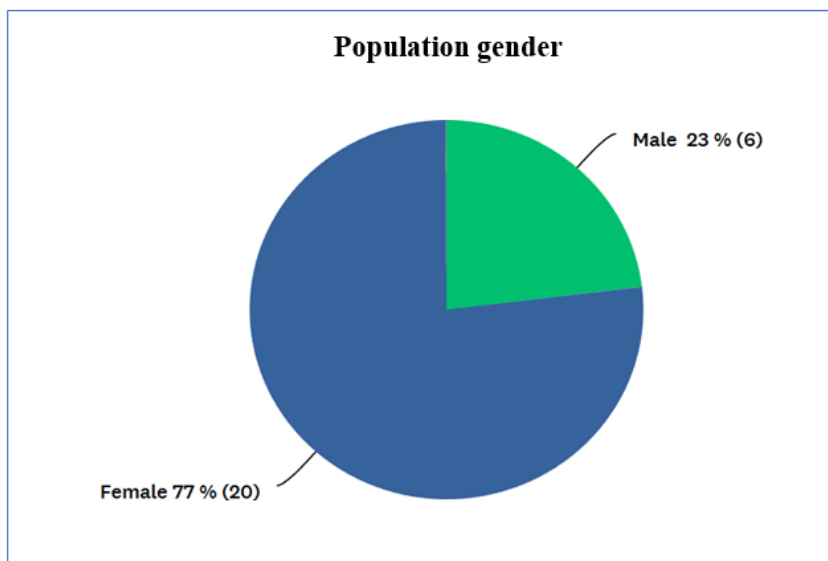
essential information about the students' perception regarding the impact of emotional intelligence in improving speech fluency.

3.2.1. Analysis of the survey applied to students.

Question 1. Please, indicate your gender.

Figure 1

Population gender



Note: Researcher elaboration. Source: students' survey 2023.

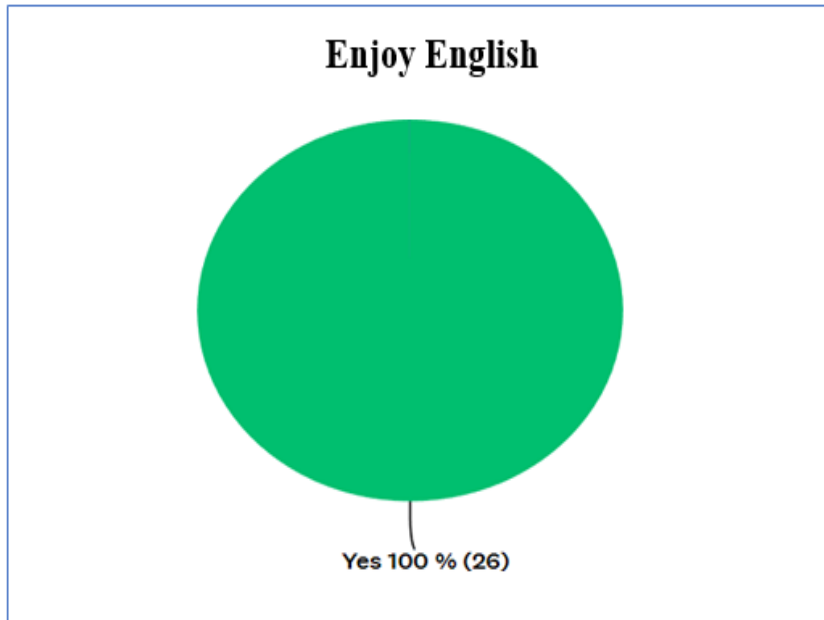
Interpretation

The above pie chart shows the gender to which the students belong. More than half of the students are men, that is most of the total population. On the other hand, less than half of the population corresponds to female students. It should be noted that "other" was another option attached in reference to the gender. However, there was no percentage of this option. In general criteria, the student population has a mixed gender conformation, with a great difference in representations by men over women.

Question 2. Do you like English?

Figure 2

6th Semester Students of the English Major students like English



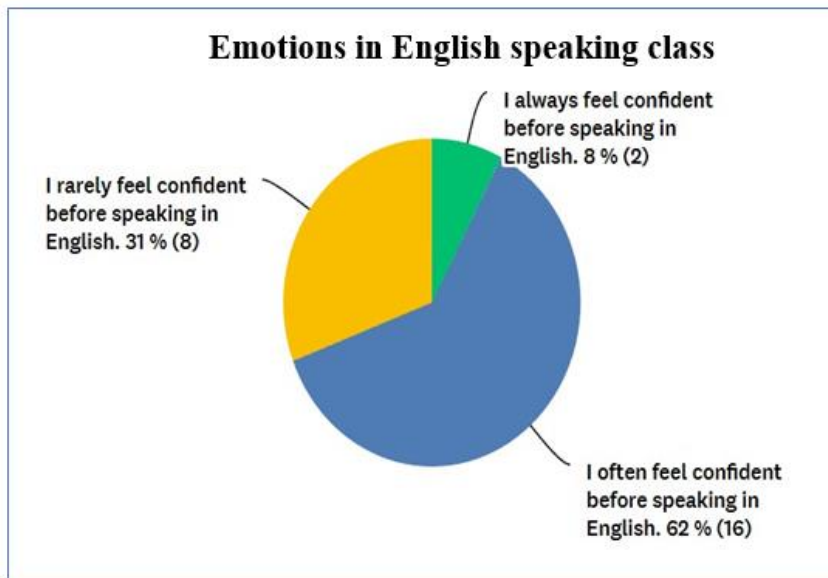
Interpretation

The pie chart above shows how pleasant students feel about enjoying the English language. The entire population of students likes the language very much, this means each and every student. In fact, with the results it can be said that in general terms it is not possible to show any negative perception of the English language on each of the students.

Question 3. How often do you feel confident about your own emotions in English speaking class?

Figure 3

Confidence at the moment to speak in English.



Note: Researcher elaboration. Source: students' survey 2023.

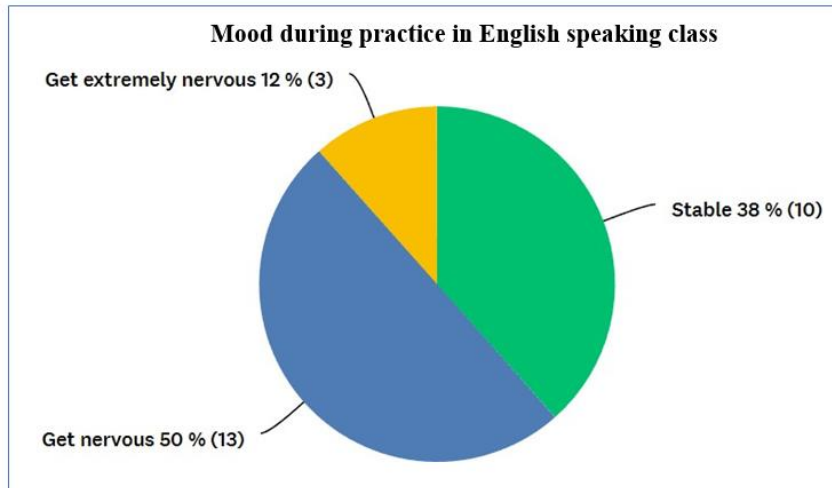
Interpretation

The pie chart above shows how students feel about their own emotions when having an English class. The majority is represented of total population, reported that they often feel confident before speaking in English. However, less than half of the total students refers that rarely feel confident before speaking in English. Finally, a minority of the students said that always feel confident before speaking English. Therefore, it can be generalized that before speaking in English, students experience emotions that alter their confidence and speaking fluency.

Question 4. How do you describe your mood during practice in English speaking class?

Figure 4

Mood during practice in English speaking class



Note: Researcher elaboration. Source: students' survey 2023.

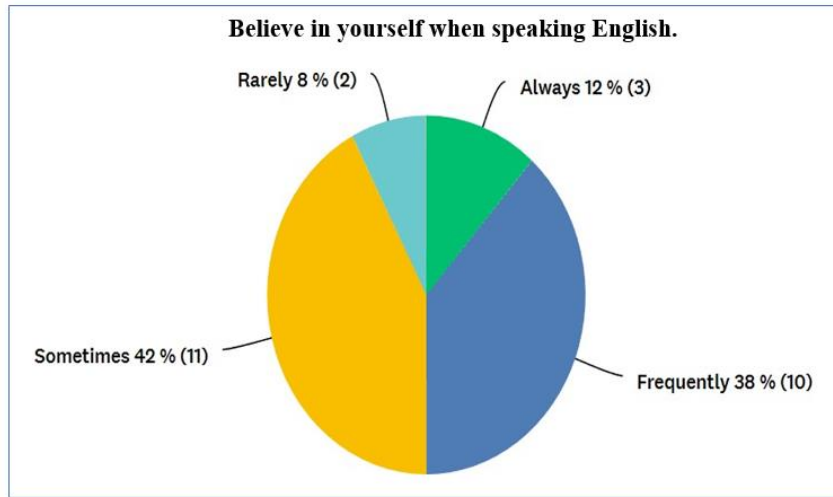
Interpretation

The pie chart above shows the mood of the students during an English-speaking practice. First, it reflects that half of the total population gets nervous during an English-speaking practice. On the other hand, more than a quarter of the total population remains stable mood during an English-speaking practice. Finally, a minority of the students reported that during speaking practice in English get extremely nervous. Thus, it can be generalized that half of the students are dominated by nerves in different scales during English-speaking practice.

Question 5. How often do you trust yourself when you speak in English?

Figure 5

Believe in yourself when speaking English.



Note: Researcher elaboration. Source: students' survey 2023.

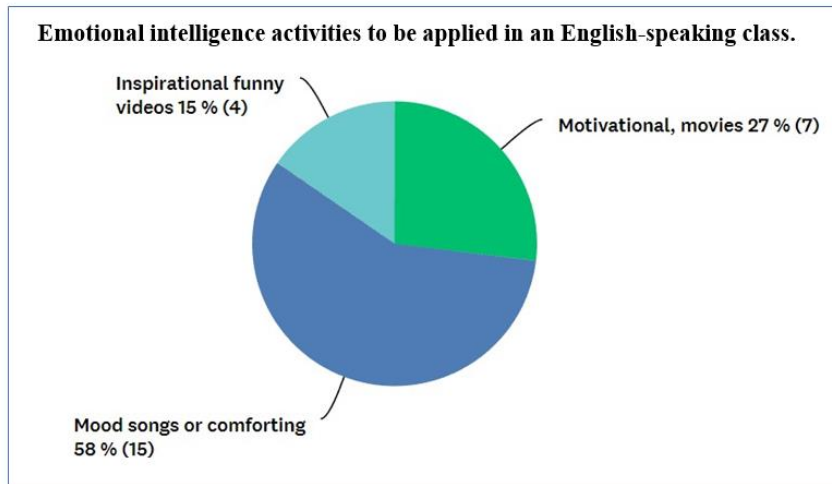
Interpretation

The above pie chart shows if the students believe when speaking in English. Almost half of the students mentioned that they sometimes believe in themselves when speaking in English. Less than half of the total population mentioned that they often believe in themselves in such a situation. However, a quarter of the total population mentions that of always believing in themselves. Finally, rarely of them believe in themselves respectively. In general terms, most of the students sometimes believe in themselves when speaking in English.

Question 6. Which of the following activities related to emotional intelligence do you prefer to be applied in your English-speaking class?

Figure 6

Emotional intelligence activities to be applied in an English-speaking class



Note: Researcher elaboration. Source: students' survey 2023.

Interpretation

The above pie chart shows the activities related to emotional intelligence that students prefer to be applied during an English-speaking class. More than half of the students mentioned that they prefer motivating or comforting songs as an activity to be applied in an English-speaking class. On the other hand, less than half of the students preferred motivating movies as an activity to be applied in such a situation. Finally, a quarter of the students said funny inspiration would be their option as an activity to be applied in an English-speaking class. In general terms, all emotional intelligence activities related to motivation and inspiration are entirely accepted by students.

3.2.2. Student's survey summary

The survey applied to the students of the 6th Semester Students of the Degree in English of the Técnica del Norte University, arrogated relevant information on the student's perception regarding the impact of emotional intelligence to improve speech fluency. Each question in relation to a specific approach ended in results that were very close to the problem described above. As a first point, every detail that most of the students belong to the female gender.

Regarding the second point in question about liking the English language, all the students answered affirmatively that they did like this language. On the other hand, regarding the third point focused on the frequency of feeling confident when speaking in English, most students refer to the fact that they often feel confident before speaking in English. In the fourth point, about how students describe their moods during practice in the English-speaking class, most of them reflect that students show nervousness on a controllable scale, while some on an extreme scale. To the fifth point in question in relation to the degree of frequency of believing in themselves when speaking in English, the results showed that most students sometimes feel this type of sensation. Sixth and last point in question about what type of activities students prefer to be applied to the English-speaking class, the most song and comforting mode as the best option.

Each answer obtained, as a general result, was functional and practical to carry out each research proposal based on a guide of activities focused on emotional intelligence to improve oral fluency in students of the 6th semester of the English major at the University. Northern Technique.

3.3. Discussion

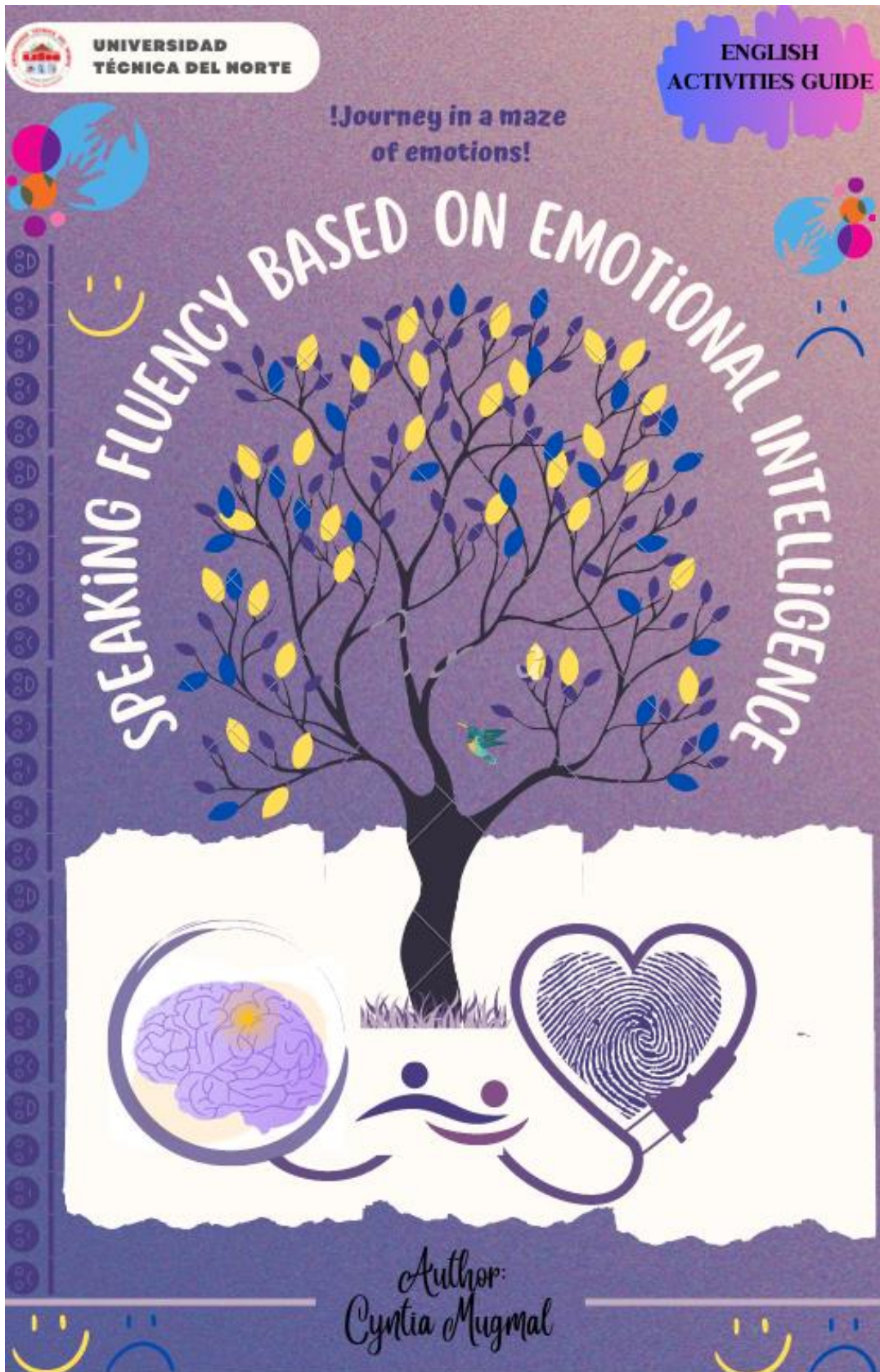
Emotional intelligence plays a fundamental role in the ability to speak in public and build confidence. Those with high emotional intelligence are aware of their own emotions and can manage the anxiety and stress that can arise from public speaking. Yelkikalan et al. (2014) consider that “the level of emotional intelligence improves with the increased level of education” (pág. 5). Based on the interviews and surveys' results. It is clear that there is a similar perception of emotional intelligence to improve speaking fluency.

Moreover, teachers believe that students require balance and stimulation of emotional intelligence. Furthermore, the students expose that activities related to emotional intelligence should be implemented in the speaking English class to improve these skills. In addition, most of the students mentioned that they feel helpless and self-doubt before speaking in English, only a minority of them agree that there is confidence and stability. So, regardless of a specific activity the own and innate emotional intelligence of each student plays a fundamental role in improving the fluency of the English language.

In general terms there is agreement on the importance of emotional intelligence when involved in the development of speaking skills. However, apparently there is no full awareness of it, nor activities that promote this aspect in students. This is how teachers need to be attentive to students' emotions and provide constructive feedback that can help improve fluency when speaking. By focusing on emotional aspects such as confidence, anxiety or self-esteem, teachers can offer individualized guidance just as students can improve their language skills immersed in a world attached to their needs.

Practicing English based on emotional intelligence has emerged as a fundamental resource in different English language-speaking activities for students, both alone and with classmates, as well as at home. Therefore, the students consider that the English language is what they appreciate and like, that is why they realize it is necessary to improve it. The students also mention that they prefer to practice English using activities related to the stimulation of emotional intelligence such as song and videos. Nevertheless, this does not mean that those not related to said subject cannot be applied in class to improve language fluency.

CHAPTER IV: PROPOSAL





Index

Introduction.....	3
Justification.....	4
Theoretical framework.....	4
Content.....	8
Objectives	9



UNIT 1 :LEARNING THROUGH WATCHING	10
Activity 1 : Who am I?	11
Activity 2: I can see you !	19



UNIT 2 : LEARNING THROUGH SINGING	26
Activity 1 : Wheel of emotions	27
Activity 2: A stranger in a life	34



UNIT 3: LEARNING THROUGH PAINTING	40
Activity 1 : Dreamers.....	41
Activity 2: So, what can we do now?	49



Introduction

Speaking is one of the areas that most want to master naturally when learning a language. Being one of the four fundamental skills in learning a language, it involves practicing and improving pronunciation, fluency, coherence, and the ability to express ideas and opinions coherently and persuasively. Specifically, fluency is one of the most challenging goals for a student to achieve, since many internal and external factors are involved. However, developing this ability does not mean that you should only use strict or rigorous academic activities based only on grammar or structures to be practiced and improved, today there are other perspectives that must be addressed with total priority.

This proposal is presented with a guide of activities focused on improving Speaking Fluency strongly in emotional intelligence for students of the 6th Semester of the English Major and in the same way as a teaching resource that can be used by teachers at Técnica del Norte University. The proposal, being a guide, shows activities and didactic material that involve the empowerment of emotional intelligence as the main focus to improve fluency of speech in the English language in a more human, intangible, deep and fun sense.

Aspects such as self-regulation, emotional self-awareness, emotional control, empathy and relationship management are precise scores that are handled in general terms within each activity to be developed. With such a panorama, the proposal presents 3 units. Unit 1: Learning through watching . ; Unit 2: Learning through singing ; Unit 3 : Learning through painting . Each one of the units was designed to generate visual motivation when executing the activities. The mechanism focuses on adaptive, comfortable, persuasive, and reflective processes to improve language fluency.



Justification


The challenge of improving fluency in a language is today an essential requirement for language proficiency. Both teachers and students should have access to teaching or learning in this type of resources that improve speech fluency while focusing on more human aspects attached to reality and their own needs and those of others during the learning process. languages. This is precisely the vision that we want to capture in this proposal. Learning, reflecting, and having fun while taking their own emotions into account predisposes teachers and students to expand the level of progress and immerse themselves in the activities to be developed.



Theoretical foundation

Emotional ludic activities

Emotional ludic activities are those that focus on the exploration and expression of emotions in a fun and creative way. These activities are primarily aimed at promoting emotional well-being, emotional awareness, and skill development. By engaging in playful emotional activities, people can identify, recognize, and foster empathy, effective communication, and conflict resolution, as they have a safe space to share and process emotions in a healthy way while learning.



Recreational activities play a fundamental role in the growth and development of people. Its function is to promote learning, emotional well-being, and comprehensive development, while its importance lies in its ability to create meaningful, motivating, and fun experiences that enrich people's lives and enhance their abilities and potential (Miletic, 2017) .

Emotional intelligent activities

Activities focused on emotional intelligence have the main function of promoting the development and understanding of emotions in oneself and in others. These activities help cultivate emotional intelligence, which is essential for emotional well-being and success in many areas of life. Some activities are described below (Fuentes, 2021).

Activities based on Emotional intelligence to improve speaking fluency.

Watching videos	By using videos, students could hear and observe language in context, allowing them to improve their listening comprehension and develop pronunciation and intonation skills.
Themed board games	By using thematic board games, students could participate in conversations and discussions while playing, allowing them to practice speaking in a dynamic way.
Listening to songs	Listening to music in the language that is being learned allows the exposure of accents, rhythms, and styles of speech. This allows students to become familiar with the intonation and fluency of the language.

The wheel of topic	By using the wheel of topic activity, students are given the opportunity to talk about the assigned topic, promoting verbal fluency, the ability to improvise and the organization of ideas.
Mime	Mime requires students to think quickly and creatively to find non-verbal ways to communicate concepts and words. This activity is especially useful for practicing vocabulary and understanding words in specific contexts.
Painting or drawing	By painting or drawing students could express their ideas and emotions through visual images. As well they become immersed in the creative act, they can begin to describe and discuss their artwork out loud.

Note: Researcher elaboration

Ludic Materials

These are objects, resources, or tools that are used in activities. These materials can be tangible, such as toys, building blocks, puzzles, cards, or balls; or intangibles, such as word games, riddles, songs, or stories. The main function is to promote interaction, entertainment and learning. In addition, they provide a framework for play and fun that facilitates the acquisition of cognitive, emotional, and social skills (Zambrano, 2018). These resources offer opportunities for exploration, experimentation, and personal expression, allowing individuals to learn in autonomous and meaningful ways. Lastly, they are inclusive and adaptable, which means they can be used by people of different ages, abilities, and backgrounds.

Oral production

It is a fundamental process in human communication that involves the expression of thoughts, ideas, and emotions through speech. During oral production, various elements are used, such as correct pronunciation, intonation, rhythm and fluency. As well, during speech production the brain signals these organs to work together to make the right sounds. In addition to the production of sounds, the structuring of words and phrases using the grammar rules and vocabulary of the language in question is also involved (Szpotowicz, 2012). It is essential for effective communication and allows you to express thoughts, emotions, and ideas in a clear and understandable way for others.



Content



Unit 1

Learning through
watching

Unit 2

Learning through
singing



Unit 3

Learning through
painting

Objectives

General objective

Improve speaking fluency of English as a foreign language in 6th Semester Students of the English Major at Técnica del Norte University based on Emotional Intelligence activities.



Unit 1

LET'S PLAY

Activity 1

Who am I?

Activity 2

I can see you
!



Learning through watching



Unit 1: Learning through watching

Activity 1: Who am I?

Objective	<ul style="list-style-type: none">• Students will be able to recognize and describe themselves.
Time	<ul style="list-style-type: none">• 40 min
Structure	<ul style="list-style-type: none">• Watch• Reflect• Describe
Vocabulary	<ul style="list-style-type: none">• I like being you• I blush• I blink• I stun• It's sweet of you to say
Strategy	<ul style="list-style-type: none">• Ask questions• watch and listen to the videos• Reflecting situations• Question yourself• Repetition• Describe
Resources	<ul style="list-style-type: none">• Youtube inspirational video: https://www.youtube.com/watch?v=D9OOXCu5XMg• Projector• Card

Unit 1

Learning through watching

Activity 1: Who am I?

Warm up	<ul style="list-style-type: none">• Begin the session by explaining the students the purposes and expected results of the strategy.• Then, ask some questions: that students must answer to themselves. Have you ever thought about who you are? Could you name three virtues that you possess? What do you think makes you different from other people?.
Presentation	<ul style="list-style-type: none">• Present the topic of the class.• Introduce the vocabulary and its meaning using flashcards.• Repeat the pronunciation of the terms for the students' consideration.• Explain and write the meaning in the whiteboard .• Repeat one by one , all the terms.• Play with the flashcards and the meanings so that students can recognize the corresponding meaning.• Instruct the essentiality of paying full attention to the subsequent presentation.• Present a video, in order to be able to identify the pronunciation of the proposed vocabulary.• Present the video : The reflection on me , almost twice. https://www.youtube.com/watch?v=D9OOXCu5XMg• Turn on video subtitles.• Allow students to read the dialogue while watching the video.• Internalize the found terms as the correct vocabulary pronunciation and the context .

Unit 1

Learning through watching

Activity 1: Who am I?

Practice	<ul style="list-style-type: none">• Give a worksheet to students,• Explain the processes to be carried out to complete the worksheet.• Students must actively listen to instructions.• Instruct and exemplify the exercise to be performed.• The students must place the corresponding reaction to each image based on the vocabulary learned that will be found in it, 5 terms in total.• Once the worksheet is finished, the pronunciation of the terms must be practiced together with the repetition.
Use	<ul style="list-style-type: none">• Give instructions on the activity to develop.• A small blank card will be delivered, with the question; Who am I?.• The student must make small sentences, using the learned terms, where they describe and answer the following question:• If you were the young man or woman in the mirror, how would you describe yourself?• If you were the young man or woman outside the mirror, how would you react?• Once finished, exchange the cards with a partner.• Read the corresponding cards.• Internalize all shares.
Wrap up	<ul style="list-style-type: none">• Ask students.• How did you feel when describing yourself?.• How did you feel when you heard the descriptions of your classmates?.• Say goodbye to students.

Unit 1
Learning through watching

Activity 1: Who am I?

Resources

I like being you



I blush



I blink



I'm stunned



It's sweet of you to say



Unit 1
Learning through watching

Activity 1: Who am I?

Name: Class:

Date:

VIDEO:

The reflection in me

- Match the words (1-5) to a photograph (a-e)

1. I like being you
2. I blush
3. I blink
4. I stun
5. It's sweet of you to say



Unit 1
Learning through watching

Activity 1: Who am I?

- Write the words from the table in the gaps

< I like being you < I blush
< I blink < I stun
< It's sweet of you to say



Unit 1
Learning through watching


Activity 1: Who am I?

Who am I?

- If you were the young man or woman in the mirror, how would you describe yourself?
- If you were the young man or woman outside the mirror, how would you react?

Unit 1
Learning through watching
Activity 1: Who am I?

Evaluation

	Creativity	Interaction	Pronunciation	Understanding
Excellent				
Proficient				
Need improvement				



Unit 1: Learning through watching

Activity 2: I can see you!

Objective	<ul style="list-style-type: none">• Students will recognize emotions for other ones.• Students will describe their perception from other ones
Time	<ul style="list-style-type: none">• 40 min
Structure	<ul style="list-style-type: none">• Watch• Reflect• Describe
Vocabulary	<ul style="list-style-type: none">• Look up to• Stand out• Get along with• Look after
Strategy	<ul style="list-style-type: none">• Ask questions• watch and listen to the videos• Reflecting situations• Question yourself• Repetition• Describe
Resources	<ul style="list-style-type: none">• Flascards• Youtube video : https://www.youtube.com/watch?v=kQjtK32mGJQ• Projector

Unit 1
Learning through watching
Activity 2: I can see you!

Warm up	<ul style="list-style-type: none">• Begin the session by explaining to the students the purposes and expected results of the strategy.• Ask the following question:• Have you ever interpreted the emotions of others?• Give a respective time for students to analyze the question• Share opinions, criteria or analysis on the question
Presentation	<ul style="list-style-type: none">• Introduce the vocabulary and its meaning using flashcards• Repeat the pronunciation of the terms for the students• Explain and write the meaning in the whiteboard• Repeat one by one all the terms• Play with the flashcards and the meanings so that students can recognize the corresponding meaning• Instruct about the attention that should be paid to the following activity• Present a YouTube Video almost twice• Let time for students to internalize the video's intention.
Practice	<ul style="list-style-type: none">• Practice the vocabulary pronunciation using flashcards• Give a worksheet to students• Students must actively listen to instructions

Unit 1
Learning through watching
Activity 2: I can see you!

	<ul style="list-style-type: none">• Explain the processes to be carried out to complete the worksheet• Instruct and exemplify the exercise to be performed
Use	<ul style="list-style-type: none">• Give instructions on the activity to develop• Using the backs of the flashcards students will write some sentences with the regarding phrasal that students thinks could be sayed for the father or the son watched in the video• Then, exposed to the classroom your flashcards description.
Wrap up	<ul style="list-style-type: none">• Ask to the students if they like the topic "I guess the emotions"• Say goodbye to the students

Unit 1
Learning through watching
Activity 2: I can see you!

Resources

Look up to

Stand out



Look after

Get along with



Unit 1

Learning through watching

Activity 2: I can see you !

Name: Class:

Date:

VIDEO: Alike

Find the words in the table in the following word search.

K	G	E	T	A	L	O	N	G	T	A
Y	T	G	U	Y	S	Z	F	O	H	F
O	M	Z	K	E	U	B	N	E	B	M
G	S	T	A	N	D	O	U	T	O	L
J	W	M	K	O	A	R	N	E	B	K
J	F	L	O	O	K	U	P	T	O	J
F	G	G	Z	J	A	G	Y	E	M	J
Y	K	A	X	C	V	Z	F	P	A	O
C	A	O	F	L	A	R	K	Z	Z	D
B	C	K	Q	G	M	E	B	V	Y	T
L	O	O	K	A	F	T	E	R	I	W

- Look up to
- Stand out
- Get along with
- Look after



Unit 1

Learning through watching

Activity 2: I can see you

Match the word with the correct meaning.

- **Look up to**
 - **Stand out**
 - **Get along with**
 - **Look after**
- Take care of or be in charge of someone
 - Exceptionally good
 - Have a good friendly relationship with someone.
 - Admire someone

Write the words and phrases from the box in the gaps below.

Look up to Stand out
Get along with Look after

I'm..... his affairs while he's in hospital.

I've always my older brother.

I worked hard to..... from the crowd of competitors.

We..... very well with the members of my family.


Unit 1
Learning through watching
Activity 2: I can see you

Time to write and share.



BACK

Evaluation

	Creativity	Interaction	Pronunciation	Understanding
Excellent				
Proficient				
Need improvement				

Unit 2

Activity 1

Wheel of emotions

Activity 2

Are you a stranger?

Learning through singing



Unit 2: Learning through singing

Activity 1: Wheel of emotions

Objective	<ul style="list-style-type: none">• Students will develop emotional facilitation through the selection of verses in a song.
Time	<ul style="list-style-type: none">• 40 min
Structure	<ul style="list-style-type: none">• Organization• Singing time• Repetition• Selecting• Expressing time
Vocabulary	<ul style="list-style-type: none">• Bleed into one• Brake the bonds• Loose the chains• Croos of the shame
Strategy	<ul style="list-style-type: none">• Ask question• Question yourself• Singig a song• Reflect questions• Work in pairs• Asnwer questions
Resources	<ul style="list-style-type: none">• Puzzle• Youtube video : I Still Haven't Found What I'm Looking For https://youtu.be/Bb9xOCIZVYg

Unit 2

Learning through singing

Activity 1: Wheel of emotions

Warm up	<ul style="list-style-type: none">• Start the class sharing with the students the topic and goals determined.• Ask to the students the following question• Have you found what you are looking for?• Lets time read twice the question , then lets time to internalize it.• Students do not need to answer out loud, they just need to keep it in mind
Presentation	<ul style="list-style-type: none">• The teacher must give clear explanation on the subject .• Present the vocabulary that will be taught.using the using puzzle pieces.• Play with the puzzle, relating the phrases and definitions.• Give a introduction to the theme of the song to be presented the lyrics and rhythm of the song.• Sing the song at least twice or more
Practice	<ul style="list-style-type: none">• Students must listen and write down verses of the song with which they have come to connect the most.• Give students a card so they can write on it.• The student will use the vocabulary learned and make sentences to complement the chosen verses of the song.• Students should exchange their writings with their classmates and read it.• Students should sing the song together

Unit 2

Learning through singing

Activity 1: Wheel of emotions

Use

- Teacher is going to ask the last question proposed at the beginning of the class
- Have you found what you are looking for?
- Students must write on a piece of paper the answer to the question posed.
- Students will answer the question. They can use the previous vocabulary
- Students should exchange their ideas with their closest partner.
- Each member must read and add a comment to the writing and exchange it again.
- Each member is going to read again.

Wrap up

- Ask to the students if they like the activity
- Ask to the students if they like the song
- Say goodbye to the students

Unit 2
Learning through singing

Activity 1: Wheel of emotions

Resources

Bleed
into one

Break
the
bonds

Loose
the
chains

Groos of
the
shame



Unit 2

Learning through singing

Activity 1: Wheel of emotions

I Still Haven't Found What I'm Looking For

Author : U2

Lyrics

I have climbed highest mountains
I have run through the fields
Only to be with you
Only to be with you

I have run
I have crawled
I have scaled these city walls
These city walls
Only to be with you

But I still haven't found what I'm looking for
But I still haven't found what I'm looking for

I have kissed honey lips
Felt the healing in her fingertips
It burned like fire
This burning desire
I have spoke with the tongue of angels
I have held the hand of a devil
It was warm in the night
I was cold as a stone

But I still haven't found what I'm looking for
But I still haven't found what I'm looking for

believe in the kingdom come
Then all the colors will bleed into one
Bleed into one
But yes I'm still running
You broke the bonds
And you loosed the chains
Carried the cross
Of my shame
Oh my shame
You know I believe it

But I still haven't found what I'm
looking for
But I still haven't found what I'm
looking for
But I still haven't found what I'm
looking for
But I still haven't found what I'm
looking for



Unit 2

Learning through singing

Activity 1: Wheel of emotions



- Write here verses of the song.



Unit 2
Learning through singing

Activity 1: Wheel of emotions



Evaluation

	Creativity	Interaction	Pronunciation	Understanding
Excellent				
Proficient				
Need improvement				



Unit 2: Learning through singing

Activity 2: Are you a stranger?

Objective	<ul style="list-style-type: none">• Students will provide teachers and students with a musical resource to motivate students in the process of learning English.• Students will develop emotional perception through a song.
Time	<ul style="list-style-type: none">• 40 min
Structure	<ul style="list-style-type: none">• Organization• Singing time• Repetition• Analyzing• Selecting• Expressing time
Vocabulary	<ul style="list-style-type: none">• get• hide• worst• survive
Strategy	<ul style="list-style-type: none">• Ask question• Question yourself• Singing a song• Reflect questions• Answer questions
Resources	<ul style="list-style-type: none">• Youtube video song: Your Song Saved My Life Song• https://www.youtube.com/watch?v=B2R-kD6j8YQ&list=PLakUBvs47Ox8QY_65Mnyk3VgFVRCA7A8I&index=4• Notebooks

Unit 2

Learning through singing

Activity 2: Are you a stranger?

Warm up	<ul style="list-style-type: none">• Start the class by sharing with students the goals of the strategy and the desirable results.• Ask the following question to students:• Are you a stranger in your own life?• Allow time for students to internalize the question, they do not need to answer out loud.
Presentation	<ul style="list-style-type: none">• The teacher must present the vocabulary using images, those will be involved in the future song to be presented• Introduce corresponding meaning of the vocabulary.• Introduce the title and the lyrics of the song that will be presented.• It must be repeated at least twice or more.
Practice	<ul style="list-style-type: none">• The students will listen to the song one more time.• Then, the students must write down in their notebooks the verses where the vocabulary worked appears• In addition, students must answer the following question• Are you a stranger in your own life?• Once the poems and questions have been written, they must read the verses independently at least twice.

Unit 2

Learning through singing

Activity 2: Are you a stranger?

Use

- Students should exchange their notes with the couple by the side
- Both must read the corresponding writings.
- Students must sing the song one more time together.
- At the end when the teacher asks again. Are you a stranger in your own life?
- Students must answer using the verses and the contributions developed regarding the question.

Wrap up

- Ask some questions to the student:
- Did you like the activity?
- How did you feel during this activity?
- Say goodbye to the students.

Unit 2

Learning through singing

Activity 2: Are you a stranger?

Resources



◀◀ get
Obtener, llegar

esconder hide ▶▶



◀◀ worst
De lo peor

survive ▶▶
Sobrevivir



Unit 2

Learning through singing

Activity 2: Are you a stranger?

Lyrics

Your Song Saved My Life

Author : U2

Was a Monday morning
about a quarter past four
You were busy dreaming
So what did you wake up for?

Are you a stranger in your own life?
What are you hiding behind those eyes?
Is no one looking for you there?
You know your song saved my life

I don't sing it just so I can get by
Won't you hear me when I tell you, darling
I sing it to survive
You're looking for a miracle

The kind that science can't explain
The man you carry in your heart
Is only comfortable when he's in pain
Are you a stranger in your own life?

What are you hiding behind those eyes?
Can anyone find you there?
Or just me?
You know your song saved my life

I don't sing it just so I can get by
Won't you hear me when I tell you, darling
I sing it to survive
Your song saved my life

The worst and the best days of my life
I was broken, now I'm open, your love keeps me alive
It keeps me alive
Your song saved my life

The worst and the best days of
my life
Your song saved my life

Song saved my
Song saved my

Your song saved my life
Your song got me through
tonight
Your song saved my life

Song saved my
Song saved my life




Unit 2
Learning through singing

Activity 2: Are you a stranger?



Evaluation

	Creativity	Interaction	Pronunciation	Understanding
Excellent				
Proficient				
Need improvement				

Unit 3

Activity 1

Dreamers

Activity 2

**so, what can
we do now?**

Learning through painting



Unit 3: Learning through watching

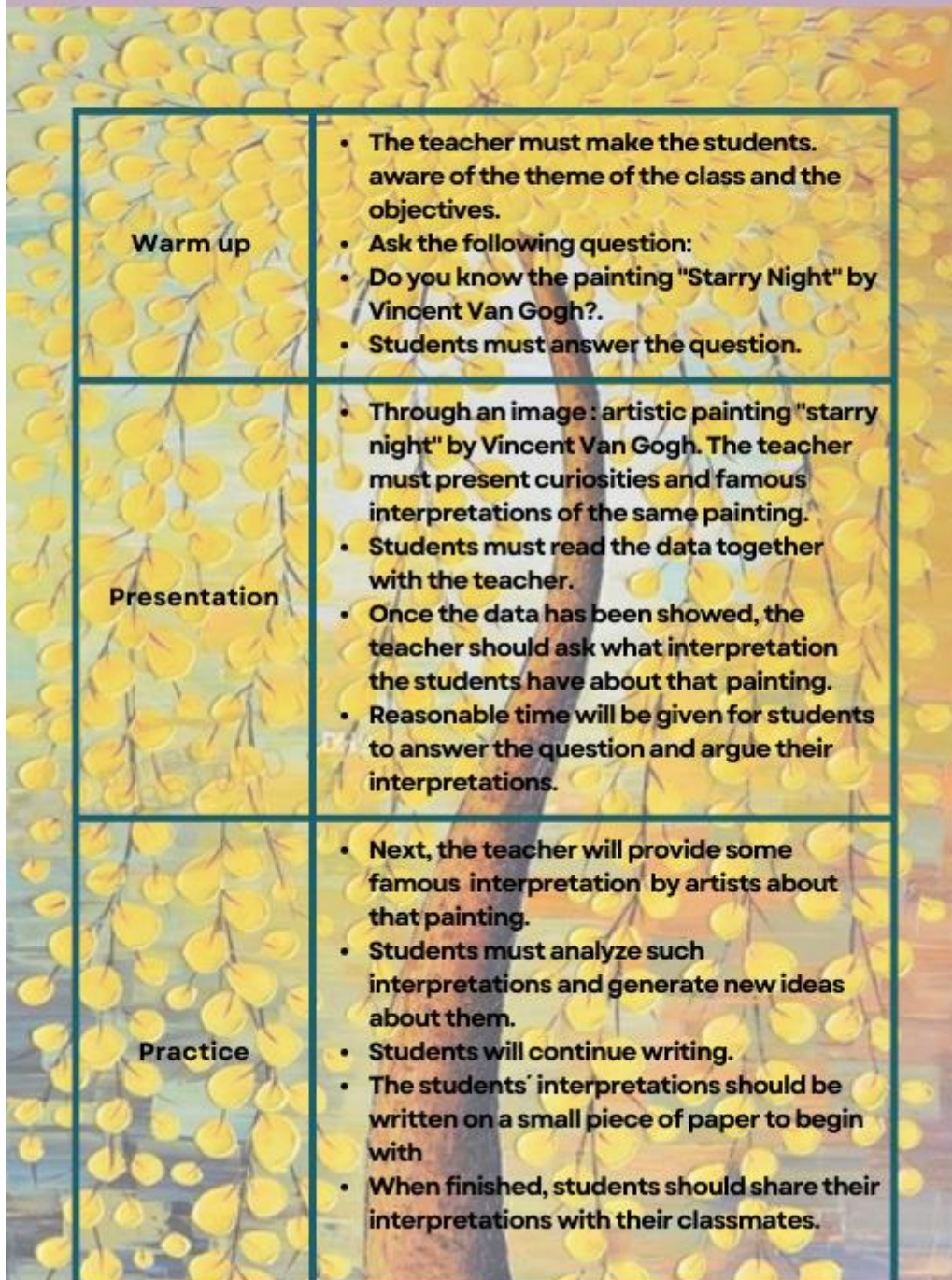
Activity 1: Dreamers

Objective	<ul style="list-style-type: none">• Students will increase self-awareness through the personal observation and interpretation of an artistic painting.
Time	<ul style="list-style-type: none">• 40 min
Structure	<ul style="list-style-type: none">• Organization• Observing time• Analyzing• Selecting• Interpretation
Strategy	<ul style="list-style-type: none">• Ask question• Question yourself• Reflect questions• Paint emotions• Ponder with ideas• Answer questions
Resources	<ul style="list-style-type: none">• Picture: "The Starry Night" by Vincent Van Gogh• Colors• Paintings• Pencil• Worksheet

Unit 3

Learning through painting

Activity 1: Dreamers

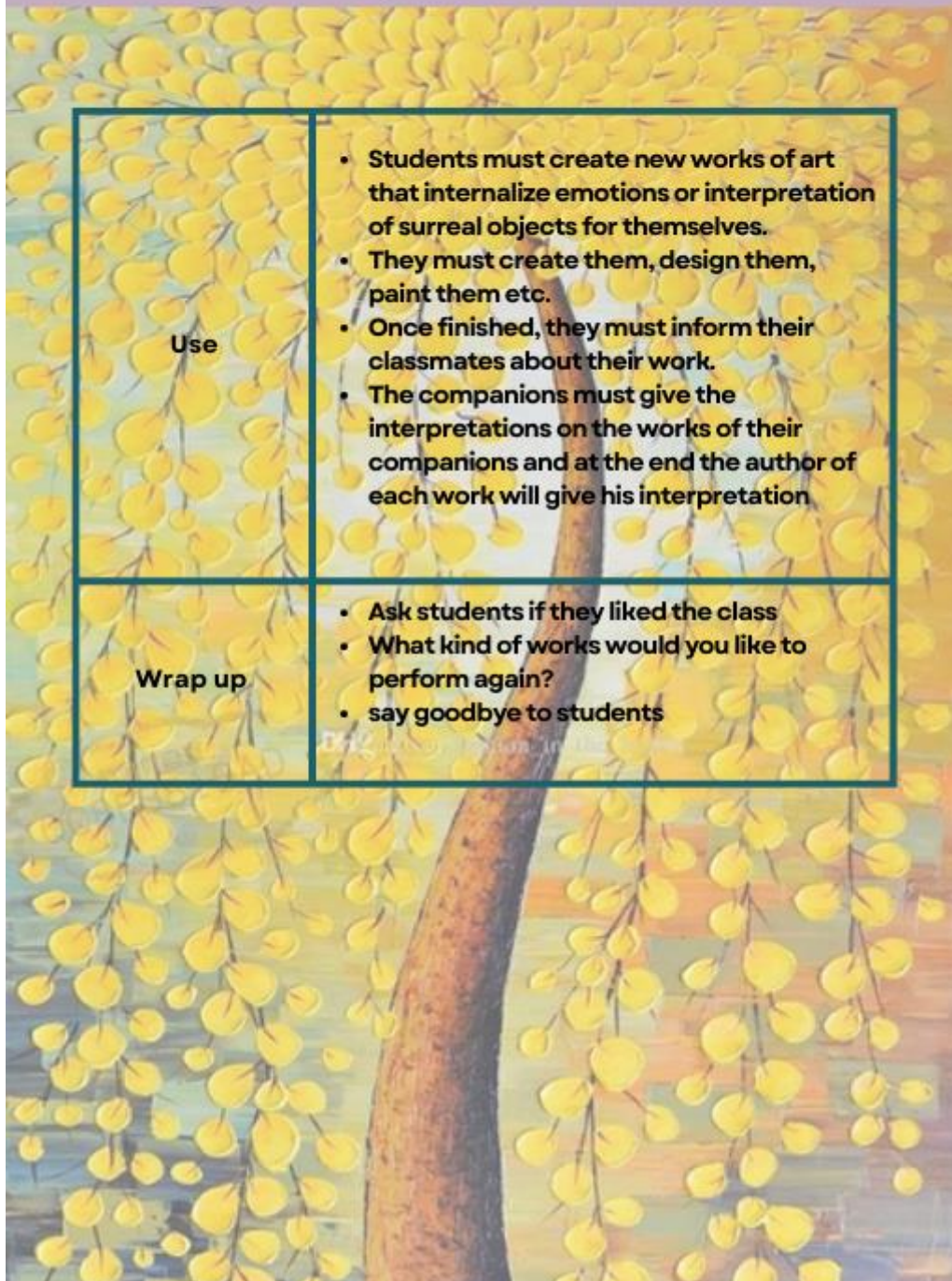


Warm up	<ul style="list-style-type: none">• The teacher must make the students aware of the theme of the class and the objectives.• Ask the following question:• Do you know the painting "Starry Night" by Vincent Van Gogh?• Students must answer the question.
Presentation	<ul style="list-style-type: none">• Through an image : artistic painting "starry night" by Vincent Van Gogh. The teacher must present curiosities and famous interpretations of the same painting.• Students must read the data together with the teacher.• Once the data has been showed, the teacher should ask what interpretation the students have about that painting.• Reasonable time will be given for students to answer the question and argue their interpretations.
Practice	<ul style="list-style-type: none">• Next, the teacher will provide some famous interpretation by artists about that painting.• Students must analyze such interpretations and generate new ideas about them.• Students will continue writing.• The students' interpretations should be written on a small piece of paper to begin with• When finished, students should share their interpretations with their classmates.

Unit 3

Learning through painting

Activity 1: Dreamers



Use

- Students must create new works of art that internalize emotions or interpretation of surreal objects for themselves.
- They must create them, design them, paint them etc.
- Once finished, they must inform their classmates about their work.
- The companions must give the interpretations on the works of their companions and at the end the author of each work will give his interpretation

Wrap up

- Ask students if they liked the class
- What kind of works would you like to perform again?
- say goodbye to students

Unit 3 Learning through painting

Activity 1: Dreamers

Resources



MoMA The Museum of Modern Art

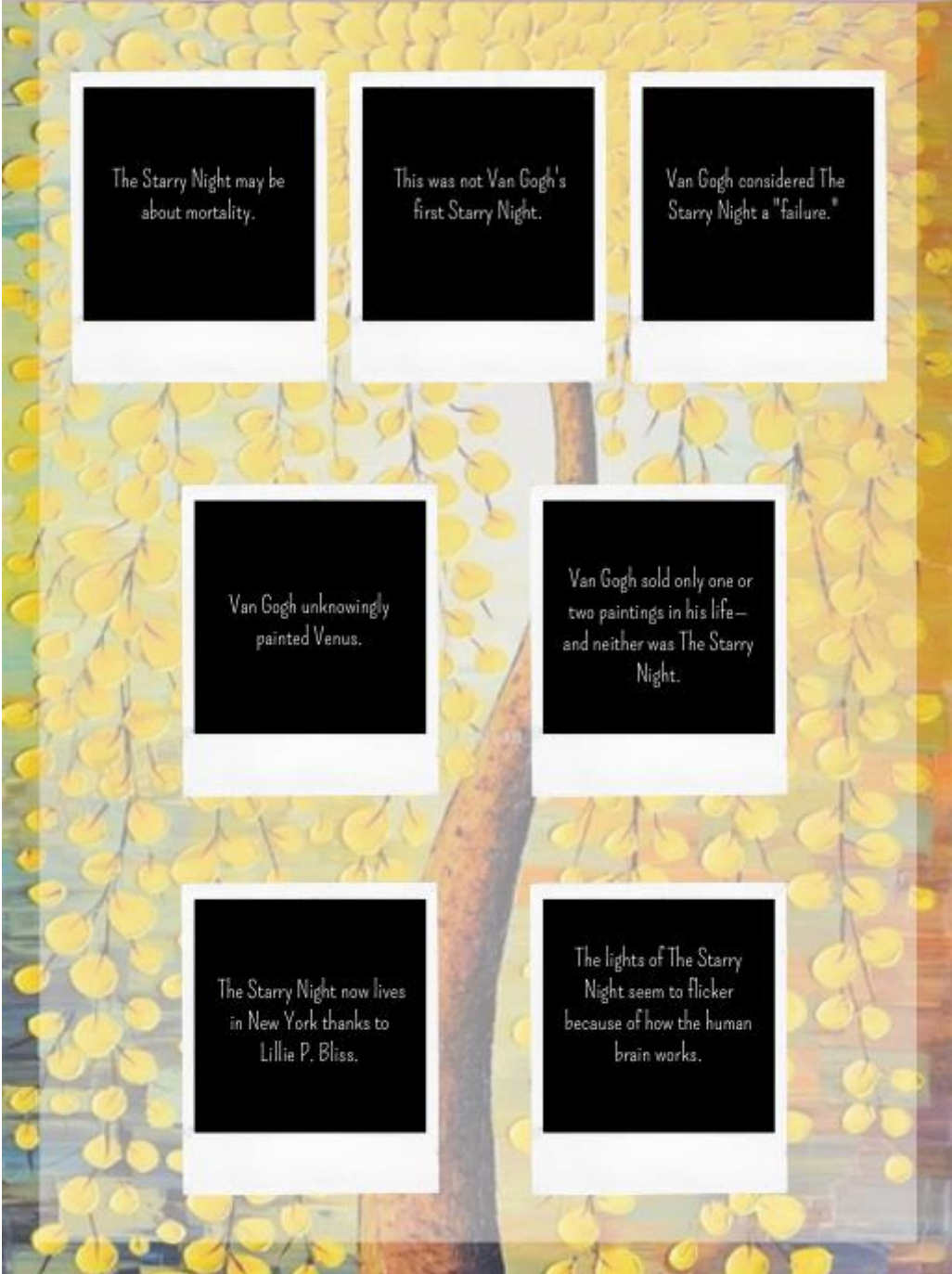
Things You Didn't Know !

It Depicts Van Gogh's view from an asylum.

The village was more creative license than reality.

Unit 3 Learning through painting

Activity 1: Dreamers



The Starry Night may be about mortality.

This was not Van Gogh's first Starry Night.

Van Gogh considered The Starry Night a "failure."

Van Gogh unknowingly painted Venus.

Van Gogh sold only one or two paintings in his life—and neither was The Starry Night.

The Starry Night now lives in New York thanks to Lillie P. Bliss.

The lights of The Starry Night seem to flicker because of how the human brain works.

Unit 3 Learning through painting

Activity 1: Dreamers

SOME INTERPRETATIONS AROUND THE WORLD

In fact, Eisenman adds that:

The work is in part a reverie about a utopian future based on the imagined social integrity of a simpler past.

Boime argues that:

Many have argued that this Van Gogh canvas is an expression of his emotionality.

Interpretation

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.....

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Unit 3
Learning through painting
Activity 1: Dreamers




Unit 3 Learning through painting

Activity 1: Dreamers

Interpretation
Classmate
work

.....
.....
.....

Evaluation

	Creativity	Interaction	Pronunciation	Understanding
Excellent				
Proficient				
Need improvement				



Unit 3: Learning through painting

Activity 2: so, what can we do now?

Objective	<ul style="list-style-type: none">• Students will illustrate the emotional state of students through a painting.
Time	<ul style="list-style-type: none">• 40 min
Structure	<ul style="list-style-type: none">• Organization• Observing time• Analyzing• Creation• Interpretation
Strategy	<ul style="list-style-type: none">• Ask question• Question yourself• Reflect questions• Paint emotions• Answer questions
Resources	<ul style="list-style-type: none">• Picture : "The Gioconda " by Leonardo da Vinci• Colors• Paintings• Pencil• Worksheet

Unit 3

Learning through painting

Activity 1: so, what can we do now?

Warm up	<ul style="list-style-type: none">• The teacher must make the students aware of the theme of the class and the objectives• Ask the following question:• Do you know the painting "The Gioconda" by Leonardo da Vinci?• What emotions do you think the model of a painting would have before, during or after being photographed?• Students must answer the question
Presentation	<ul style="list-style-type: none">• Teacher will present an artistic painting "The Gioconda" by Leonardo da Vinci .• The teacher will present information about the artwork.• Once the data has been showed, the teacher should ask what interpretation the students have about woman painted.• The teacher will expose a question to the students. °What emotions does the work represent?• Reasonable time will be given for students to answer the question and argue their interpretations.
Practice	<ul style="list-style-type: none">• Next, the teacher will share his/her own interpretation about that artwork.• Students will write their own interpretations on a small piece of paper to begin with.• When finished, students should share and read their interpretations with their classmates.

Unit 3

Learning through painting

Activity 2: so, what can we do now?

<p>Use</p>	<ul style="list-style-type: none">• Students must create new works of art that internalize their personal emotional state.• They must create them, design them, paint them etc.• Once finished, they must show their work in front of the classmates.• The partners must give their interpretations written on a card to the other classmates.• Students should share and read the interpretations with classmates
<p>Wrap up</p>	<ul style="list-style-type: none">• Ask students if they liked the class• Did you like the activity?• What kind of works would you like to perform again?• Say goodbye to students

Unit 3

Learning through painting

Activity 2: so, what can we do now?

Resources



Leonardo da Vinci, Louvre Museum (since 1797)

The Mona Lisa was a commissioned painting by Francesco del Giocondo for his wife Lisa Gherardini. That is why they also call it "La Gioconda".

Little is known of Lisa's life. There are only some data such as that she was born on June 15, 1479 in Florence, she had 5 children and died at 63 years of age. She was apparently a middle-class noblewoman from the Gherardini family, an important merchant dynasty.

The painting is misnamed. Or rather, it's misspelled. Actually the correct form would be "Monna Lisa" and not "Mona" as it is commonly called. The word Monna comes from Madonna which would be translated into Spanish as "my lady".

"The portrait was painted in an upright position and shows a woman who is seated, looking slightly at the viewer (with her chest directed to the left and her face towards the center). This is a very common position, also called "pyramid", especially in the portraits of the Virgins that can be found in the basilicas.

Unit 3

Learning through painting

Activity 2: so, what can we do now?

Your
interpretation



What emotions does the
work represent for you?



Unit 3

Learning through painting

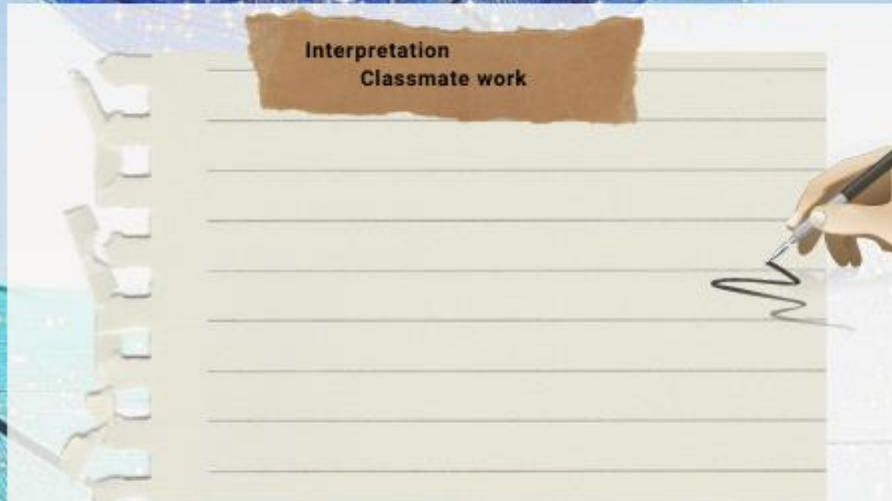
Activity 2: so, what can we do now?



Unit 3

Learning through painting

Activity 2: so, what can we do now?



Evaluation

	Creativity	Interaction	Pronunciation	Understanding
Excellent				
Proficient				
Need improvement				

CHAPTER V: CONCLUSION AND RECOMMENDATIONS

The fifth chapter presents the conclusions and recommendations derived from this research. These conclusions and recommendations are based on the general and specific objectives set out in the study.

5.1. Conclusions

The influence of emotional intelligence to improve speaking fluency was analyzed. Thus, it was possible to connote in a general way that so many personal factors: psychological, physiological, affective and social; manifest dependence on such an innate quality of the individual. It can be affirmed that there is a close relationship between both aspects. Emotional intelligence, by developing the ability to recognize, understand and manage one's own emotions and those of others, plays a fundamental role in fluent and effective oral expression.

Considering emotional intelligence functions, it was possible to affirm that this quality allows students who are in a process of learning a language other than their mother tongue to improve fluency in speech as a fundamental element for mastering the same. Because in general terms the ability to regulate emotions and maintain a balanced emotional state is thus fostered, it allows the individual to face communicative situations with confidence and serenity, which facilitates greater fluency in speech.

It is important to incorporate strategies and practices that promote the development of emotional intelligence in the educational field and in the training of language skills. In this way, the capacity for fluent oral expression will be enhanced and effective and enriching communication will be promoted in different contexts and situations. These activities guaranteed individuals the necessary tools to regulate their emotions during communicative situations, which allows them to express themselves more fluently and effectively.

An activity guide was designed based on Emotional Intelligence to improve speaking fluency for students. The guide was the result of the investigation and analysis of data obtained in the survey and applied interview. The activities were focused on activities directed to the artistic and musical field, which were the preferences reported by the students themselves and mentioned by the interviewed teacher. In specific terms, each activity focused on stimulating confidence and security when learning a language, which benefits improvements in speaking fluency.

5.2. Recommendations

It is necessary that the educational field, each of the educational actors become more involved in the importance of emotional intelligence as an innate quality of everyone, in

this case the student, if you want to impart activities that focus on improving skills or abilities speech. It is necessary for teachers to create a friendly and safe environment, so that students, whatever their emotional state, can express themselves without fear, challenge, and face situations without anxiety, just trust.

Level and stability of the emotional intelligence of the students depend on activities that expose them to situations that may seem invasive or not according to the state in which they find themselves. Therefore, such situations encountered or perceived must be socialized, so that both the students know how to face, control, and take advantage of the experiences that take place in the academic period or period and the teachers are foreseen of the type of work or speech activity to be carried out.

It is suggested to integrate emotional activities in the curriculum, designing activities that involve the recognition and expression of emotions because it is essential in current education and training. In addition, it could provide constructive, motivating and emotionally sensitive feedback to students to keep them positive and committed to developing fluent speech in language learning.

Finally, design more guide of activities based on Emotional Intelligence to improve the oral fluency of the students. The more resources are placed in sight and at the hands of teachers and students, the greater the chances that the said innate quality of the students will develop in the best way within a classroom and at the same time the learning or teaching of a language. be embodied in a realistic and human basis.

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ANNEXES

Annex 1. Instruments



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS - INGLÉS



INTERVIEW FOR THE ENGLISH TEACHERS AT TÉCNICA DEL NORTE
UNIVERSITY

Theme: Emotional Intelligence to Improve Speaking Fluency in 6th Semester Students of the English Major at Técnica del Norte University, Academic Period, 2022-2023

Objective: Obtain essential information on the teachers' perception about emotional intelligence to improve speaking fluency in their students.

Please, answer the following questions with all the required honesty. All data collected will be used for academic purposes only.

- 1. Do you enjoy teaching English?**
- 2. Do you encourage your students' Emotional Intelligence in English speaking classes?**
- 3. In an English class. Which aspects of your student's emotional intelligence are evident in the process to develop speaking fluency?**

- 4. Before English speaking class. Do you consider it is important to analyze the student's emotional state?**

- 5. Which activities do you use to improve high emotional intelligence on your students' English-speaking fluency?**

- 6. Do you think that intelligent emotional balance on students favors enthusiasm and motivation in an English-speaking class?**

- 7. Do you consider Emotional Intelligence an essential human aspect of improving speaking fluency?**

THANK YOU FOR YOUR COOPERATION



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

**SURVEY APPLIED TO STUDENTS IN THE 6TH SEMESTER STUDENTS
OF THE ENGLISH MAJOR AT TÉCNICA DEL NORTE UNIVERSITY**

Theme: Emotional Intelligence to Improve Speaking Fluency in 6th Semester Students of the English Major at Técnica del Norte University, Academic Period, 2022-2023

Objective: Obtain essential information on the student's perception in relation to emotional intelligence impact to improve speaking fluency.

Request your collaboration to fill out the following questions. Please, choose one that is closest to your perception, do not spend too much time on each of them. Feel free to answer, this survey has academic purposes only.

1. Please, indicate your gender.

- Male
- Female
- Other

2. Do you like English?

- Yes
- No

3. How often do you feel confident about your own emotions in English speaking class?

- I **always** feel confident before speaking in English.
- I **often** feel confident before speaking in English.
- I **rarely** feel confident before speaking in English.
- I **never** feel confident before speaking in English.

4. How do you describe your mood during practice in English speaking class?

- Stable.
- Get nervous
- Get extremely nervous

5. How often do you trust yourself when you speak in English?

- Always
- Frequently
- Sometimes
- Rarely
- Never

6. Which of the following activities related to emotional intelligence do you prefer to be applied in your English-speaking class?

- Motivational, movies
- Mood songs or comforting
- Interactive emotional books
- Inspirational funny videos

THANKS FOR YOUR COLLABORATION

Annex 2. Instruments validation



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

Ibarra, 28 de noviembre de 2022

Magister

Msc. Fernando Narváez

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digno validar las entrevistas y encuestas de Investigación del Proyecto "Emotional Intelligence to Improve Speaking Fluency in 6th Semester Students of the English Major at Técnica del Norte University, Academic Period 2022-2023"

Previo a la obtención del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Cyntia Pamela Mugmal Mugmal

.C.: 100499930-4



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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....
.....
.....



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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS –
INGLÉS



A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			

Firma del Evaluador
C.C.: 100175802-6

Apellidos y nombres completos	Narváez Vega Franklin Fernando
Título académico	Magister en Lingüística Aplicada a la Enseñanza Bilingüe
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Fecha de envío para la evaluación del experto:	28 de noviembre de 2022
Fecha de revisión del experto:	28 de noviembre de 2022



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

Ibarra, 28 de noviembre de 2022

Magister
Msc. José Obando

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas y encuestas de Investigación del Proyecto "Emotional Intelligence to Improve Speaking Fluency in 6th Semester Students of the English Major at Técnica del Norte University, Academic Period 2022-2023"

Previo a la obtención del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés, para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

.....
Cynthia Pamela Mugmal Mugmal
.C.: 100499930-4



UNIVERSIDAD TÉCNICA DEL NORTE

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formulación clara de cada pregunta.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprensión de cada pregunta.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coherencia de las preguntas en relación con el objetivo.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevancia del contenido	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orden y secuencia de las preguntas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Número de preguntas óptimo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observaciones:

.....
.....
.....



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INGLÉS



A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Firma del Evaluador
C.C.: 100151204-3

Apellidos y nombres completos	José Miguel Obando Arroyo
Título académico	Magister
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Fecha de envío para la evaluación del experto:	28 de noviembre de 2022
Fecha de revisión del experto:	28 de noviembre de 2022