UNIVERSIDAD TÉCNICA DEL NORTE (UTN)

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA (FECYT)

CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

INFORME FINAL DE TITULACIÓN, EN LA MODALIDAD PRESENCIAL

TEMA:

Emotional Intelligence Strategies to Develop Speaking Skills in Second Graders at San Francisco School

Trabajo de titulación previo a la obtención del título de Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros Especialización Inglés

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

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Ibarra – 2024

UNIVERSIDAD TÉCNICA DEL NORTE

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DATOS DE LA OBRA	
TÍTULO:	Emotional intelligence strategies to develop speaking skills in second graders at San Francisco school
AUTOR (ES):	Bedón García Sthefany Fernanda
FECHA:	2023/10/15
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	PREGRADO [X] POSGRADO [ ]
TÍTULO POR EL QUE OPTA:	Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros
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DEDICATORY

The success of life is not in consistently winning but in never giving up!

I am dedicating this undergraduate work to my younger brother, Jordan, who has been my constant source of inspiration and motivation. He is why I never give up, and he has inspired me to choose this topic for my research. Moreover, this research is dedicated to my future students who deserve nothing but the best from their teachers. As a future educator, I aim to create a safe and inclusive learning environment where students can feel free to be themselves and express their emotions while respecting the emotions and feelings of others.

To all current and aspiring teachers, I hope that my research can shed some light on the importance of understanding the emotions and feelings of students, regardless of their age or level. Every student deserves an engaging and enjoyable learning process. However, our educators must ensure that they always pursue their passion for learning and keep going despite the challenges they may face.

Overall, this research can contribute to creating a better learning experience for all students and inspire future educators to become more empathetic, understanding, and dedicated to their student's success.

Sthefany Fernanda Bedón García

ACKNOWLEDGEMENTS

"If you cannot fly, then run; if you cannot run, then walk; if you cannot walk, then crawl, but whatever you do, you must keep moving forward."

Completing this stage with victory and happiness was one of my most important objectives. Although it was a challenging journey, anything worth achieving requires hard work and dedication. First and foremost, I would like to express my gratitude to my parents, Lorena García and Walter Bedón, who have always supported and guided me in making important decisions throughout this process. Their unwavering love and constant effort throughout my entire life have been instrumental in helping me complete my learning process.

Secondly, I would like to thank my younger brother Jordan, who has been a source of inspiration and motivation for me. He is why I aspire to surpass myself and overcome challenges, including my battle with depression. I also extend my gratitude to my sister Jackelyn and brother Oscar, who are my best friends and have taught me the true meaning of love and strength during tough times. In addition, I want to acknowledge the importance of my entire family in my life. My aunts and uncles have supported and strengthened me during my darkest days.

Thirdly, I sincerely thank my boyfriend, Andy Javier Mora Cajas, for his unwavering support, love, and understanding throughout this journey. His faith in my capacity to achieve my goals has been a constant source of encouragement. Finally, I also thank his grandparents for welcoming me with open arms into their home and treating me like a family member.

Furthermore, I extend my heartfelt thanks to Técnica del Norte University for providing me with an excellent education over the past four years. I am grateful to my educators who have taught me the skills necessary for my career and shared their knowledge and wisdom as individuals. Furthermore, I owe a debt of gratitude to my mentor, MSc. Gabriela Bastidas guided me not only in completing my studies but also in writing my thesis. She is my role model as both a teacher and a person, and it was an honour to work with her. Finally, I would also like to thank my assessor and professor, MSc. Fernando Flores, for his valuable advice, patience, and expertise in completing my research work.

Finally, I want to thank my university friends, the authorities, teachers, and students from Unidad Educativa Fiscomisional "San Francisco" for supporting me in completing this project.

Sthefany Fernanda Bedón García

ABSTRACT

This research mainly focuses on Emotional Intelligence Strategies to Develop Speaking Skills in Second Graders at San Francisco School in Ibarra City during the academic year 2022-2023. The main objective was to propose a didactic guide as a resource to contribute to the development of oral production of English as a foreign language (EFL) while preventing students from lacking motivation, frustration, anxiety, stress, and other affective factors that may hinder their learning of the target language. This study was based on a theoretical foundation identifying the different emotional intelligence strategies, tasks, and activities that help improve speaking skills. Their research was carried out thanks to the collaboration of authorities, teachers, administrative personnel, and second-grade students at "San Francisco" high school. For the development of this study, a mixed methodology, quantitative and qualitative, was applied. The data was collected through research instruments such as guided interviews with the authorities and teachers and a student survey. Using the results, a guide was designed to present some activities based on emotional intelligence strategies to facilitate the process of English as a foreign language. It has been concluded that emotional intelligence is an essential tool for the development of English language skills. However, even if teachers apply emotional strategies, it has been observed that many students cannot recognize their feelings while learning a new language. This event highlights the need for both students and teachers to work on developing emotional intelligence. A tool to achieve the development of EI, it is necessary to implement a didactic guide that includes the most effective emotional strategies to create attractive activities using different resources suitable for second graders. In addition, it is recommended that teachers take additional courses to learn how to develop their emotional intelligence before teaching students. The author also suggests that the activities described in the teaching guide can be modified according to the needs of the students.

Keywords: Emotional Intelligence, strategies, speaking skill, didactic guide.

RESUMEN

Este trabajo de investigación principalmente se centra en Estrategias de Inteligencia Emocional para desarrollar habilidades orales en estudiantes de segundo grado de la Escuela "San Francisco" en la ciudad de Ibarra durante el año académico 2022 – 20223. El objetivo principal fue proponer una guía didáctica como recurso para contribuir al desarrollo de la producción oral de inglés como lengua extranjera, evitando al mismo tiempo que los estudiantes carezcan de motivación, frustración, ansiedad y otros factores afectivos que puedan dificultar su aprendizaje del idioma de destino. Este estudio se basó en una base teórica que identifica las diferentes estrategias, tareas y actividades de inteligencia emocional que ayudan a mejorar las habilidades para hablar. Este proyecto de investigación se llevó a cabo gracias a la colaboración de autoridades, maestros, personal administrativo y estudiantes de segundo grado de la escuela "San Francisco". Para el desarrollo de este estudio se aplicó una metodología mixta cuantitativa y cualitativa. Los datos se recolectan a través de instrumentos de investigación como entrevistas guiadas con autoridades y docentes y la encuesta a los estudiantes. A partir de los resultados, se diseñó una guía para presentar algunas actividades basadas en estrategias de inteligencia emocional para facilitar el proceso de inglés como lengua extranjera. Finalmente, se ha concluido que la inteligencia emocional es una herramienta esencial para el desarrollo de las habilidades del idioma inglés. Sin embargo, aunque los maestros apliquen estrategias emocionales, se ha observado que muchos estudiantes no pueden reconocer sus sentimientos mientras aprenden un nuevo idioma. Este acontecimiento resalta la necesidad de que tanto los estudiantes como los maestros deben trabajar para desarrollar la inteligencia emocional. Una herramienta para lograr el desarrollo de la IE, es implementar una guía didáctica que incluya las estrategias emocionales más efectivas para el desarrollo de actividades atractivas utilizando diferentes recursos adecuados para los estudiantes de segundo grado. Además, se recomienda que los maestros tomen cursos adicionales para aprender a desarrollar su inteligencia emocional antes de enseñar. El autor también sugiere que las actividades descritas en la guía didáctica se puedan modificar según las necesidades de los alumnos.

Palabras claves: Inteligencia Emocional, estrategias, habilidades del habla, guía didáctica.

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LIST OF ABBREVIATIONS

CEFR: Common Europe Language Reference

MINEDUC: Ministerio de Educación

EGB: Educación General Básica

BGU: Bachillerato General Unificado

TPR: Total Physical Response

EFL: English as a Foreign Language

EI: Emotional Intelligence

Introduction

This research project aims to assist San Francisco School students in improving their communicative production through emotional intelligence strategies. Emotional intelligence strategies encourage students to acquire the English language through enjoyable activities. Language is the primary tool for communication between individuals. Around the world, there are various types of languages; one is English as a foreign or second language. According to Ilyosovna (2020), English is not the most common language worldwide; however, it is the official language of fifty-three countries and the principal second language globally. Nowadays, English is the fundamental tool for transferring and communicating information in a globalised world. (Dutta, 2019).

Nevertheless, Ecuador has a lower level of English as a foreign language. The acquisition of a foreign language can prove to be a daunting and challenging undertaking for students. The difficulties in learning English are due to many factors, such as methodologies, typical resources, and affective factors. In 2022, Education First (EF) reported on the English ranking in Ecuador. Ecuador is ranked 82nd out of 111 with a low English level. According to the data presented by EF, the city with the highest level is Guayas, and the lowest level is Napo. Imbabura has a medium level of English. In addition, people between the ages of 18 to 25 and 41+ maintain a shallow level of proficiency in English. On the other hand, people between the ages of 26 to 40 years hold a low level. (*English Proficiency Index – Ecuador*, 2022)

As mentioned before, the learning-teaching process can be stressful for students, especially when learners want to communicate but need help due to some factors. Leong and Ahmadi (2017) suggest that oral proficiency is one of the most laborious facets of language learning, as many learners struggle to express themselves orally. Therefore, in this research, the principal factor to investigate is the role of emotional intelligence through affective factors. One problem for students is the fear of participating, inhibition, and lack of vocabulary knowledge. According to Bastidas-Amador et al. (2023), emotional intelligence (EI) is considered a fundamental component in the learning-teaching process of students because it can help students understand their own emotions and feelings and the best way to manage them.

It is essential to mention that teaching strategies are helpful in English classes; when discussing teaching strategy, it refers to a lesson plan with a well-structured outline of instructional objectives and tactics to implement the strategy. (Stone and Morris, in Al-Banna & Aziz, 2014). Cognitive skills can be employed in an emotional plan to modify the interpretation of stimuli or situations that prompt emotional reactivity. (Goldin et al., 2014)

Background

Nowadays, emotional intelligence is a relevant topic not only in the psychology context but also in education. Many researchers are investigating how Emotional Intelligence affects the teaching-learning process throughout the educational community. In teaching English as a Second Language, the affective factors are relevant to acquiring this language and developing English skills. One of them is speaking; this project focused on this skill. According to Bora (2012), sub-skill speaking has been among the most challenging problems in English classes. The affective factors, such as the learners' lack of motivation, self-confidence, and self-awareness, are one issue in developing oral abilities. This researcher concluded that students who manage their emotional intelligence are more eager to participate in speaking classes because they feel confident sharing their knowledge. Nevertheless, students who do not control their emotions prefer to be passive in oral activities. Furthermore, another study by Bastidas-Amador et al. (2023b) mentions that the affective factors and the development of emotional intelligence can positively affect students in their professional, educational, and personal lives.

Research Problem

The research problem focuses on developing speaking skills in second-grade students at San Francisco school in Canton Ibarra through emotional intelligence strategies during the academic year 2022-2023. Students may struggle to develop their speaking skills for several reasons, including a lack of motivation, self-esteem, self-confidence, and others. These happen because teachers downplay the importance of emotional intelligence and development and must consider how affective factors could affect acquiring a new language. Second graders are starting their educational life and must know how to manage their emotions and peers.

Justification

This research project was developed because of the need to develop oral skills in second graders at San Francisco school. Additionally, the objective is to identify strategies for teachers to improve students' speaking abilities through Emotional Intelligence techniques. As a result, students enhance their emotional intelligence, boosting their self-assurance and empowering them to participate actively in class. As a teacher, it is essential to have effective strategies to help students improve their oral communication skills. By utilising these strategies, students can become more confident and feel at ease when participating in English classes without worrying about making mistakes.

Significance of the study

This project collects information that English teachers and students can use to improve the teaching-learning process, especially speaking skills. Moreover, it is crucial because it employs several methods that enhance learning and strategies for fostering emotional intelligence among English students. The importance of this study is divided into subcategories: linguistic, academic, and affective impacts.

Impacts

Linguistic Impact

Second graders will improve their English production through emotional strategies, allowing them to communicate better with their peers and teachers. Through eye-catching activities, students will learn phrases that they can use in their daily lives to communicate and express their feelings and thoughts easily in situations that may arise day by day. In addition, they will be encouraged to be more active in their classes allowing them to feel safe and confident about their participation in order to develop and improve oral skills.

Academic Impact

The learning development of speaking skills of second graders at San Francisco school can be improved in the classroom by teachers focusing on using emotional strategies. Also, these strategies can encourage students to get good grades and enjoy the acquisition of English as a foreign language. Moreover, emotional intelligence strategies help to improve in all educational aspects, that is, the development of EI allows students to feel confident in their knowledge and abilities within all the subjects received. However, it is crucial to mention that teachers should also develop their emotional intelligence before applying emotional strategies that help students begin to develop their emotional intelligence.

Affective Impact

This research aims to enhance the motivation of second graders to learn EFL by incorporating Emotional Strategies such as empathy, self-awareness, and assertiveness in their oral skill development. By utilising these strategies, educators can establish an interactive and positive learning environment that encourages students to learn and have a positive attitude toward the language. Additionally, both students and teachers can learn to identify and manage their emotions and each other, as well as how external factors affect the teaching-learning process.

Objectives

General Objective:

- Determine the Emotional Intelligence Strategies to Develop Speaking Skills in Second Graders at San Francisco School.

Specific Objectives

- Establish the basic concepts and significant benefits of Emotional Intelligence strategies to develop speaking skills in second graders.
- Identify different teachers' strategies regarding emotional intelligence strategies used in the classroom to develop speaking skills.
- Design a didactic guide with emotional intelligence strategies to improve English communicative skills in second graders at San Francisco school.

This degree project is dived into five chapters. The first chapter is the theoretical foundation, and this chapter explains the theoretical information of the research on Emotional Intelligence strategies to develop speaking skills. This chapter elaborates on the theoretical basis of the research study, English as a foreign language, methods and approaches to developing speaking skills, and emotional intelligence strategies. The second chapter is the methodology where it incorporates essential information about various research methods in response to the research problem. Furthermore, it explains the techniques, instruments, and methods used to collect data. In addition, it shows the study site, number of participants, and procedures. The third chapter is about data and discussion. This chapter presents the data analysis after the application of the research instruments and the discussion of these results. The fourth chapter presents the proposal. It was designed as a didactic guide with different activities based on theory foundation, interviews for teachers and a survey for students to enhance speaking abilities through emotional intelligence strategies. Finally, the last chapter is about conclusions and recommendations that the author gives according to the results, theory, and the proposal.

CHAPTER I: THEORETICAL FRAMEWORK

This chapter explains the theoretical information of the research on Emotional Intelligence strategies to develop speaking skills in second graders at San Francisco school. This chapter elaborates on the theoretical basis of the research study, English as a foreign language, methods and approaches to developing speaking skills, and emotional intelligence strategies.

1.1. English as a Foreign Language

Language is the primary tool for communication between individuals. One of the most common languages spoken around the world is English. It is the native language of sixty-seven countries and the second language of twenty-seven countries. English is spoken by over 780 million people worldwide; 350 million of them manage this language as a first language, and +430 million speak it as a second language, making it one of the most widely spoken languages globally. (Ilyosovna, 2020)

Nowadays, this language helps people to find better opportunities across the globe. The possibilities can be getting a better job or finding any information, especially since this language allows for precise and effective peer-to-peer communication; this language also opens the door to the world. For this reason, most people who cannot speak English are learning, studying, and practising to obtain a high level of English with which they can communicate. At the educational level, private and public schools have English as a subject, like a foreign language.

To summarise, English may not be the most commonly spoken language worldwide. However, it is one of the languages used to establish connections in different fields worldwide. It means that everybody who dominates the English language can obtain opportunities that can improve their lifestyle, increase job opportunities, and help the tourism and economy of a country since this language allows them to establish and get international deals.

1.2. English as a Foreign Language in Ecuador

The English language curriculum was designed for primary, elementary, high school, middle school, and baccalaureate in private and public schools. Five core principles form the foundation of this curriculum: The learning-teaching process is teaching through a communicative language approach, which means interacting and communicating through language. Second, integrate language learning with cultural and cognitive aspects to encourage students to acquire the language. Third, the curriculum is focused on international standards and adapted to Ecuadorian needs. Fourth, the learning-teaching process of the English language should improve skills such as thinking, social skills, and creative skills needed for significant learning to help students in their lives. Finally, the central core is a learner-centred approach; the methodologies, strategies, techniques, and more should be

focused on students and their development, such as their strengths and challenges. Additionally, this approach should facilitate the learning process, supporting the motivation and engagement of students with English language learning.

However, despite the efforts of the Ministry of Education to reach a high level by mastering English, something needs to be fixed within this educational system. Each year, different associations assess the Ecuadorian English level. For example, in 2022, Education First (EF) reported on the English ranking in Ecuador. Ecuador was ranked 82nd out of 111 with a low English level. Based on the information provided by EF, Guayas had the highest English proficiency level, while Napo had the lowest. Imbabura falls in the middle range. It is worth noting that individuals aged 18-25 and 41 and above tend to have a limited grasp of English, while those between 26-40 have a lower proficiency level. (*English Proficiency Index – Ecuador*, 2022). Namely, Ecuador must improve the learning-teaching process to obtain a master's degree in English. The teachers must apply different methods, approaches, techniques, and strategies or modify the English curriculum.

The Ecuadorian curriculum features eight levels of English that are based on the Common European Framework of Reference for Language. According to the Ministry of Education (2019), private-public schools have four levels of English: Pre-A1, A1, A2, and B1, and each of them has sub-levels based on the course. For example, pre-A1 has two sub-levels: pre-A1.1 to second-grade students and pre-A1.1 to third-grade. In addition, A1 has two sub-levels, A1.1 to fourth and eighth grades and A1.2 to fifth and ninth courses. Furthermore, the A2 level is divided into A2.1 for the sixth and tenth courses and A2.2 for the seventh and first baccalaureate. Finally, the B1 level has two groups: B1.1 for the second baccalaureate and B1.2 for the third baccalaureate. The following figure demonstrates, more specifically, the division of English levels according to the CEFR and how the Ministry of Education (MINEDUC) distributed for educational institutions at the national level.

Figure 1
Ecuadorian English levels based on CEFR.

Levels of Proficiency: Branching Approach.
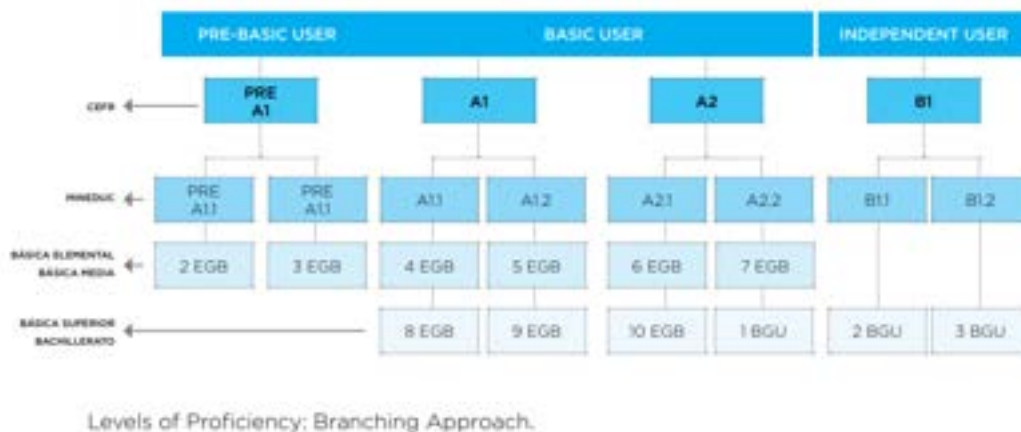
Note: Levels of Proficiency. Source: Ministry of Education (2019)

This research focuses on second-grade students who should have a pre-A1.1 at the end of the second grade. According to the Ecuadorian curriculum, students must know topics such as members of the family, friends, numbers, class objects, greetings, colours, weather, clothes, time, and more. In addition, second-grade students should develop the four English skills: listening, writing, reading, and speaking. During their school years, students should aim to identify, understand, and communicate individual words and short phrases to ensure that others can understand them quickly based on their speaking skills. Furthermore, they should participate effectively in fundamental interpersonal interactions in everyday contexts, provided the interlocutor speaks slowly and clearly.

1.3. Common European Framework of Reference for Language

The worldwide benchmark for evaluating language proficiency is the Common European Framework of Reference (CEFR). Furthermore, this comprehensive description outlines the components of language learning, including communication skills and developing knowledge and abilities required for effective language use. (Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division, 2001). According to the Council of Europe Council for Cultural Co-operation Education Committee Modern Languages (2001), the CEFR has three primary levels, A, B, and C, but each has sub-levels. Firstly, the curriculum divides the A group (primary user) into A1 (Breakthrough) and A2 (Waystage). Secondly, it categorises the B group (independent user) into B1 (Threshold) and B2 (Vantage). Lastly, it classifies the C group (proficient user) into C1 (adequate operational proficiency) and C2 (mastery).

The primary user (A1) can understand and use frequently used phrases and simple expressions that relate to everyday needs. Moreover, they can introduce themselves, ask questions, and provide personal information. They can communicate effectively if the other person speaks clearly and slowly and is willing to assist. The A2 level user can comprehend commonly used expressions related to topics of immediate importance. Therefore, they can effectively communicate in straightforward and routine tasks that involve exchanging information on familiar and routine matters. Additionally, these users can describe relevant aspects of their background, immediate surroundings, and needs in areas that require close attention.

Individuals at the B1 level of language proficiency can comprehend the main ideas of common subjects related to work, school, and leisure. They can effectively manage situations in locations where the language is spoken. Additionally, they can generate essential written pieces and convey details about their family, aspirations, personal interests, significant events, and objectives. They can also provide brief justifications and explanations or their opinions and plans. At the B2 level, one can comprehend intricate subjects about professions and specialisations, including technical discussions. Furthermore, their ability to speak is fluent and spontaneous, enabling them to converse with native speakers with ease. As for writing skills, they can create extensive and complex texts on diverse topics and present their stance on current issues, highlighting the pros and cons of various options.

As per CEFR standards, the highest proficiency levels are C1 and C2. At the C1 level, individuals can produce detailed, well-structured texts on complex topics while demonstrating precise language usage. In addition, they possess advanced reading skills, which enable them to comprehend demanding, lengthy texts and decipher implicit meanings. Furthermore, their speaking skills are flexible and practical, allowing them to express themselves without hesitation fluently. The whole level, C2, encompasses proficiency in all four skills - speaking, reading, writing, and listening. C2 individuals can effortlessly comprehend spoken or written material and summarise information from multiple sources. In addition, they can converse fluently and accurately, even in complex situations, using formal expressions.

Table 1
Global scale based on the Common European Framework of Reference (CEFR)

PROFICIENT USER	**C2**	"Can understand virtually all types of texts. Can summarise information from different oral and written sources, reconstructing arguments and accounts in a coherent presentation. Can express themselves spontaneously, very fluently, and precisely, differentiating finer shades of meaning even in more complex situations."
	C1	"Can understand a wide range of demanding, longer texts and recognize implicit meaning. Can express themselves fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors, and cohesive devices."
INDEPENDENT USER	**B2**	"Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options."
	B1	"Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple

		connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans."
BASIC USER	**A2**	"Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of their background, immediate environment, and matters in areas of immediate need."
	A1	"Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce themselves and others and can ask and answer questions about personal details such as where someone lives, people they know, and things they have. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help."

Note: Brief description of CEFR levels. Take from: Europarat (2020)

1.4. English Skills

The English language has four skills: receptive (listening and reading) and productive (speaking and writing). The four skills are essential to managing the English language. For example, Sadiku (2015) states that in effective communication, listening and speaking skills are closely intertwined and complement each other. Similarly, reading and writing are interconnected and essential to effective written communication. Consequently, the four skills are necessary for students to develop their capacity to acquire English and effectively communicate in different ways, such as oral or written communication.

1.4.1. Reading Skill

Reading is a passive or receptive skill, which refers to understanding written text. According to Sadiku (2015), reading offers a productive approach to improving language vocabulary. (p.30). For this reason, individuals need to have a reading habit and read at least one text per day. Additionally, this habit can help to understand listening and speaking activities due to the acquisition of vocabulary through reading activities.

1.4.2. Listening Skill

Another passive or receptive skill is listening. The state of receptivity enables the listener to understand what is being heard and participate fully in the communication process. (Sadiku, 2015). As individuals improve their listening skills, they experience greater satisfaction and success.

1.4.3. Writing Skill

Writing is a valuable skill that effectively communicates ideas through brief and extended written works. The writing process can be intricate, as individuals must pay close attention to punctuation, grammar, and language usage depending on the desired level of formality. This skill is commonly taught in educational settings, including schools, high schools, and universities.

1.4.4. Speaking Skill

Regarding foreign language skills, verbal or oral communication is essential. Communication involves interacting with others to share opinions, intentions, emotions, doubts, and viewpoints. Like writing, oral skills require students or learners to focus on fluency, intonation, and pronunciation. (Shrouf, 2012)

In conclusion, learning the language requires acquiring four essential skills. Two of these skills are receptive, meaning individuals cannot produce output. However, if these skills are developed, individuals can grow and manage productive skills since all four skills complement each other. The four skills are listening - the ability to be an attentive listener; reading - the ability to understand vocabulary; writing - the ability to convey messages through written texts; and speaking - the ability to express oneself through verbal communication.

1.5. Speaking Sub-skills

As mentioned before, speaking is one of the English skills. It is a productive skill where individuals who manage this ability can communicate through oral production. Bashiruddin & Bailey (2015, cited in (Perugachi, 2022) mentioned that effective communication is crucial for an individual's success as it enables students to share various kinds of information verbally. According to the CEFR, speaking mastery refers to when individuals can communicate their opinions, emotions, and points of view fluently and precisely. Also, they can have a conversation with native speakers. Nevertheless, the development of speaking skills is a complicated process. Rao (2019) states that speaking can be the most challenging skill to develop, although it is also considered one of the essential skills that learners need to manage.

Consequently, it is necessary to have more than just macro language skills to have complete proficiency in a language. Learners also need to have solid linguistic sub-skills to comprehend the language fully. Regarding micro-skills of speaking, Lackman (s. f.) states that raising awareness of speaking sub-skills is essential because it can help students improve their ability to communicate effectively in all areas of their lives. The micro-skills of speaking are four basic elements: vocabulary, grammar, pronunciation, and fluency.

1.5.1. Vocabulary

Vocabulary is an essential part of the acquisition of a language. It is the principal component students must acquire because it can affect the macro skill. According to Alizadeh (2016), vocabulary is the knowledge of a set of words in alphabetical order with their definition. In speaking, people use a productive vocabulary, which means they use words or phrases to communicate or express something.

1.5.2. Grammar

According to Yule (2010), the term "grammar" refers to the systematic study and description of the structure of phrases and sentences. Grammar is used in writing and speaking to get a good understanding and effective communication. In speaking, grammar is a set of rules that govern how people use language. It is studied unconsciously by observing the speech patterns of other speakers. (Handayani, 2018)

1.5.3. Pronunciation

Pronunciation is the process of creating sounds to convey meaning. It involves focusing on the specific sounds of a language and other aspects of speech beyond individual sounds. (Yates, 2002). Also, it can be understood as how to pronounce words correctly. The correct pronunciation of the words is essential for good communication because the listener can effectively comprehend the message that the speaker wants to transfer.

1.5.4. Fluency

Fluency is speaking fluently, quickly, and confidently in a conversation without pausing or looking for correct expressions, depending on the context. (Education, 2018). Moreover, fluency can be categorised into three types: cognitive fluency (which pertains to the speaker's mental process in the communication), utterance fluently (which encompasses speed, breakdown, and repair), and perceived fluently (which refers to the listener's response to both the linguistic and non-linguistic characteristic of the speaker's speech). (Lopez et al., 2021)

1.6. Methods and Approaches Focused on Speaking

Teaching EFL can be challenging if teachers do not have a suitable method or approach to support this process. Over time, investigators have developed various methodologies, procedures, techniques, and strategies to facilitate target language acquisition. While it is true that none of them can be entirely useless for teaching English, the teacher can combine two or more to create a new method that adapts to the student's needs and helps ensure the teaching-learning process's effectiveness. The following will detail different methods and approaches that facilitate the development of oral abilities.

1.6.1. Total Physical Response

James Asher developed the method of Total Physical Response. This method refers to teaching the target language through physical-motor activity. According to Asher, TPR involves movements resembling games, helps decrease learners' stress, and creates a positive mood that makes learning easier. It is effective for children and adults. The main objective is to teach oral proficiency at the beginning level. Another goal is to help students enjoy their experience in the EFL learning process to reduce students' stress when studying another language.

The teacher takes charge of what to teach, presents the new materials, and selects supporting materials for classroom use. They play an active and direct role, usually initiating interactions even when learners interact with each other. On the other hand, the teacher initially instructs the students and follows their commands. As they become proficient, the students become more active by expressing their commands. However, the teacher still largely determines the content of the learning process.

There are several activities that teachers can include in speaking classes to enhance the learning experience. These activities include imperative drills, conversational dialogues, role plays, and slide presentations. Imperative exercises encourage physical actions and help learners to practice and improve their skills. Informal conversations are typically introduced after approximately 120 hours of instruction. Lastly, role play centred on everyday situations, such as at the restaurant, supermarket, or gas situation. (Richards & Rodgers, 2001)

1.6.2. Task-based Language Teaching

Another approach is task-based language teaching (TBLT). It is centred on communicative learning. The TBLT approach is focused on utilising tasks as the fundamental component for planning and teaching language in a classroom setting. According to Nunan (1989: 10 cited by (Richards & Rodgers, 2001), the communicative task is a part of classroom work that includes learners interacting, producing, manipulating, or comprehending the target language whilst their attention is principally focused on meaning rather than form. The main objective of TBLT is centred on students' needs. It

means the teacher needs to create tasks related to real situations where students feel identified, and they should apply their knowledge. The main activity in this approach is role-play, which is perfect for authentic communication and using context such as needs, work, school, personal problems, etc.

The teacher and students have different roles in this approach. First, the teacher's role is to be a:

- Selector and sequencer of tasks: As teachers, they have the responsibility to take on a leading role in selecting, adapting, and creating functions that are tailored to meet the interests, needs, and language skill levels of their learners. Once they have done this, they should organise these tasks into an instructional sequence that will effectively guide their students toward their learning goals.
- Preparing learners for tasks: Before students realise the assignments, teachers should introduce the topic, clarify the instructions for activities, help students learn or remember valuable phrases and words that they need to use in the activities, and finally, they can demonstrate the tasks' procedures.
- Consciousness-raising: To enhance learning, the teacher must create and implement form-focusing techniques such as attention-focusing pre-task activities, text exploration, guided exposure to parallel tasks, and highlighted material.

Second, the learner must use the target language for honest communication. These activities should encourage students to work in groups, pairs, or individual work. Moreover, the tasks enhance the learner's participation and attention to the activity's message and form. (Richards & Rodgers, 2001)

1.6.3. Suggestopedia

Georgi Lozanov developed the Suggestopedia method. This method focuses on the teacher-learner relationship. The principal characteristics are decoration, furniture, classroom arrangement, music use, and the teacher's authoritative behaviour. Consequently, the main objective of this method is to boost confidence and enhance learning, creating a stress-free environment for students. On the one hand, the teacher establishes scenarios to make the learner more receptive and then presents linguistic content to promote positive acceptance and retention. On the other hand, the student's role is the pseudo-passive state. The group work should be homogeneous; each group should have twelve participants. The learners will sit in circles to exchange their knowledge face-to-face and participate in activities. (Richards & Rodgers, 2001)

1.6.4. Community Language Learning

Charles A. Curran developed the Community Language Learning (CLL) method. This method uses the counselling-learning theory to teach language, which means the teacher acts as a counsellor and the students as clients. The method emphasises the importance of collaboration between students and teachers to create an influential learning community. CLL aims to enhance students' communication abilities, encourage them to learn a new language and boost their self-esteem to develop social skills that promote teamwork.

As previously stated, the teacher's responsibilities include advising, counselling, supporting, and monitoring students. The teacher helps students better understand their problems by providing structure and analysing issues. These roles also encourage learners to participate in class actively. Conversely, the learners listen attentively, share their experiences without fear of being judged, repeat expressions to internalise learning, offer support, and act as counsellors to their peers.

Several activities can be included in the target language acquisition by applying CLL. For example, translation, group work, recording, transcription, analysis, reflection, observation, listening, and free conversation. These activities have sequences that are necessary to follow because learners can improve their communicative abilities, and they feel confident to participate and engage in class. In the following, each of the activities will be described briefly.

- **Translation:** refers to the teacher translating the message students want to express.
- **Group work:** It refers to students working in small groups. In this, groups can discuss any topic, prepare a conversation or a summary to present to another group, teacher, or in front of the whole class.
- **Recording:** consists of students recording their voices in a target language.
- **Transcription:** refers to the transcripts of students' conversations and utterances that they have recorded to analyse and practice linguistic forms.
- **Analysis:** This consists of students analysing and studying conversation transcriptions in the target language to sharpen their focus on particular usages or applying specific grammar rules.
- **Reflection and observation:** Students reflect and report on their experiences of the class. It can be in groups or front of the course.
- **Listening:** Learners listen carefully to their teacher about utterances, expressions, or ideas exposed in teamwork.
- **Free conversation:** refers to students motivated in free discussions with their peers or teachers about their learning experiences. (Richards & Rodgers, 2001)

1.6.5. Content-Based Instruction

Bula Villalobos (2014) defined Content-Based Instruction (CBI) as an approach involving teaching around the content. Richards & Rodgers (2001) also agree that CBI is an approach where the second language is taught by containing content or information that students need to acquire. CBI aims to teach the target language as a means of communication, considering the need to learn a new language. The activities presented in this approach guarantee authentic and meaningful communication that helps students develop language skills. The teachers' roles are to be passive and provide materials to be adapted depending on the student's cognitive level. These materials should respond to academic needs and personal interests. On the contrary, the learner's role is to use the new language actively. (Lopera Medina, 2013)

1.6.6. Cooperative Language Learning

According to Richards & Rodgers (2001), cooperative Language Learning (CLL) is an approach to teaching that maximises the use of cooperative activities involving pairs and small groups of learners in the classroom. Learners should exchange information with their peers. CLL aims to promote collaboration over competition, enhance critical thinking abilities, and improve communication skills through structured social interaction activities. There are several activities that teachers can include in CLL classes, such as role-play, jigsaw, and others. These activities encourage students to develop their communicative abilities and work collaboratively with the support of their teachers.

The teacher's role can be summarised as a facilitator. As facilitators, teachers are responsible for moving around the classroom and assisting students and groups as needed. Additionally, Johnson et al. (1994 cited in Richards & Rodgers, 2001) state that they must establish a structured and well-organized learning environment by setting goals, planning and structuring tasks, arranging the classroom's physical space, assigning students to groups and roles, and selecting appropriate materials and timing. The learners' roles are collaborative members and directors of their knowledge; they should actively and directly participate. In teamwork, it is necessary to divide the roles into tutors, checkers, recorders, and information sharers. For this reason, the teachers teach them to plan, monitor, and evaluate their learning process. (Richards & Rodgers, 2001)

1.6.7. Communicative Language Teaching

According to Richards (2006), Communicative language teaching (CLT) can be understood by how learners learn a language. This method helps learners develop their communicative competence. Consequently, the main principle of CLT includes learning a new language through communication abilities. In addition, the activities presented in this method should be designed to encourage students to participate in conversations, but the discussions should be authentic and meaningful.

This method encouraged learners to work cooperatively rather than individually during class activities. They must actively listen to their peers' opinions, beliefs, and knowledge. It was also essential for them to take responsibility for their learning process. Meanwhile, the teacher acted as a facilitator, monitor, and counsellor. Their principal role is to encourage communication between creating a positive learning environment and learners to ensure effective communication.

1.7. Teaching Strategies

Various definitions of teaching strategies exist that explain what they are and what they consist of. According to Sarode (2018), Teaching strategies are a set of methods that educators use to assist students in comprehending the course material and establishing feasible objectives for the future. "Teaching strategies refer to the structure, system, methods, techniques, procedures, and process that a teacher uses during instruction." (Wandberg & Rohwer, 2009, p. 164). Likewise, Ayua (2017) states that "a teaching strategy is an educational technique, method or plan of classroom actions or interactions intended to accomplish specific teaching/learning goals." In other words, the teaching strategies are a resource for teachers to support the teaching-learning process to achieve the objectives set up in the lesson plan. Moreover, depending on the topic, the teacher should choose what method or methods to adopt, whether student-centred or child-centred. Whichever way the professor chooses, the method, together with well-designed strategies, should ensure the effectiveness of the learning.

1.8. Strategies to Develop Emotional Intelligence

1.8.1. Definition of Emotional Intelligence

Emotional Intelligence (EI) refers to the capability, self-perceived skill, or capacity to recognise, evaluate, and regulate one's emotions and those of others and groups. Furthermore, a high level of EI demonstrates a strong understanding and skill in detecting the feelings of others. Individuals with a high level of EI exhibit friendly, resilient, and positive behaviour. (Serrat, 2017). Likewise, Wadkar (2019) states that achieving emotional intelligence is well within reach through consistent nurturing and training. With unwavering motivation and dedicated effort, individuals can make remarkable strides in enhancing their emotional intelligence.

1.8.2. School and Emotional Intelligence

Learning a new language as a second language or a foreign language (L2/FL) can be quite challenging due to several factors. It does not always occur concurrently with the teaching process and involves a range of individual, socio-cultural, and pedagogical variables that can impact the learning experience. (Andrade-Molina et al., 2022). One of these variables is to develop emotional intelligence.

Developing emotional intelligence is a lifelong process that starts in childhood and continues throughout life. One can improve their EI in various settings, such as home, work, and school. However, schools play a crucial role in developing emotional intelligence since students spend most of their time there. Therefore, schools should take the initiative to implement strategies that enhance and cultivate emotional skills. To achieve this goal, schools should utilise resources to develop EI. Nonetheless, some educators may disagree and argue that prioritising EI could deviate from academic education. Conversely, others believe developing emotional intelligence can lead to better academic performance. (Behera, 2016) Nevertheless, EI's abilities help students develop social skills, manage stress, and improve their academic performance and emotional and social well-being, as stated by Montoya et al. (2022) cited in Bastidas Amador et al. (2023).

1.8.3. Teacher and Emotional Intelligence

The role of the teachers is essential to good results in the teaching-learning process through themselves or their teaching methods. First, teachers need to develop their emotional intelligence. Second, they should be able to identify, understand, and manage their emotions. Finally, they can teach from an approach to emotional intelligence strategies. Nevertheless, trying to develop EI takes much work to get it. Behera (2016) states, "Emotional intelligence is an honorable ambition for any teacher or school, but a hard one to fulfil."

However, one study in India states, "Emotional intelligence can be developed through specific emotional intelligence program training," which means educators can learn to develop their EI through specific activities. Then, they can teach to apply strategies to develop EI in their students. Additionally, the same study mentioned that a high level of EI could help reduce stress, control bad attitudes, and feel better as teachers. (Dr Anil Kumar C et al., 2021)

1.8.4. Strategies to Improve Emotional Intelligence

The strategies of EI can be classified into two parts. The first part is related to intrapersonal aspects: self-awareness, self-emotional regulation, and motivation, which are related to the individual. The second part involves interpersonal elements, such as developing empathy and social skills related to relationships.

- **Intrapersonal Strategies**

  a. **Self-awareness**

  Self-awareness refers to knowing the effects produced by each emotion that individuals have. According to Patra & Shetgovekar (2020):

Emotional self-awareness will help you to get in touch with your feelings concerning its three aspects. How do you think, feel, and behave when you are sad or in a joyous mood or irritated, and so on? This will also help you to know how emotions affect others also. (112)

This strategy assists individuals in identifying both their own emotions and those of others. Moreover, once the initial plan is implemented, individuals will become better equipped to determine their own emotions and understand how they react based on those emotions. A helpful method for developing self-awareness is self-scanning. This method involves reflecting on how individuals respond to stimuli, such as things they like or dislike, sadness, irritability, and others. It would be best to consider how individuals' minds and bodies respond and how their beliefs and values are affected. Another helpful technique is scanning others, which can improve individuals' active listening skills. It means paying close attention to the details of a conversation while someone else is speaking, trying to understand their emotions and situations. Additionally, it is essential to observe the other person's nonverbal behaviour and maintain eye contact to ensure clear communication.

b. Based on the aspects of emotions

Individuals must identify, understand, and manage emotions to develop emotional intelligence. Before achieving this, they should comprehend the emotions related to context, nature, and relevance. Emotions express different meanings based on the specific context and type of emotion. It is necessary to understand how emotions affect others and learn to differentiate whether they are beneficial or detrimental. With a proper understanding of their emotions, individuals can manage them effectively. Therefore, improving this process to achieve a better outcome is crucial. According to Patra and Shetgovekar (2020), emotions have three components:

  i.   **Cognitive:** This component refers to the thoughts of individuals.
  ii. **Affective:** It refers to the feelings and the impact of these feelings in physiological and bodily aspects.
  iii. **Conative:** It refers to the actions and behaviours made from the impact of the feelings or emotions provoked.

The strategy focuses on emotions, which can be questions and answers. For example, teachers can think of a dangerous, romantic, happy, or worrying situation and formulate questions about it, such as what they should do. How do you feel? How can they control the situation? Furthermore, students will imagine various conditions and experience different emotions. Consequently, they need to identify, understand, and manage each of these emotions, thus being able to develop their EI.

c. Assertiveness

Being assertive is vital to individuals expressing themselves confidently and effectively to others. To achieve this, it is essential to clearly understand individuals' objectives and what kind of relationship they want with the other person or situation. Creating an atmosphere where both parties are respected and valued is crucial. Assertiveness involves knowing what to say, how, and why an individual says it. Communication should always be calm, confident, and respectful.

d. Developing a positive attitude

Maintaining a positive attitude in complicated situations can be challenging for many people. However, developing EI can help individuals become more self-aware of their emotions and feelings. This newfound awareness can allow individuals to see the positive aspects of things and become more optimistic. Plus, It can help them develop problem-solving skills. With a positive attitude, individuals feel confident to take on any challenge. This aspect is crucial for students who feel shy when speaking or participating in class. Those who trust themselves and maintain a positive attitude are likelier to speak, write, and participate in class.

- **Interpersonal Strategies**

e. Empathy

Understanding empathy involves putting oneself in someone else's shoes, recognising their emotions, and considering their thoughts from their perspective. People's values and beliefs shape their capacity for empathy. However, learning empathy as a child can establish positive relationships and enable individuals to support others. By empathising, individuals can comprehend what someone is experiencing, what they require, and how they feel.

f. Practical communication abilities

When enhancing our emotional intelligence abilities, listening is a crucial aspect of interpersonal relationships. The foundation of effective communication is active listening, which involves attentively tuning in to what the other person conveys through nonverbal and verbal cues, such as eye contact, facial expressions, gestures, and body language. Rather than impulsively reacting, individuals must listen first and then respond. Additionally, one should be mindful of emotions, thoughts, intentions, and objectives during conversations to empathise with others.

Based on the theory, emotional intelligence is crucial in personal, educative, and professional success and happiness. In the research of Patra & Shetgovekar (2020), from which the information was taken, the strategies are divided into subcategories; the first category is related to personal abilities, and the second category refers to social skills. Moreover, Krashen's research suggests that a student's emotional and attitudinal disposition can either support or hinder their ability to comprehend and acquire a new language. It is observed that when a student experiences high levels of anxiety, low self-esteem, and minimal participation, their affective filter becomes elevated, which can impede their ability to obtain the necessary information. Conversely, a low affective filter has been linked to improved language acquisition and learning outcomes. Therefore, students must cultivate a positive emotional state and attitude for optimal success in their language learning journey.

To ensure effective learning, the teacher should consider the effective filter, which encompasses student motivation, self-confidence, and anxiety. Therefore, the teacher must establish a positive learning environment, implement effective teaching strategies and techniques for English language instruction, and cultivate emotional intelligence among students. There are several strategies that teachers can utilise to maintain a low affective filter that can combine with dynamic intelligence strategies to develop speaking skills. As a teacher, it is crucial to encourage students to practice speaking English. One effective method is to correct mistakes in class, positively and constructively, so everyone can learn from them. Maintaining a positive attitude during class hours is also crucial for a thriving learning environment. It is important to remember that students may have a low level of language proficiency from the beginning, so building knowledge step-by-step is vital. Engaging students in enjoyable activities will help them stay interested in learning and motivated to continue. (Haddad, 2019)

CHAPTER II: METHODOLOGY

This chapter presents the research methodology. It incorporates essential information about various research methods in response to the research problem. "Emotional intelligence strategies to develop speaking skills in second graders at San Francisco school. Furthermore, this chapter explains the techniques, instruments, and methods used to collect data. In addition, it shows the study site, number of participants, and procedures. Finally, sources for information was determined to analyse the results about developing speaking skills, emotional intelligence, and strategies to improve and develop communicative production in second-grade learners.

2.1. Type of research

2.1.1. Mixed Research

The mixed method was applied in this research. Quantitative and qualitative methods were combined to create a hybrid form. According to Tashakkori & Creswell (2007 cited in Doyle et al., 2009), mixed method research is research that involves the collection and analysis of data, integrates the findings and concludes using both qualitative and quantitative methods. This type of research was essential for achieving the objectives mentioned because it was essential to collect information from the experiences of English teachers and the requirements of students. Furthermore, it helped to analyse statistical data on emotional intelligence strategies to develop speaking skills.

Qualitative Research

This study used qualitative research. Sandelowski (2004) states that qualitative research encompasses a wide range of attitudes and techniques used to investigate and understand how human beings interpret, experience, and create the social world. This type of method was essential in this research because it focused on collecting data through the opinions and experiences of English teachers around applying emotional intelligence strategies to improve communication skills. Furthermore, one of the instruments that was applied in this research was a guided interview. A guided discussion helped to recollect essential information about using emotional intelligence strategies in English classes to improve speaking skills in second-grade children from "The San Francisco" school in Ibarra.

Quantitative Research

Quantitative research was another essential method that this research used. It was based on collecting and analysing data from a sample; moreover, the results were represented in statistical graphics and tables. According to Apuke (2017), in his research about Quantitative Research Methods, a Synopsis Approach mentioned that quantitative research involves the use of specific statistical techniques to analyse numerical data and answer questions related to various topics. These questions can be related to who or what is involved, how much of something there is, where and when things are happening, and how many of

something there are. Additionally, quantitative research can be used to explain issues or phenomena by gathering data in numerical form and using it to conclude.

According to the definition of the quantitative method, this research project was necessary because it answers the research questions and tries to explain a problem by collecting information. For this reason, an essential instrument of this research was a survey to determine the requirements and preferences of the students concerning the strategies and activities that were more useful for their classes to improve their oral skills.

2.2. Methods

This study employed two methods to facilitate the execution of the project: deductive and inductive. These methods are outlined in detail below:

2.2.1. Deductive Method

The main characteristic of this method is working from general to specific. Zikmund et al. (2013, cited in Egbele-Okoro, 2020) said: Deductive reasoning involves the logical process applied in deriving a conclusion about a particular instance based on a known general premise or something known to be true. (p. 105). Thus, this method helped obtain available information and accomplishments about using emotional intelligence strategies through activities that help develop speaking skills in second-grade students at "San Francisco" school. Moreover, the data for this research was obtained by analysing the survey results, which assisted in identifying the root cause of the research problem.

2.2.2. Inductive Method

On the contrary, the inductive method is focused on specific observation to get a general conclusion depending on the direct observation from the factors. Similarly, this method begins with premises primarily based on experiences. Hence, it was utilised in this research as the interview provides valuable insights into the experiences of English teachers regarding the incorporation of emotional intelligence strategies to develop speaking skills. (Perugachi, 2022, pág. 23)

2.3. Techniques and Methods

This part of this research project explained the techniques for collecting data, like interviews and surveys. The interviews were applied to the principal of the institution, the English area coordinator, and the English teacher of second grades at "San Francisco" school. The surveys were applied to second-grade students. These instruments were previously reviewed and approved by English teachers from English majors. The following were described as the instruments to be used.

2.3.1. Survey

A survey is a quantitative tool that facilitates data gathering through observation. According to Guyette (1983), " A survey is a method of collecting data consistently. Survey research is useful for documenting existing community conditions, characteristics of a population, and community opinion " (p. 47). In this thesis project, a structured questionnaire consisting of seven multiple-choice questions was employed to assess the requirements and preferences of second-grade students from "A" and "B" parallels at "San Francisco" schools regarding the development of their speaking skills through the application of emotional intelligence strategies. It was important to note that the survey was administered only after obtaining prior authorisation from the student representatives, and the interview was conducted in the student's native language.

2.3.2. Interviews

The interviews are a qualitative technique. This technique was valuable and essential for this research because it allowed gathering specific information about emotional intelligence strategies. According to Mathers et al. (2000), an interview is a crucial technique for collecting data, which involves oral communication between the researcher and the subject. Interviews can be conducted using various approaches, ranging from completely unstructured, where the subject is free to speak on any topic, to highly structured, where the subject's responses are restricted to direct questions.

As before, the interviews were applied to the principal of "The San Francisco" school, the English area coordinator, and the English teacher of second grade. The principal interview consisted of five questions to get information about the English level in second-grade students according to the CEFR. Moreover, some questions focused on the institution's materials, resources, and curriculum. Otherwise, the interview for the English coordinator and teacher was based on the emotional intelligence strategies, resources they could use in their classes, and the most challenging skill to acquire. Finally, it was essential to mention that the interviews were conducted face-to-face. The estimated time for discussions was 15 to 20 minutes.

2.4. Research Questions

- How can emotional intelligence strategies help students develop speaking skills?
- What are the benefits of applying emotional intelligence strategies to enhance oral production in second-grade students?

2.5. Study Site

For this research, the San Francisco school was selected. AMIE code: 10H00134 It is in the parish of San Francisco in Ibarra, in the province of Imbabura in Ecuador. It is addressed at 1-91 Miguel Oviedo and Juan Montalvo Streets. The school was founded on June 30th, 1958, with only first and second courses. Recently, in 2015, the school included high school, school, and primary.

Figure 2
San Francisco school's Google Maps

Note: Google Maps of San Francisco school. Retrieved July 31, 2023, from
http://bit.ly/45631nm

2.6. Population Sampling

The research was carried out in the "San Francisco" school with primary school students, specifically second-grade students, in the academic period 2022 – 2023. They were divided into two parallels, "A" and "B," each of forty students between girls and boys. The total population was sixty-eight students aged between 6 and 7 seven years old. Moreover, the principal and English teachers were a population, too. In addition, it was essential to specify that the sample does not apply in this research because the population number was not higher than 100 participants.

Table 2
"San Francisco" school population

Sector	Educational Institution	Parallel "A" and "B"	English Coordinator	English Teacher	Principal	Total
Urban	San Francisco	68	1	1	1	72

Note: Researcher elaboration

2.7. Procedures

To carry out this project, the researcher established the theoretical foundation of all the necessary topics. The first step was to design the research instruments, which involved the survey and interviews (see annexe 1). The instrument's questions were thoughtfully crafted to correspond with the proposed objectives and to utilise the gathered data in the final proposal. The questions focused on the English curriculum, learning methodologies, and study materials that could enhance speaking skills. After that, an English teacher from the career reviewed, approved, and validated these research instruments (see annexe 2). Secondly, permission from the Universidad Técnica del Norte was requested to get the

principal´s acceptance from the San Francisco school to conduct the research project there (see annexe 3). After the principal approved the request (see annexe 4), the researcher scheduled days to interview the principal, English teacher, and second graders with the coordination of all participants.

Consequently, the researcher visited the San Francisco school to apply the instruments face-to-face. Before each interview and survey, the researcher gave a letter of consent to the principal, English teacher, and students, informing them of the objective of the research (see annexe 5). The data collection process began with the survey for second graders. The researcher read and explained question by question as the students answered the questions to obtain accurate answers. It is essential to mention that each course's teacher was present when the survey was applied. Following this process, the researcher interviewed the principal of the school, the English coordinator, and the English teacher; each interview took place between ten and fifteen minutes.

Finally, the researcher analysed and discussed the relevant information after conducting research using various instruments such as interviews and surveys. The qualitative method was used for the interviews, while the quantitative method was employed for the survey analysis. This information was crucial in creating the proposal. The data collected are detailed in the following chapter. After completing the teaching guide, the institution gratefully received this work after carrying out the socialisation. (see annexe 6)

CHAPTER III: RESULTS AND DISCUSSION

The chapter presents the data analysis after the application of the research instruments. This research project used two research instruments: three interviews and a survey. The first interview was conducted with the school principal to gather information about the curriculum and resources. The interview's objective was to determine if second graders who complete this level attain the Pre-A1 English level set by the Ministry of Education, following the CEFR guidelines. There were four questions. The following two interviews were applied to the English coordinator and teacher. The interviews aimed to learn about activities, teaching methods, resources, and strategies to develop speaking skills. The coordinator's interview had six questions, and the English teacher had nine questions. Furthermore, this research project surveyed second-grade students at San Francisco school. The survey aimed to identify any challenges they faced in improving their speaking skills and to understand their preferred activities for practising and improving their speaking abilities. Additionally, this chapter shows the analyses and interpretation of data.

3.1. Principal's Interview Translated into English

- **Question 1: According to the Ministry of Education (2016), at the end of the second grade, EGB students must have a Pre-A1 CEFR. Do you consider this goal achievable or not? Why?**

This goal is achievable because, at a young age, the earlier one starts to learn a language, they will understand easily. If we work with young children, it is possible to achieve this and much more, depending on their teacher.

- **Question 2: What actions are implemented as an institution so that second-grade students reach a pre-A1 established in the English curriculum?**

According to this, it is the teacher who should have the strategies and skills to help their students achieve this Pre-A1 level; however, this year, as an institution, we have to incorporate native speakers, who can help our English teacher to be better. A request was made to have an agreement with the Peace Corps where native speakers who manage their language well come to our institution to support English teachers, especially in developing speaking skills, one of the most challenging abilities to develop. I hope this agreement gives us good results in the English language.

- **Question 3: Do you consider that the institution has enough materials and resources to be used by English teachers to help students improve their English language in second-grade students?**

In technological terms, the institution is very well-equipped so that teachers can take these technological tools and support each other. I hope they do the same way we, as authorities, are waiting for them to do the platforms; they have videos, activities, audio, etc. I want to create an English club where students have many materials and can interact with

each other. In conclusion, our institution has good material for teachers who can support the technology above them.

- **Question 4: The English language has four skills: reading, writing, listening, and speaking. Usually, the most common complex skill is speaking. Do you consider that teachers can improve speaking skills?**

I said before that the teachers do their best, but it is not the same that students can hear native speakers, especially with little children. If teachers play a song, they sing it and pronounce it well. These things do not happen with young and adult people. As an adult, it is difficult to pronounce and learn a new language. For this reason, English teachers will have support from native speakers; this strategy can improve students' English level. I hope the opportunity is given; in the meantime, the teacher must look for these strategies so students can perform well.

3.1.1. Principal's interview summary

Based on the principal's perspective, the interview was about the teaching-learning process of English in second graders. According to the principal, the institution has enough resources to improve the English level of second graders, especially technological tools such as platforms with videos, audio, activities, books, projectors, and stereos, which can help in this process. However, she believes the teacher is the one who has the method and strategies to teach English. All of these ensure that second graders achieve the English level; according to the Ministry of Education, based on the Common European Framework of References for Language (CEFRL), at the end of second grade, students must have Pre-A1. Nevertheless, the principal believes teachers and students need help from native speakers to develop speaking skills. It is essential at a young age to start to build and improve this ability; that is why they are waiting for confirmation from The Peace Corps, where native people will help develop speaking skills.

3.1.2. Principal's interview discussion

In this interview, the principal expresses how difficult it can be to develop speaking skills and how it is essential to use the methods, strategies, and resources for teachers teaching English as a foreign language. According to Calderón & Ávila (2021), speaking is the most challenging ability in English; for teachers and learners, it can be difficult to develop it. Moreover, they mentioned that teachers should find the most suitable methodologies, techniques, and strategies to build this skill effectively in English learners. Nevertheless, professors must have support such as technological tools, books, and training for better language management. Today, technology plays a vital role in education by providing personalised and practical pedagogical support. These tools offer numerous advantages that aid in improving education, including providing relevant information knowledge creation, guiding student learning, promoting independent work, and helping in the evaluation process. (Cuesta Flores & Pazmiño Grados, 2017). Finally, including native speakers in English classes is essential to improve speaking skills because they manage their

language well, and they can help students and teachers with pronunciation, fluency, vocabulary, grammar, and daily phrases to communicate with each other. (Wardak, 2014)

3.2. English area coordinator's interview analysis

This section will describe, analyse, and discuss the English coordinator. This interview aimed to know students' challenges in improving their speaking skills.

- **Question 1: According to the Ministry of Education (2016), at the end of the second grade, EGB students must have a Pre-A1 CEFR. Do you consider this goal achievable or not? Why?**

Well, it depends on the institution; if you work in a particular way, they will get it because the number of hours differs from the fiscal ones. For example, some have from four hours to ten hours per week. Unfortunately, the institution that the Ministry of Education leads only has three hours, and they also have modules. The modules are too big to manage during the year, and time needs to be increased. Teachers need more time and the tools to develop the four skills, and they are going to get the level. If you apply a test for students in particular schools or Fiscomisionales like here in San Francisco, the students have the same level.

- **Question 2: Does the institution have enough resources to improve English?**

At my institution, we need more time, so it could be perfect to five hours per week or six every year from first grade until their baccalaureate because that is when we need to fulfil the skills. Also, we have time to develop and apply different activities, not only following the text but also integrating other activities, so there is.

- **Question 3: According to your experience, which skill is the most complicated to develop in students?**

Well, it depends on the student, some students love reading so when they love reading, they could be better at speaking. If they are very good at communicating, they have lots of problems with reading; I wonder why because they understand what the people say, and that is it. However, for example, when some people are talking that they are reading or things like that, they have problems listening, they said for example, or maybe it is because they are always with the same teacher. The teacher has the same intonation and voice; when they listen to another person, they do not understand. Hence, it depends on how many hours the teacher applies the skills. In this case, the tricky one is listening for me because I need to help understand if I am listening. I am going to use it for the international test. My highest is speaking, which is connected to listening and speaking, but my speaking is the best.

- **Question 4: Could you tell me some of the main reasons you consider speaking skills may be complex for students to acquire?**

Well, speaking because producing the language is tricky because the first thing mainly with children is they feel shy to talk, but why because they do not know enough vocabulary to speak and also because they feel nervous. Students will feel more confident if they have a good teacher who teaches well and motivates them to talk by avoiding correcting them constantly. They are going to subside speaking, so one of the tools that the teacher must use is to avoid correction when they start to say something. If we correct them the first time, they will not talk anymore.

- **Question 5: Do you think that the English teachers at this institution consider how affective factors influence the development of oral communication?**

Yes, of course. For example, in the environment I mentioned before, the teacher must connect with the students. If the teachers are not connecting with them, speaking and any other skill, mainly talking, is not developing. Maybe we can start maybe with readings and also for example something that I used to with my students is that when they see me they have to said okay she is my English teacher and they have to read in English so they have to connect with the other language and also try to live in English environment at list at the moment of the class if will be possible to manage language outside it could be perfect but it is not possible because some of them feel shy or maybe they do not feel secure of the speaking and they do not like speak but I think that teachers can do change and also be not to be the friend of the students because always we have to maintain the respect and also the role that everyone has, one is to be student and also to be a teacher but to help them to feel self-confident themselves and also improving them to teaching phrases that are common to be used maybe in the class or outside the course that would be helpful in order to feel this affective filter because if they feel well with the teacher they are going to feel confident and they increase the speaking.

- **Question 6: As coordinator, would you like English teachers to integrate a didactic guide with various activities focused on using emotional strategies to improve speaking skills?**

Yes, of course. For example, here in the school, we have worked using the materials that the Ministry has already offered for many years, but more is needed. I constantly criticise the materials because of the number of hours. They were different from the students' ages, and we were looking for other materials. We only took some ideas from the Ministry of Education and looked for our materials to have what we wanted. The level of the students here is not all of them, but I consider them to have a good level according to their age. We feel very proud of them because they are not taking extra courses, which means we are doing good work.

I think that I can say that my area is one of the best ones not because I am the coordinator now; I already have other roles in the area, but I think forming a team that is the clue we are constantly working as a team we are not only co-workers we are also friends. We are continually working as a team and here to support each other, and it is successful.

3.2.1. English area coordinator's interview summary

Some topics related to the San Francisco school's EFL were discussed throughout the interview. According to the coordinator, the English level of students depends on the institution and the hours they receive per week. For example, in San Francisco school, the students have a level based on the Ministry of Education. However, she explained that the modules provided by the Ministry of Education are the biggest to manage in one school year; for this reason, teachers prefer to create their teaching material. One disadvantage of this school is that they have three hours per week, which is insufficient to fulfil the essential skills. The development and management of the skills depend on the students; some students can manage listening and speaking skills but have difficulties with reading and writing. In the same way, everything depends on the teacher and how teachers teach the language. Focused on speaking skills, she expressed that students feel too shy to talk because they do not know enough vocabulary to communicate. Thus, teachers should motivate students daily to try to speak in English and avoid correcting them the first time they talk because it can cause them not to speak anymore.

3.2.2. English area coordinator's interview discussion

During the interview, the area coordinator discussed various elements of teaching English as a Foreign Language. These topics included the English proficiency level, the four English language skills, the resources and materials available for teaching, and the emotional factors that may affect the learning process. According to Knight (2018), the hours per week to study English depend on the level of students and the weeks in which students learn this language. He mentioned that those in Pre-A1 should train between 53 and 67 weeks and 2 or 3 hours per week to obtain the pre-A1 level. Nevertheless, those who need to get a B1 need to study 4 and 6 hours per week for 80 or 100 weeks.

For this reason, the coordinator mentioned that her institution should increase the English hours depending on the students' level. Lemana Ii et al. (2023) suggest that affective factors are crucial in developing oral communication skills. Motivation can be essential in encouraging students to improve their speaking skills. Students must also develop their emotional intelligence, particularly self-confidence, which will make them feel confident enough to start speaking. However, teachers are crucial to ensuring that students participate in class. They should always consider what students feel, think, and express. To do this, they need to be good listeners and establish a harmonious relationship with their students to build an appropriate environment for language learning. These aspects will enable students to develop their communication skills effectively. (Barłożek, 2012)

3.3. English teacher's interview analysis

- **Question 1: According to the Ministry of Education (2016), at the end of the second grade, EGB students must have a Pre-A1 CEFR. Do you consider this goal achievable or not? Why?**

Yes, I do. It is feasible because it is a level that covers skills and topics according to the child's level of neural learning; in that sense, they can understand English when it is expressed slowly and clearly. Also, visual support or gestures, among others, must accompany it.

Interpretation

The teacher believes that at this level, students can achieve the requirements for Pre-A1. Teaching English to second graders can be successful if the instruction adapts to their cognitive abilities; teachers present these instructions clearly and slowly and support them with visual aids and gestures.

- **Question 2: Does the institution have enough resources to improve English?**

Yes, I do. The institution has the necessary material to work with the English language. Currently, the English area is working with a book publisher, which has provided us with work material such as books, virtual platforms, and flashcards. Likewise, it has been aware of the student's academic progress and is concerned by the area's teachers. On the other hand, we do not have a specific English laboratory like other institutions, not because the institution does not want to collaborate with us but because there is no space available in the Educational Unit. However, this has not been an obstacle to standing out as an area and an Educational Unit.

Interpretation

According to the English teacher, the institution has ample resources to help students improve and develop their English skills. The institution has partnered with an Editorial that provides an English book tailored to students' level of proficiency. In addition, the English book comes with a virtual platform, flashcards, and extra activities that allow students to practice and learn English. The virtual platform also lets teachers track their students' performance and progress.

The Editorial is always available to address any queries or concerns from the students or teachers. Although the institution needs more space to build a specific English laboratory, the English area demonstrates extraordinary resourcefulness and adaptability in overcoming challenges. This factor highlights the institution's commitment to delivering quality education in English despite any constraints.

- **Question 3: According to your experience, which English skill is the most complicated to develop in students?**

According to the years of experience that I have as a teacher, the most challenging skill has been the ability to listen. First, let us take into account that in Ecuador, like other Latin American countries, Spanish predominates as the mother tongue; in this context, from a young age, we get used to our ears to the same sounds, so the brain takes longer to make the step between one language and another. When the little ones are simultaneously learning to listen and write in English and Spanish, balancing the two languages is a great challenge.

Interpretation

Based on the English teacher interview, listening skills are the most challenging to develop, mainly in Latin American countries where Spanish is the dominant language. The reason is that individuals are used to hearing primarily Spanish from a young age, making it difficult to transition between English and Spanish. This challenge becomes even more pronounced when young learners simultaneously develop their listening and writing skills in both languages, as it requires them to balance and adapt to two different linguistic systems.

- **Question 4: What are the main reasons speaking skills may be complex for students?**

One of the reasons may be that students are afraid of making mistakes and that teachers will call their attention to it. In the same way, this has come from remote times where teachers have yet to learn how to use emotional intelligence strategies that help develop this ability in students, such as motivation, optimism, social relationships, and empathy. I say this from my own experience when I was a student.

Interpretation

The English teacher's viewpoint depends on his own experiences as a student. According to the teacher, the problem is that some students may feel uncomfortable speaking up in class due to a fear of being corrected or making mistakes. This problem could be because teachers need to effectively use emotional intelligence strategies, such as motivation, optimism, social relationships, and empathy, to help build students' confidence in speaking.

- **Question 5: What kind of strategies do you use to improve speaking skills in second-grade students?**

I use the same strategies at the primary level with higher students because they motivate students to improve their English, and I ask them how they are. During active breaks, I make them sing songs with movements of their bodies to relax and strengthen their English simultaneously. I talk to them in English slowly with mime to make me understand. I usually ask them questions about the class in the second language and let them talk as they

can. When they make mistakes, I do not call them attention; I motivate them to continue talking. I play with them using speaking games in English according to their level, for example, the broken phone, acting as your favourite actor, changing roles when they are the teachers and one more student.

Interpretation

Some strategies used by the English teacher to develop speaking skills in second graders are to ask students how they feel, sing songs, play English games, encourage students to speak, and use mime and non-verbal language. However, above all, he needs to correct children's mistakes correctly. On the contrary, he tries to keep the conversation going with the child and updates in a friendly way.

- **Question 6: How often do you apply activities to improve oral production with your second-grade students?**

I usually apply activities to improve oral production because it is necessary to keep doing them so students can maintain concentration. Also, it is the age when students can absorb knowledge as a sponge, and we, as teachers, must take advantage of it.

Interpretation

The teacher does not mention how often he applies oral activities to second graders. However, he comments that it is essential to use oral activities in second-grade students because they can internalise knowledge more quickly, and teachers can help improve this skill in students.

- **Question 8: Do you use emotional intelligence strategies to develop oral production in second-grade students?**

Yes, I do. I use motivation, optimism, social relationships, and empathy. This emotional intelligence is so important because it helps to improve the second language with all students of any level in school. We must consider that before being teachers, we are friends with limits of them. Emotions will always be important in education.

Interpretation

As per the insights shared by the English teacher during the interview, using emotional strategies is of utmost importance when one desires to learn English as a foreign language. The teacher's approach towards teaching involves motivating students to acquire knowledge by forging a good rapport with them. It is noteworthy that the teacher emphasises the significance of maintaining the teacher-student relationship respect and conducting oneself with respect. The teacher believes emotional intelligence is essential to education, and teachers should integrate it into teaching practices.

- **Question 9: Would you be willing to use a didactic guide that includes various activities focused on using emotional strategies to facilitate the development of speaking skills?**

Yes, I would. It would be interesting to use that guide with new activities regarding emotional strategies to help develop students' speaking skills. However, I would like you to please specify the school level of this guide.

Interpretation

The English teacher expresses enthusiasm using the didactic guide, where he will find new and different activities according to emotional intelligence strategies to develop speaking skills. In addition, he requests clarification on the level at which the teaching guide focuses.

3.3.1. English teacher's interview summary

The English teacher believes second graders can achieve the Pre-A1 level according to CEFR. One essential part of education is the teacher. The teachers should have the right strategies to accomplish goals. Moreover, the institution provides necessary materials and resources to improve the learning-teaching process, where teachers and students can access virtual platforms, flashcards, videos, audio, extra activities, and more. Nevertheless, he expresses that an English laboratory can be an excellent implementation to improve the foreign language as in other institutions; however, this aspect does not stop the effectiveness of teachers, as they look for the best ways to implement the taste for learning a foreign language. Based on his experiences as a student, he empathises that listening ability is the most challenging English skill to develop.

However, the difficulty of English skills is according to each student. One way the teacher can improve learning is to work from emotional intelligence strategies to motivate his students to improve their English skills. The teacher uses strategies to enhance second graders' speaking skills, such as role-play, games, motivation, building a good relationship and questions. These strategies help teachers to improve oral communication with students in second grade. Furthermore, he expresses enthusiasm for utilising an emotional intelligence strategies guide.

3.3.2. English teacher's interview discussion

According to the English teacher's perspective, the English language is complex to acquire because students always have to present their mother tongue, in this case, Spanish. Sahala (2020) states that the most common issue with learning English is that students have the structure of an individual's tongue or maternal language that shapes their language acquisition from birth. Therefore, students must adapt their brains to hear utterances in two languages. Consequently, teachers must use various strategies to improve the English learning process. The teacher of second graders mentioned that taking care of students' emotions is essential in this process. Conforming to Ning (2023), emotions are a vital aspect

of the teaching-learning process; negative and positive emotions contribute to the success of English language learning. These strategies are beneficial to enhance oral communication. According to Andrienko et al. (2020), "Emotional involvement and emotional intelligence in developing oral communication skills is a path towards further enhancement of language teaching results and learning outcomes" (p. 72).

Thus, teachers should work on using emotional intelligence strategies to improve oral abilities. An emotionally intelligent teacher can create a good atmosphere and consider each student's feelings, thinking, and emotions. Consequently, teachers develop their listening ability to take care of every need of their learners; in addition, they become more empathetic and respectful. (Barłożek, 2012)

3.4. Students' survey

Figure 3
English classes enjoyment.
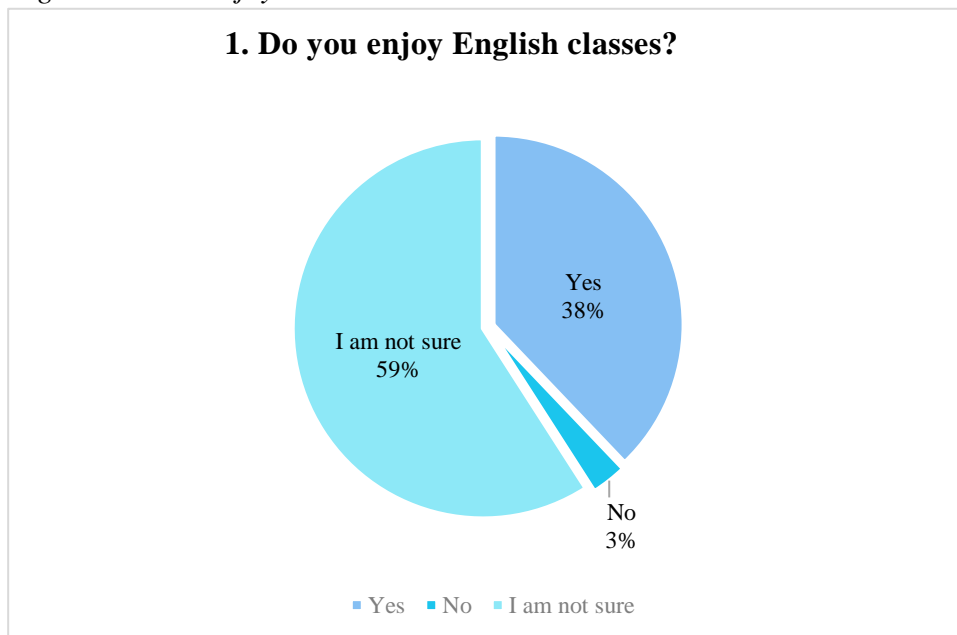
Note: Researcher elaboration.

Regarding the first question about whether the second graders enjoy their English classes, the majority, 59%, stated that they are still determining if they enjoy their English classes. The 38% expressed that they enjoy their classes. However, a small minority, meant by 3%, did not enjoy their English classes. To sum up, the second graders from the San Francisco school affirmed uncertainty about their enjoyment of English lessons. This lack of enthusiasm could hinder their learning process. Therefore, it is imperative to explore innovative teaching methods and resources to improve their English skills consistently and encourage active participation in class.

Figure 4

Participation

2. Do you like to participate in English classes?

Yes
36%

I do not know
58%

No
6%

■ Yes ■ No ■ I do not know
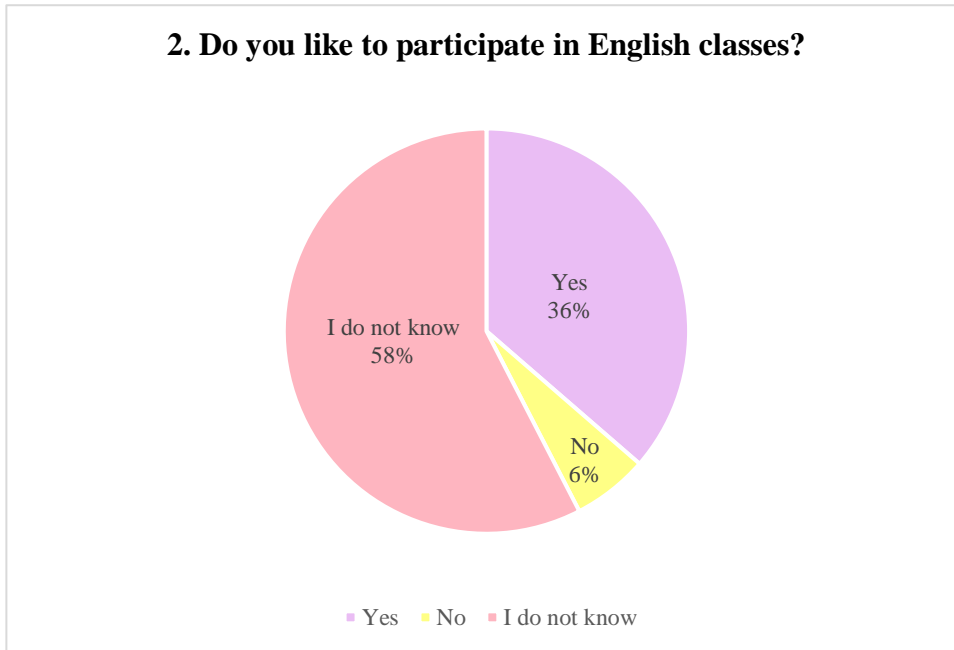
Note: Researcher elaboration

The second question was whether students enjoyed participating in their English classes. This pie chart reveals that 58% indicated that they are still determining if they like or not participate in their English classes, while 36% stated that they enjoy participating. The minority expressed that they are sure that they do not like to participate. This factor can indicate that students may not be fully aware of their emotions towards English classes. Therefore, teachers need to develop strategies that create a more enjoyable learning experience for their students.

Figure 5

How students feel about participating

3. How do you feel when the teacher makes you participate in class?

Nervous
22%

Confident
30%

Neutral
48%

■ Confident   ■ Neutral   ■ Nervous
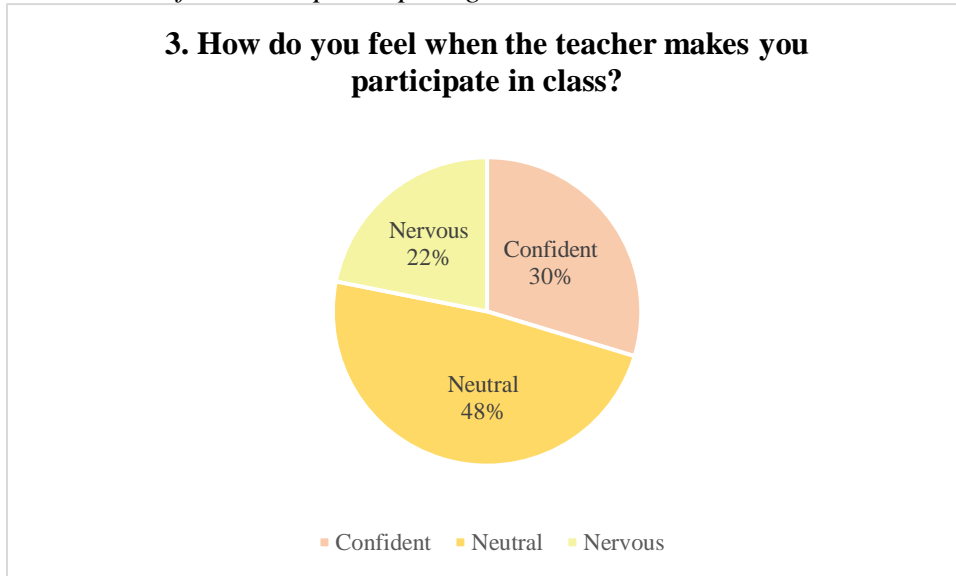
Note: Researcher elaboration

According to the pie chart, almost half of the students feel neutral when participating in English class, while 30% of them feel confident. However, it is also notable that a significant percentage, 22%, feel nervous when participating in English classes. This fact suggests that some students may need additional support or encouragement to feel more comfortable and engaged in class. In addition, they need to recognise their emotions. Overall, the pie chart highlights the importance of teacher being aware of their students' feelings and creating a positive and supportive learning environment.

Figure 6
Activities related to English skills

4. What activities do you most enjoy doing in your English classes?

Speaking 22%
Listening 31%
Written 23%
Reading 24%

■ Listening ■ Reading ■ Written ■ Speaking
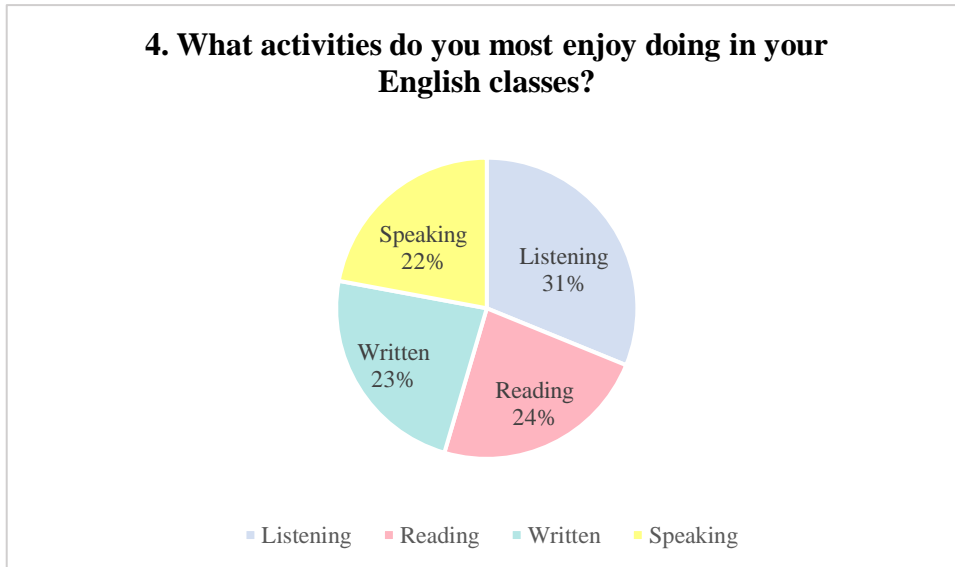
Note: Researcher elaboration

Concerning question fourth, which asked about what activities students most enjoy doing in class, the results were 31% of the students indicated that enjoy listening activities, on the other hand, 24% stated reading activities, followed by written activities with 23% and finally 22% enjoy speaking activities. As seen in Figure 4, speaking activities are the activities that fewer students enjoy in English class. However, the difference between all skills is little; it means second graders enjoy the four English skills: reading, writing, listening, and speaking.

Figure 7

Speaking activities implementation.

5. In your English classes, how often does your teacher do activities that include speaking activities in class?

Never 8%
Always 15%
Sometimes 24%
Rarely 53%

■ Always ■ Sometimes ■ Rarely ■ Never
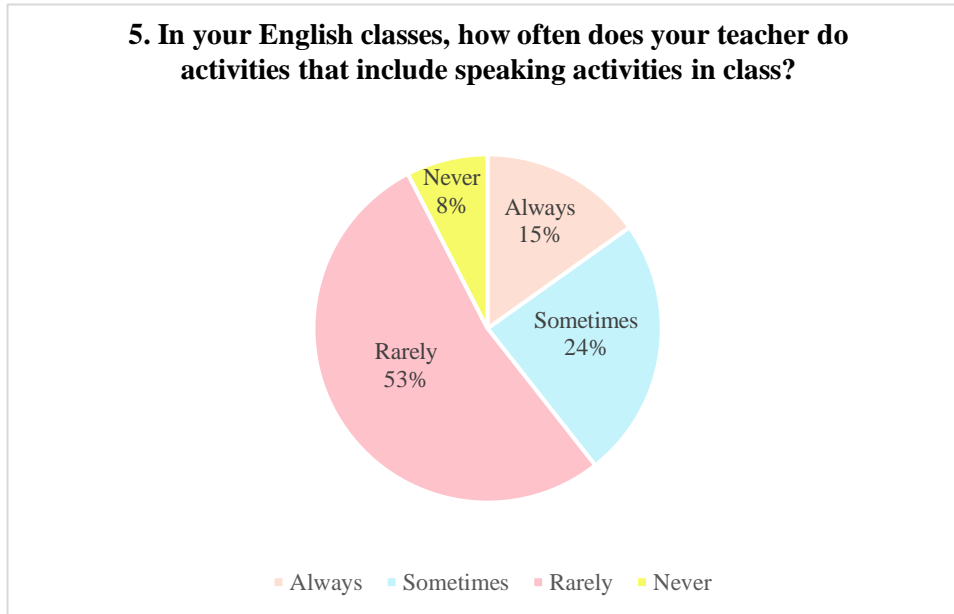
Note: Researcher elaboration

The question pertains to the frequency of teacher-included speaking activities in second-grade English classes. According to the feedback provided by students at San Francisco school, 53% reported that their teacher rarely includes speaking activities. Meanwhile, 24% of the students stated that their teacher sometimes incorporates oral exercises. Additionally, 15% of respondents mentioned that the teacher always uses speaking activities in their English class, and 8% claimed they never have them in their English lessons.

Figure 8
Incorporation of new activities in English classes

6. What kind of the following activities would you like your English teacher to apply in class?

Puppets 17%
Song 24%
Roleplay! 17%
Storytelling! 18%
Guessing game 24%

■ Song ■ Roleplay! ■ Storytelling! ■ Guessing game ■ Puppets
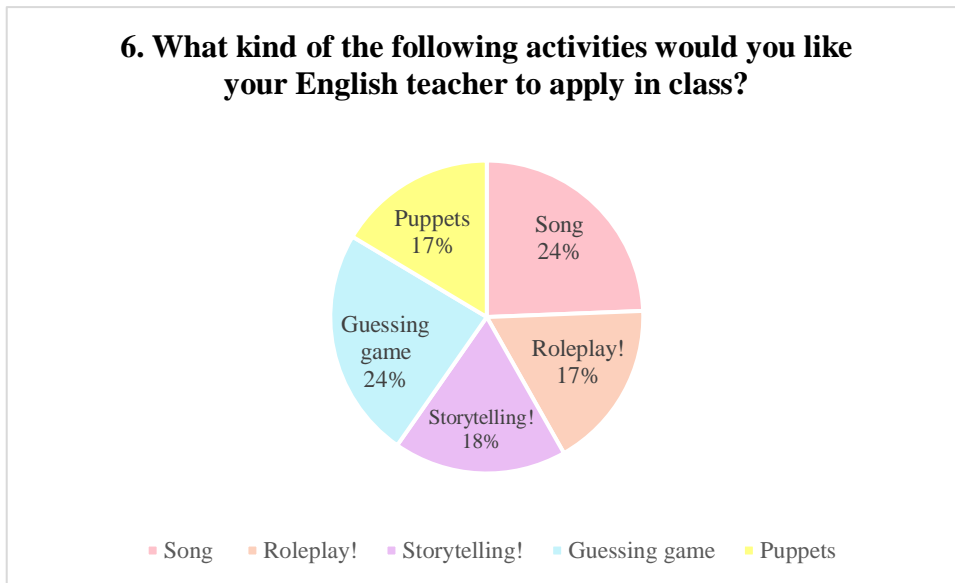
Note: Researcher elaboration

Figure 8 illustrates the responses to Question 6, which asked students to choose five possible activities their teacher will include in the lesson to improve speaking skills according to their preferences. It is essential to mention that students could choose more than one option. According to the findings, guessing games and songs were the activities that students would prefer in their lessons, with 24%. Tell stories came in second place with 18%, followed by puppets and role-play with 17%.

3.4.1. **Students´ survey summary**

Based on the survey, most participants are not sure they enjoy their English classes and like to participate in class. However, a small percentage of students do not want their lessons and do not participate. Most students feel neutral and do not care whether the teacher makes them participate. Some of them feel confident when participating. The remaining students feel nervous about participating. Second-graders say the most enjoyable class activity is listening. Second graders say that the most enjoyable class activity is listening. Reading, writing and speaking follow in sequence. Although most students enjoy oral activities less, the English teacher does not include them in the lessons. To confirm this fact, 77% of students state that the teacher rarely or never has oral activities. Regarding future lessons, most students agree that guessing games and role-play will help them improve their speaking abilities. They also find activities like songs, storytelling, and puppets eye-catching and suitable for enhancing oral skills and encouraging active participation in speech classes.

3.4.2. **Students' survey discussion**

The survey applied to second graders shows that most students are still determining how they feel in their English classes. They mentioned that they are not sure or do not know how they feel about the English classes and their participation in them. Nevertheless, participation is one of the essential tools to improve oral abilities. Additionally, active participation shows that students are learning and paying attention to their classes. In addition, participation helps students improve their speaking skills in various activities, such as questions and answers, games and comments on lessons. (Teja, 2008). According to Chi & Le (2020), establishing a contributory and caring relationship between students and teachers is a strategy that can promote active participation. Teachers can create an agreeable classroom atmosphere to develop a positive rapport with their students. This approach has been proven successful and has remarkable implications for handling foreign language anxiety and motivating students to participate. Anxiety and motivation are some of the affective factors that can influence the development of English learning. Andi Patau (2018) mentioned that the affective factors are essential influences on language acquisition success or failure, especially the affective side of the learners.

The survey findings show that many students feel nervous or neutral when participating in English lessons. Consequently, these groups of students need to control these affective factors to learn English successfully. Emotional intelligence refers to an individual's capability, potential, or self-awareness to recognise, evaluate, and handle their own emotions, as well as those of others and groups. (Serrat, 2017, p. 330) It means emotional intelligence can help students have emotional control when they talk or participate in English. However, teachers are still trying to learn how to develop this emotional intelligence in themselves and students. Developing emotional intelligence in oneself has become an ambition on the part of teachers. (Behera, 2016) Furthermore, in second graders, teachers can apply various eye-catching activities such as puppets, guessing games, role-play, storytelling, and songs. Teachers can adapt these activities but use emotional strategies to improve speaking skills. These activities aid students in developing emotional intelligence and improving their oral communication. After analyzing the data, we have concluded that English teachers should implement the proposal developed from this research. The proposal includes various activities that focus on developing the students' speech abilities as the main objective while also providing opportunities to develop other English language skills. Additionally, each activity is designed to enhance the recognition, understanding, and management of emotions, which will help students feel more comfortable with themselves and their peers and enable them to achieve their language learning goals and personal growth. It is worth stressing the importance of emotional intelligence development at an early age. EI allows individuals to understand and manage their own emotions and those of others, promoting empathy and optimal personal and community development.

CHAPTER IV: PROPOSAL

This research proposal was designed as a didactic guide with different activities based on theory foundation, interviews for teachers and a survey for students to enhance speaking abilities through emotional intelligence strategies in second graders at San Francisco School.

4.1. Tittle

"Speak with Heart and Mind"
The Art of Speaking with Emotional Intelligence
Academic Didactic Guide

4.2. Introduction

Speaking skills are the most challenging abilities to develop in students, especially those who need to feel satisfied and sure doing it. However, teachers should have various strategies to improve this skill. One option to enhance both the emotional part and the speech is the use of emotional techniques where teachers propose multiple activities; these activities are focused on two aspects: the development of the emotional intelligence of students and the improvement of speaking skills.

This academic didactic guide was designed to contribute to the development of oral communication in second graders, and it also helps the teaching-learning process. The principal objective of this guide is to develop speaking skills in second graders at San Francisco school through emotional intelligence strategies. It is essential to mention that each activity was designed and chosen depending on the level and needs of students to promote their process of acquiring speaking abilities.

4.3. Justification

In today's world, effective communication is a critical skill that can open doors to countless opportunities. Identifying activities that can help students improve their oral communication abilities is of utmost importance. By implementing these activities, students will develop their speaking skills and increase their motivation to speak confidently. It can be crucial, especially for second graders at San Francisco schools. The majority in second grade are still determined to understand, recognise, and manage their emotions. Additionally, it is essential to teach from child to improve their emotional intelligence with the purpose that they grow up trusting in their abilities.

This didactic guide is an excellent resource for teachers who want to enhance their students' oral skills while making the learning experience more enjoyable. By following the guide, teachers will find it easier to improve communication in the classroom, boosting students' language proficiency and their eagerness to try speaking English in their everyday conversations.

4.4.Objectives

4.4.1. **General Objective**

- Enhance the speaking abilities of second graders using emotional intelligence strategies.

4.4.2. **Specific Objectives**

- Select the most effective emotional strategies to improve speaking skills.
- Incorporate various activities where students can share their thoughts and feelings about a topic.

DIDACTIC GUIDE

SPEAKING WITH HEART AND MIND

THE ART OF SPEAKING WITH EMOTIONAL INTELLIGENCE

BY: STHEFANY FERNANDA BEDON G.

INDEX

Emotions

- Lesson A: My emotions
- Lesson B: Storytelling time!
- Lesson C: Puppets time!

Introduction

Speaking skills are the most challenging abilities to develop in students, especially those who need to feel satisfied and sure doing it. However, teachers should have various strategies to improve this skill. One option to enhance both the emotional part and the speech is the use of emotional techniques where teachers propose multiple activities; these activities are focused on two aspects: the development of the emotional intelligence of students and the improvement of speaking skills.

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This didactic guide is an excellent resource for teachers who want to enhance their students' oral skills while making the learning experience more enjoyable. By following the guide, teachers will find it easier to improve communication in the classroom, boosting students' language proficiency and their eagerness to try speaking English in their everyday conversations.

The academic proposal under consideration entails the integration of a range of emotional strategies aimed at enhancing the oral skills of second-grade students. The strategies identified for this proposal include empathy, self-awareness, assertiveness, developing a positive attitude, practical communication abilities, and based on the aspects of emotions. The proposal aims to provide a brief yet comprehensive overview of each strategy to ensure its effective implementation and eventual success.

- **Empathy:** Understanding empathy involves putting oneself in someone else's shoes, recognising their emotions, and considering their thoughts from their perspective.

- **Self-awareness:** This strategy assists individuals in identifying both their own emotions and those of others. Moreover, individuals will become better equipped to determine their own emotions and understand how they react based on those emotions.

- **Assertiveness:** Being assertive is vital to individuals expressing themselves confidently and effectively to others. To achieve this, it is essential to clearly understand individuals' objectives and what kind of relationship they want with the other person or situation.

- **Developing a positive attitude:** This newfound awareness can allow individuals to see the positive aspects of things and become more optimistic.

- **Practical communication abilities:** The foundation of effective communication is active listening, which involves attentively tuning in to what the other person conveys through nonverbal and verbal cues, such as eye contact, facial expressions, gestures, and body language.

- **Based on the aspects of emotions:** Emotions express different meanings based on the specific context and type of emotion. It is necessary to understand how emotions affect others and learn to differentiate whether they are beneficial.

Objectives

General Objective

- Enhance the speaking abilities of second graders using emotional intelligence strategies.

Specific Objectives

- Select the most effective emotional strategies to improve speaking skills and develop emotional intelligence.

- Incorporate various activities where students can share their thoughts and feelings about a given topic.

UNIT 1

Emotions

UNIT 1: Emotions

OBJECTIVES

- Recognise various emotions.
- Express how they feel.
- Use short phrases to tell how they feel.

RESOURCES

- Board
- Flashcards
- Worksheets
- Puppets

CEFR DESCRIPTORS

Level: A1   Ages: 6-9

- Can understand and use familiar everyday expressions and fundamental phrases aimed at the satisfaction of needs of a concrete type.
- Can interact, provided the other person talks slowly and clearly and is prepared to help.

Strategy

EMPATHY   **SELF-AWARENESS**

Use variuos situations where students can identify and recognise both their own emotions and those of others to put themselves in someone else's shoes.

Teacher's Roles

- The principal teacher's role is to create a positive and emotionally safe learning environment that facilitates student learning and allows them to develop essential social and emotional skills.
- Shows students different emotions using flashcards.
- Explain different situations where they can feel those emotions.
- Facilitates the material, in this case, paper faces with different emotions.

Students' Roles

- The primary students' role is to be aware of their emotions.
- Pay attention to the instructions to do the ac[ ]ies.
- Students should communicate effectively an collaborate with others.
- Talk about their emotions using simple phrases and the paper faces.

8

💡 **Objective**

At the end of the lesson, students will be able to use short phrases to talk about how they feel in different situations.

Activities

Before Speaking

EMOTIONS SONG

I am **happy**

Activity 1: Watch the video again and repeat the following phrases.

EMOTIONS

- I am happy
- I am sad
- I am angry
- I am disgusted
- I am scared
- I am anxious

HOW DO YOU FEEL?

9

Activity 2: Look at the pictures and match with their emotion.

Happy °

Sad °

° Angry

Disgusted °

° Scared

° Anxious

Activity 3: Draw on your face how you feel today and say out loud the phrase you have there.
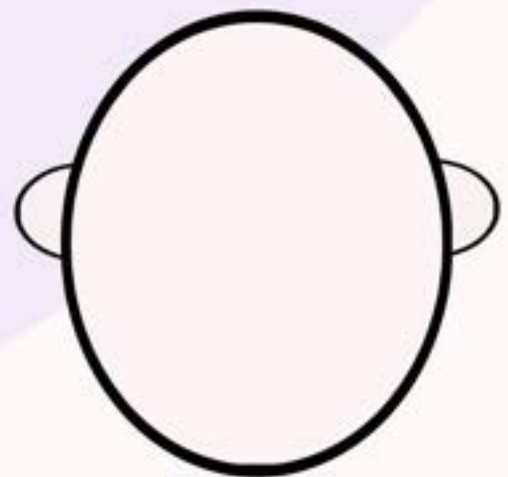
DISGUSTED

ANXIOUS

HAPPY

ANGRY

SAD

SCARED

Today, I feel _____.

10

During Speaking

Activity 4: Time to speak. Tell me in which situation you feel nervous, happy, scared, surprised, angry, and sad.

- I am happy when ....
- I am sad when ....
- I am angry when ....
- I am disgusted when...
- I am scared when ....
- I am anxious when ....

Activity 5: Time to speak. Tell how you feel when:

SITUATIONS:

- When my mother hugs me, I feel ....
- When I lose my favorite toy, I feel ....
- When someone gives me a candy, I feel ....
- When I have an ice cream, I feel ....
- When I see a spider, I feel ....
- When I eat fruit, I feel ....
- When I draw my favourite person, I feel ....
- When I have a surprise birthday party, I feel ....

11

After Speaking

Activity 6: Time to create, follow these steps.

1. Cut out the face of each emotion

2. Cut out the name of each emotion.

Happy	Scared	Angry
Anxious	Sad	Disgusted

GLUE

3. Paste a stick behind the emotions with their name..

Disgusted

Sad

Happy

Angry

Scared

Anxious

Activity 7: Guess the emotion. Use your material to guess.

Instructions:

1. Choose one student to dramatize the emotions.
2. The rest of the students should guess what emotion their classmate is dramatizing. They should raise the paper face and say the name of the emotion.

13

FINAL PROJECT

Activity 8: Emotions interview.

> I feel happy
>
> I am happy

> How do you feel when you get a good gradel?

Instructions:

1. Make groups of two.

2. Choose who wants to be the interviewer and interviewee.

3. Give the interviewer the flashcards with various situations.

4. The interviewer should show the reasons and ask the interviewee how he or she feels in this situation.

5. The interviewee should answer with two possible phrases:

   I feel _____ I am _____.

6. Then, they exchange the roles.

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TEACHER INSTRUCTIONS

Before Speaking

- The teacher plays the video to introduce the topic of emotions.

Activity 1

- The teacher plays the video again and asks students to listen carefully to phrases such as I am happy, I am sad, etc.

Activity 1: Watch the video again and repeat the following phrases.

EMOTIONS

- I am happy
- I am sad
- I am angry
- I am disgusted
- I am scared
- I am anxious

HOW DO YOU FEEL?

Activity 2: Look at the pictures and match with their emotion.

Happy
Sad
Angry
Disgusted
Scared
Anxious

Activity 2

- Before completing Activity 2, the teacher shows each emotion using the flashcards (resource on pages 106 to 108)
- In this part, the teacher can play a little game, such as a guessing game. The teacher shows the flashcard and students should guess what emotion is.

Activity 3

- The teacher pastes the flashcards on the board. Then, the teacher asks students how they feel. Depending on the answer, students should draw on the face how they feel. Finally, the teacher teaches the phrase "Today, I feel _____" (using some examples) for students to say the phrase out loud.

Activity 3: Draw on the face how you feel today and say out loud the phrase you have there.

DISGUSTED   ANXIOUS   HAPPY

ANGRY   SAD   SCARED

Today, I feel _____

Lesson A

How do you feel?

Activity 4: Time to speak. Tell how you feel when:

SITUATIONS:
- When my mother hugs me, I feel _____
- When I lose my favorite toy, I feel _____
- When someone gives me a candy, I feel _____
- When I have an ice cream, I feel _____
- When I see a spider, I feel _____
- When I eat fruit, I feel _____
- When I draw my favourite person, I feel _____
- When I have a surprise birthday party, I feel _____

Activity 4

- The teacher should read each situation and dramatize them to explain to students what each situation means. Students should tell how they feel based on their feelings.
- The teacher can introduce new vocabulary, adding resources to explain the situations.

Activity 5: Time to speak. Tell me in which situation you feel nervous, happy, scared, surprised, angry, and sad.

- I am happy when _____
- I am sad when _____
- I am angry when _____
- I am disgusted when _____
- I am scared when _____
- I am anxious when _____

Activity 5

- After introducing new vocabulary, the teacher asks students to think of another situation where they feel happy, scared, angry, disgusted, scared, and anxious.
- The teacher helps the students by writing on the blackboard the situations that they thought about so that they can write on their worksheets.

After Speaking

Activity 6: Time to create, follow these steps.
1. Cut out the face of each emotion

Activity 6

- The teacher gives the students the worksheet where he asks the students to cut along the choppy line the emotions and their names. (resource on page 99)
- The teacher gives six sticks to each student and explains that they should paste the circle where the emotion is on the top of the stick and paste the name of the emotion in the middle of the stick as it is in the examples.

| Happy | Scared | Angry |
| Anxious | Sad | Disgusted |

Strategy

Assertiveness

Storytelling can help students feel what characters feel in various situations, and it can aid students in developing their assertiveness and active listening to solve real-life problems.

Teacher's Roles

- To create a safe and supportive environment for students to express their emotions and actively participate.
- Telling emotional stories in a captivating way.
- Facilitate discussions about the emotions in the stories.
- Modelling emotional expression.
- Offer guidance on creating stories (if relevant).

Student's Roles

- Listen and actively participate in the stories.
- Express their own emotions in response to the story.
- Interpret characters and represent emotions in role-playing games.
- Create characters and emotional situations in story-making activities.
- Communicate and share thoughts and emotions with others.

Objective

By the end of the class, students will be able to identify and express emotions by storytelling, relating them to real-life situations, and applying these skills in communication.

Activities

Before Speaking

Activity 1: Feedback about emotions that students have learned before.

DISGUSTED

SAD

HAPPY

ANGRY

SCARED

ANXIOUS

Activity 2: Answer the questions based on your feelings.

QUESTIONS

- How do you feel when you receive a birthday gift?

- How do you feel when someone takes away a toy you like?

- What emotions do you feel when you play with your friends at the park?

- How do you feel when it is time to go to bed at night?

- Have you ever felt scared? When?

Lesson B

Storytelling!

Activity 3: Choose the correct emotion based on the picture.

The sun is.....................
- ○ Excited
- ◉ Happy
- ○ Scared

The kite is.....................
- ○ Anxious
- ○ Happy
- ○ Sad

The moon is.....................
- ○ Excited
- ○ Disgusted
- ○ Sad

The worm is.....................
- ○ Excited
- ○ Happy
- ○ Scared

The raincloud is.....................
- ○ Sad
- ○ Tired
- ○ Happy

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Activity 4: Listen carefully to the story.

Emotions' friends

In a cheerful village, five colorful creatures lived. Happy Henry, the sun, shone brightly, making everyone smile. Sad Sally, a raincloud, cried tears that watered the flowers. Anxious Ellie, a kite, soared high with laughter in the wind. Disgusted Timmy, the moon, yawned as stars blinked goodnight.

Scared Wendy, a scared worm, scared about everything. One day, Wendy noticed her friends' emotions, and her scary lessened. She knew that, like the changing weather, feelings come and go. Together, they danced through happy, sad, scared, tired, and worried moments, learning that in their village of emotions, every feeling was okay.

Characters	Emotion	Element	Name
	Happy	Sun	Henry
	Sad	Raincloud	Sally
	Disgusted	Moon	Timmy
	Scared	Worm	Wendy
	Anxious	Kite	Ellie

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Activity 5: Answer the questions about the story.

- How many friends lived in the cheerful village?
- How many emotions are mentioned in the story? What are they?
- Why was Wendy, the friend who was a scared worm, scared?
- What did Wendy notice one day about her friends' emotions?
- How did Wendy feel after understanding her friends' emotions?
- What did the friends learn about emotions at the end of the story?
- Why do you think it's important to understand and accept our emotions?

Activity 6: It's time to create masks.

Instructions:

1. Show the masks which are to paint, decorate, and cut out.

2. Choose one mask to decorate. Use colors and markers to decorate it according to the emotion.

3. Carefully trim the mask following the shape.

4. To hold the mask, paste a ribbon in each side of it.

5. Put on the mask and explain the following questions:

- Why did you choose this emotion?

I choose this emotion because............

- How do you feel when you use this mask?

I feel ....

- When do you feel like this?

I feel .... when...................

After Speaking

FINAL PROJECT

Activity 7: Make groups of eight. Choose a story that you can find in resources. With the help of your parents, create puppets based on the characters of emotions.

TEACHER INSTRUCTIONS

Before Speaking

Activity 1: Feedback about emotions that students have learned before.

DISGUSTED   SAD   HAPPY

ANGRY   SCARED   ANXIOUS

Activity 1

- The teacher gives feedback about emotions using the flashcards. The teacher can implement a game such as a role play where one student acts on the emotions, and the rest of them guess what emotion is.

Activity 2

- The teacher should read each situation and dramatize them to explain to students what each situation means. Students should tell how they feel based on their feelings.

Activity 2: Answer the questions based on your feelings.

QUESTIONS

- How do you feel when you receive a birthday gift?
- How do you feel when someone takes away a toy you like?
- What emotions do you feel when you play with your friends at the park?
- How do you feel when it is time to go to bed at night?
- Have you ever felt scared? When?

Activity 3: Choose the correct emotion based on the picture.

The sun is _____
- Excited
- Happy
- Scared

The kite is _____
- Anxious
- Happy
- Sad

The moon is _____
- Excited
- Disgusted
- Sad

The worm is _____
- Excited
- Happy
- Scared

The raincloud is _____
- Sad
- Tired
- Happy

Activity 3

- The teacher explains what color should paint the circles depending on the emotion. That is, if the correct option is "happy" the teacher should explain that students should paint yellow as in the circle that is the emotion.

During Speaking

Activity 4

- The teacher presents the characters of the story (draw on the board). Then, the teacher slowly reads the story and interprets the emotion of each character. The teacher repeats the story twice.

Activity 4: Listen carefully to the story.

Emotions' friends

In a cheerful village, five colorful creatures lived. Happy Henry, the sun, shone brightly, making everyone smile. Sad Sally, a raincloud, cried tears that watered the flowers. Anxious Ellie, a kite, soared high with laughter in the wind. Disgusted Timmy, the moon, yawned as stars blinked goodnight.

Scared Wendy, a scared worm, scared about everything. One day, Wendy noticed her friends' emotions, and her worry lessened. She knew that, like the changing weather, feelings come and go. Together, they danced through happy, sad, scared, tired, and worried moments, learning that in their village of emotions, every feeling was okay.

Activity 5: Answer the questions about the story.

- How many friends lived in the cheerful village?
- How many emotions are mentioned in the story? What are they?
- Why was Wendy, the friend who was a scared worm, scared?
- What did Wendy notice one day about her friends' emotions?
- How did Wendy feel after understanding her friends' emotions?
- What did the friends learn about emotions at the end of the story?
- Why do you think it's important to understand and accept our emotions?

Activity 5

- The teacher asks questions about the story. The teacher should draw based on the questions so that the students understand what the questions are about.

Activity 6

- The teacher gives the students the worksheet where he asks them to choose one mask. Then, the teacher asks the students to cut along the emotion mask. (resource on pages 100 to 102)
- Next, the teacher asks students to decorate the mask; they can use colors or markers. When the students finish, the teacher gives them two pieces of ribbon so that students can hold the mask.
- Finally, the teacher asks questions about the emotion that they chose before. In this part, the teacher needs to explain what each question means and teach how they can answer the questions.

Activity 6: It's time to create masks.

Instructions:
1. Show the masks which are to paint, decorate, and cut out
2. Choose one mask to decorate. Use colors and markers to decorate it according to the emotion.
3. Carefully trim the mask following the shape.
4. To hold the mask, paste a ribbon in each side of it.
5. Put on the mask and explain the following questions:

- Why did you choose this emotion?
  I choose this emotion because ......
- How do you feel when you use this mask?
  I feel ......
- When do you feel like this?
  I feel ...... when ......

After Speaking

FINAL PROJECT

Activity 7: Make groups of eight. Choose a story that you can find in resources. With the help of your parents, create puppets based on the characters of emotions.

Activity 7

- The teacher makes groups of eight students. The teacher presents the stories and assigns each story to each group. (resources on pages 93 to 97) Then, the teacher explains how they can create a puppet with the help of their parents.

Lesson C

Developing a positive attitude

Puppetry as a strategy can help students feel confident and develop a positive attitude in the face of a challenge, in this case, dramatization using puppets.

Teacher's Roles

- Facilitate the activity by introducing puppets and setting the context.
- Act as a model to express various emotions using the puppets.
- Guide conversations and provide correction and feedback.
- Foster a safe environment where students feel comfortable expressing emotions and participating with the puppets.

Student's Roles

- Interact with puppets by assuming roles and expressing emotions.
- Actively listen to responses from puppets and classmates.
- Participate in guided dialogues by the teacher and in creating emotional situations.

Objective

At the end of the lesson, students will be able to promote oral expression, enabling them to identify, express, and understand various emotions in a playful and emotionally enriching context.

Activities

Before Speaking

Activity 1: Complete the phrases depending on the picture. Read aloud the phrases.

She is ....

She is....................

She is...........................

She feels....................

He is...........................

He feels....................

He is...........................

He feels.....................

She is...........................

She feels.....................

She is...........................

She feels.....................

Key

Happy

Disgusted

Scared

Anxiuos   Angry   Sad

Activity 2: Guessing game. Listen to the teacher and guess what emotion is.

1) When something makes you laugh and leap, and your eyes shine without a peep. I'm an emotion that makes your day grand, who am I, can you understand?

2) Before a big event or when something you fear, in your stomach, you feel this, it's quite clear. I'm an emotion that makes you shake, who am I, can you partake?

3) In my belly, butterflies play, Turbulence and nerves, who'd say? Before a big event, I'm in the mix, What emotion am I? Do you know the fix?

4) When something exciting is on its way, you feel a sensation that's hard to sway. I'm an emotion that makes you jump, who am I, can you take a plump?

5) On my face, you'll see, When something bad comes to be. I scrunch my nose with disdain, Who am I? Think again.

6) When your eyes shed tears, and your smile does fade, when your heart feels heavy, and joy starts to evade. I'm an emotion that makes you cry, who am I, can you tell me why?

7) When something infuriates or makes you shout, you feel this emotion, it's hard to doubt. I'm an emotion that makes you seethe, who am I, can you believe it?

8) In the dark or when something gives a scare, your heart beats fast, it's hard to bear. I'm an emotion that makes you shiver, who am I, can you deliver?

Activity 3: Puppets time!

Puppets

- Follow the instructions:

1. Divide the class into the groups formed in lesson B.

2. Each student should have a puppet based on the story chosen above.

3. Each student must introduce his puppet, name, and emotion within his group.

4. Again, the students present their puppet using the tone of voice according to the emotion that their puppet represents.

5. Finally, each group will present their character in front of the class.

After Speaking

FINAL PROJECT

Activity 7: The teacher will have to read the stories of each group. Students will dramatize the story and tell the small dialogues of their characters.

Animal Adventure!

In an enchanted forest, there lived eight very special friends: Happy Bear, Angry Cat, Sad Bunny, Surprised Bird, Nervous Puppy, Scared Mouse, Excited Elephant, and Tired Tortoise. Every day, they ventured out to explore and experience exciting adventures.

On a sunny day, they decided to visit a mysterious tree in the centre of the forest that had always been closed.

Happy Bear: "I'm so excited! What do you think we'll find there?"

Angry Cat: "Why have we never visited it before? This makes me angry!"

Sad Bunny had a tear in his eye.

Sad Bunny: "I'm scared it might be a dangerous place."

I'm scared it might be a dangerous place

Why have we never visited it before? This makes me angry"

I'm so excited! What do you think we'll find there?

TEACHER INSTRUCTIONS

Before Speaking

Activity 1
- The teacher teaches the personal pronouns he and she and the verbs is and feels. The teacher can use flashcards of emotions that the teacher teaches when students should use, he and she. In the same way, use flashcards to recognize the emotions to complete the phrase.

Activity 2
- The teacher reads aloud and dramatizes the guessing. The teacher can paste the flashcards on the board as a key so students can guess easily.

During Speaking

Activity 3
- The teacher divides the class into the groups formed in lesson B. Each student should have a puppet based on the story chosen above. The teacher asks students to introduce their puppet name and the emotion within their group. Again, the students present their puppet using the tone of voice according to the emotion that their puppet represents. 5. Finally, the teacher asks students to present their character in front of the class with their group.

After Speaking

FINAL PROJECT

Activity 4: The teacher will have to read the stories of each group. Students will dramatize the story and tell the small dialogues of their characters.

Animal Adventure!

In an enchanted forest, there lived eight very special friends: Happy Bear, Angry Cat, Sad Bunny, Surprised Bird, Nervous Puppy, Scared Mouse, Excited Elephant, and Tired Tortoise. Every day, they ventured out to explore and experience exciting adventures.

On a sunny day, they decided to visit a mysterious tree in the centre of the forest that had always been closed.

Happy Bear: "I'm so excited! What do you think we'll find there?"

Angry Cat: "Why have we never visited it before? This makes me angry!"

Sad Bunny had a tear in his eye.

Sad Bunny: "I'm scared it might be a dangerous place."

Activity 4

- The teacher asks students to dramatize their stories in front of the class. The teacher reads aloud the story of each group meanwhile students act it. Additionally, students tell the small dialogues of their characters. This activity can be developed once a week as a recreation space.

SPEAKING RUBRIC

☒ **NAME:** [   ]   **DATE:** [   ]

	Excellent (4)	Good (3)	Regular (2)	Improvement (1)
Emotional Expression	The student shows a deep understanding of emotions and authentically expresses them.	The student demonstrates a good understanding of emotions and expresses them appropriately.	The student recognizes emotions but at times struggles to effectively express them.	Difficulty recognizing and expressing emotions appropriately.
Comprehension	The student demonstrates a strong understanding of emotions and can express them appropriately.	The student understands emotions but at times needs support in expressing them.	Understanding of emotions is limited and requires additional guidance.	Difficulty comprehending and expressing emotions.
Fluency	The student communicates smoothly and seamlessly, using age-appropriate language.	The student communicates fluently, although there may be minor interruptions.	Student communication is sometimes choppy and requires support.	Communication is very choppy, making it difficult to understand.
Pronunciation	The student speaks clearly and is easily understood.	The student pronounces mostly accurately and is understandable.	Pronunciation is occasionally unclear but generally understandable.	The pronunciation is not understood
Participation	The student actively engages, responds with enthusiasm, and shows initiative throughout the activity.	The student participates adequately and shows interest in the activity.	Student's participation is limited and requires encouragement to engage.	Little or no participation in the activity.

Feedback:

Great participation!
Here is how you can improve for next time:

_____

You are a miracle in this world!   Score: [/10] **31**

UNIT 2

Greetings

UNIT 2: Greetings

OBJECTIVES

- Use the greetings correctly.
- Use short phrases to say hello and ask how they feel.
- Recognise the emotions when greeting.

RESOURCES

- Board
- Flashcards
- Worksheets
- Colours

CEFR DESCRIPTORS

Level: A1   Ages: 6-9

- Can understand and use familiar everyday expressions and fundamental phrases aimed at the satisfaction of needs of a concrete type.
- Can interact, provided the other person talks slowly and clearly and is prepared to help.

33
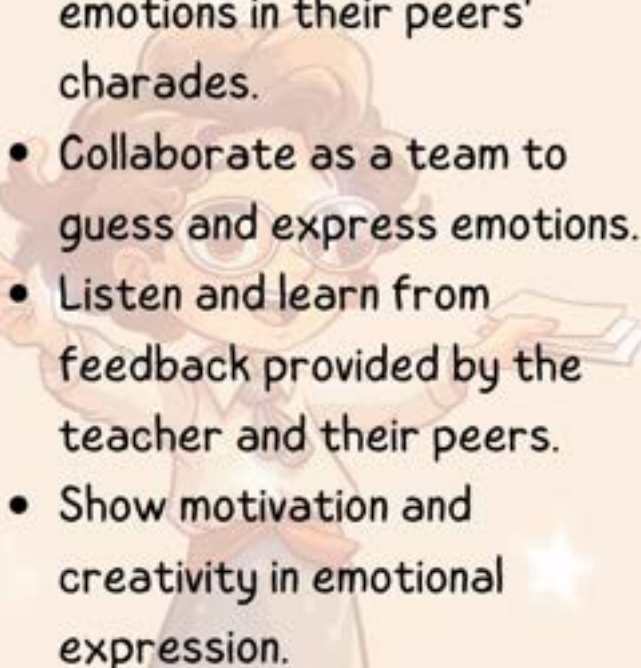
Strategy

Practical communication abilities
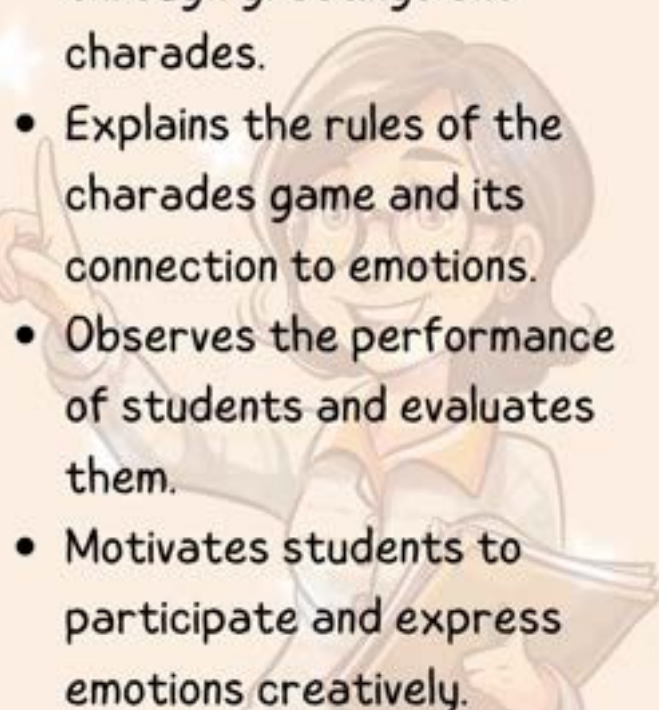
Practical communication abilities can help students understand what people want to communicate through nonverbal and verbal cues. It can helps to improve active listening, which is an essential part of emotional intelligence development.

Roles

Student

- Actively participate in the activities.
- Express emotions through charades and greetings.
- Observe and guess the emotions in their peers' charades.
- Collaborate as a team to guess and express emotions.
- Listen and learn from feedback provided by the teacher and their peers.
- Show motivation and creativity in emotional expression.

Teacher

- Guides the lesson and the activities.
- Models emotional expression through greetings and charades.
- Explains the rules of the charades game and its connection to emotions.
- Observes the performance of students and evaluates them.
- Motivates students to participate and express emotions creatively.

Objective

At the end of the lesson, students can use charades to identify the greetings depending on the time of the day.

Activities

Before Speaking

THE GREETINGS SONG

The Greetings Song

Activity 1: Watch the video twice. Then, say what greetings you heard in the video.

I heard _____

I heard _____

35

Activity 2: Choose the correct answer. Paint the star.

- When the sun comes up it's ....

☆ Night

☆ Afternoon

☆ Morning

- When the moon comes up it's ....

☆ Afternoon

☆ Morning

☆ Night

- When the sun goes down it's ....

☆ Morning

☆ Night

☆ Afternoon

36

Activity 3: Find in the alphabet soup the words that are in the box.

Greetings Soup

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

Good Morning
Good Afternoon
Good Evening
Good Night
Goodbye

Feedback!

My Emotions

- I am happy
- I feel excited

DISGUSTED SAD HAPPY

ANGRY SCARED ANXIOUS

37

During Speaking

Activity 4: Let's play!

Greetings Charades with Emotions

MATERIALS

FLASHCARDS OF EMOTIONS

Angry   Anxious   Disgusted

Sad   Happy   Scared

FLASHCARDS OF GREETINGS

GOOD NIGHT   GOOD MORNING   GOOD AFTERNOON   GOOD EVENING   GOODBYE

Instructions

STEP 1: CARD SELECTION

1

Each child randomly selects a card of emotions and a greeting from the available cards.

STEP 2: GREETING CHARADES

One by one, students perform charades in which, depending on their greeting card, they greet other classmates using gestures and facial expressions that reflect the feeling indicated on their emotions card. For example, if the emotions card says "happy" and the greeting card says "good afternoon," the child should greet by saying "good afternoon" with a big smile and a cheerful attitude.

2

STEP 3: GUESSING EMOTIONS

3

Other students observe the charades and try to guess the emotion. They can raise their hand or call out the emotion aloud when they believe they have guessed correctly.

Activity 5: Share your experience playing charades of emotions.

ANSWER:

1. How did you feel?
2. Did you have fun?
3. How did you feel when a classmate greeted you angrily?
4. How do you think it's better to greet people, happy or angry?

After Speaking

WHAT IS EMPATHY?

Empathy means sharing and understanding the feelings of others. It's like being kind and caring about how others feel.

Activity 6: Mark with an x the options you have made.

SITUATIONS	I DID!
1. Have you comforted a friend when they were sad?	
2. Have you offered to share your snack when someone forgot their snack?	
3. Have you invited solo kids to join your game?	
4. Have you worked together to solve a problem?	
5. Have you been happy with your friends' successes?	
6. Have you explained the rules to those who didn't understand?	
7. Have you listened to a friend when they were angry?	
8. Have you worked together to resolve conflicts on the playground?	

TEACHER INSTRUCTIONS

Before Speaking

THE GREETINGS SONG

The Greetings Song

- The teacher plays the video to introduce the topic of greetings.

Activity 1: Watch the video twice. Then, say what greetings you heard in the video.

I heard ____

I heard ____

Activity 1

- The teacher plays the video twice. Next, the teacher asks students what greetings they heard in the video. Before this activity, the teacher should teach the phrase "I heard" so students can complete this activity.

Activity 2: Choose the correct answer. Paint the star.

- When the sun comes up it's ____

Night   Afternoon   Morning

- When the moon comes up it's ____

Afternoon   Morning   Night

- When the sun goes down it's ____

Morning   Night   Afternoon

Activity 2

- The teacher should explain what means the words: night, afternoon, and morning. The teacher can draw a moon to explain the night, a sun coming up to explain the morning, and a sun going down to explain the afternoon. Then, the teacher reads the sentences with the options so students can complete the activity using different colors.

Activity 3: Find in the alphabet soup the words that are in the box.

Greetings Soup

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

Good Morning
Good Afternoon
Good Evening
Good Night
Goodbye

Activity 3

- The teacher explains how students can find the words. Students can use colors or pencils to complete the activity. As a key, the teacher can show where is the first letter of each word.

Activity 4: Let's play!

Greetings Charades with Emotions

MATERIALS

FLASHCARDS OF EMOTIONS

Angry   Anxious   Disgusted

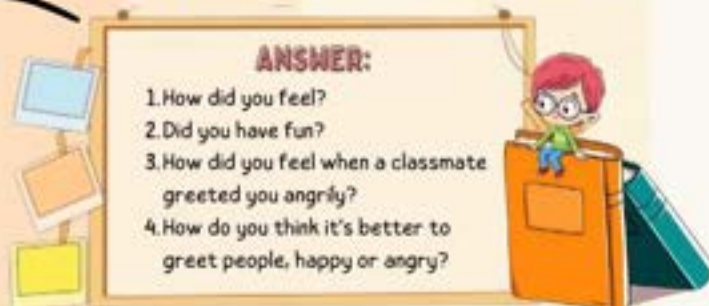Sad   Happy   Scared

FLASHCARDS OF GREETINGS

Activity 4
- The teacher explains the game based on the instructions that give the activity. Before starting the game, the teacher can give them an example of how students should play this game.

Activity 5: Share your experience playing charades of emotions.

Activity 5
- In this activity, the teacher asks some questions about how the students felt when they played greeting charades. The teacher should try to get the students to identify their emotions and express them.

ANSWER:
1. How did you feel?
2. Did you have fun?
3. How did you feel when a classmate greeted you angrily?
4. How do you think it's better to greet people, happy or angry?

After Speaking

Activity 6: Mark with an x the options you have made.

SITUATIONS	I DID
1. Have you comforted a friend when they were sad?	
2. Have you offered to share your snack when someone forgot their snack?	
3. Have you invited solo kids to join your game?	
4. Have you worked together to solve a problem?	
5. Have you been happy with your friends' successes?	
6. Have you explained the rules to those who didn't understand?	
7. Have you listened to a friend when they were angry?	
8. Have you worked together to resolve conflicts on the playground?	

Activity 6
- The teacher reads aloud each situation and he should explain what means the different situations.

Strategy

Based on the aspects of emotions

Storytelling and role-play can help students identify the meaning of emotions based on specific contexts. Students can manage their emotions effectively with a proper understanding of them.

ROLES

Student

- **Active Participant**

Share experiences, answer questions, and contribute.

- **Attentive Listener**

Pay attention to others' experiences and respond with empathy.

- **Emotion Identifier**

Recognise and express emotions and develop emotional vocabulary.

Teacher

- **Facilitator**

Guide the conversation and present situations.

- **Questioner**

Stimulate participation and direct the discussion.

- **Observer**

Attend to students' responses and expressions.

Objective

At the end of the lesson, students will be able to interview each other by effectively utilising various greetings and expressing and understanding emotions through engaging storytelling and role-playing activities.

Activities

Before Speaking

HOW ARE YOU? SONG

Activity 1: Watch the video and follow the instructions that you have in the video. Identify the best way to ask about people's moods. Write it.

H_w __e y__?

_____

_____

_____

_____

_____

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Activity 2: Let's play!

Emotion Simon Says

Instructions

1 The teacher or a student takes on the role of "Simon" and gives instructions. For example, "Simon says, show me a happy face".

2 Only children should act if the instruction begins with "Simon says." If the instruction does not include "Simon says," and a child acts, they should eliminated from that round.

3 Take turns to be, Simon says; the teacher starts, and then a random student can be Simon.

Simon says, show me a happy face!

44
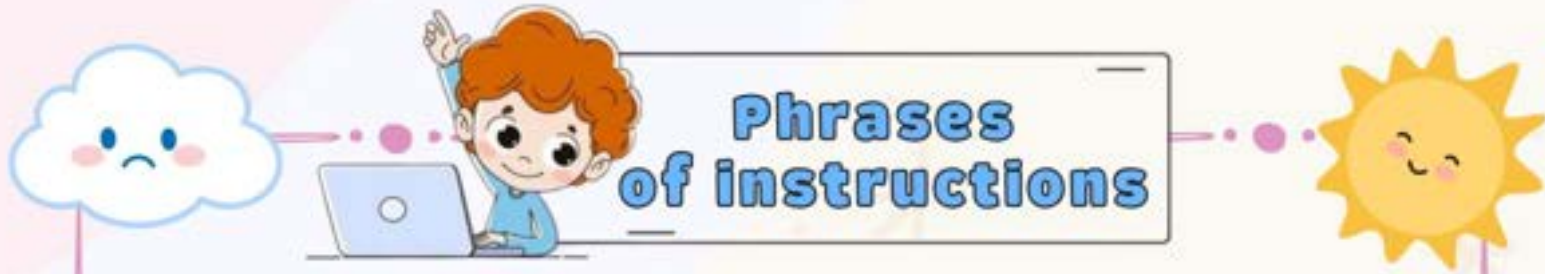
Phrases of instructions

Simon says, show me a _____

DISGUSTED FACED

ANXIOUS FACED

HAPPY FACE

ANGRY FACED

SAD FACED

SCARED FACED

During Speaking

Activity 3: Let's play the role-playing game.

INSTRUCTIONS

- Make groups of two and play with greetings and the question, "How are you?
- Use flashcards to assign which greeting to use and what your mood will be like.

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MATERIALS

FLASHCARDS OF EMOTIONS

Angry	Anxious	Disgusted
Sad	Happy	Scared

FLASHCARDS OF GREETINGS

GOOD NIGHT	GOOD MORNING	GOOD EVENING	GOOD AFTERNOON

Good evening! I'm scared

Good evening! How are you?

Activity 4: Listen to the story ans answer the questions abou it.

ALEX AND MAYA'S ADVENTURE DAY!

Once upon a time, two best friends, Alex and Maya, decided to spend an exciting day together. They started their adventure in a magical forest.

Alex was very **happy** because he loved exploring, while Maya felt a little **anxious** but also **happy** about the unknown. They packed their backpacks with snacks and went into the forest.

As they were walking, they came across a suspension bridge swinging over a river. Alex was **happy** and quickly crossed over, laughing with joy. On the other hand, Maya initially felt a little **scared**, but with Alex's support, she managed to cross, feeling brave.

Then, they discovered a meadow full of bright and colourful flowers. The two friends lay on the grass, enjoying the sun. At this moment, both of them were feeling **happy** and relaxed.

Later, they came across an adorable little animal that seemed lost. Alex and Maya felt compassionate and decided to help the little friend find his way home.

Finally, when they came out of the forest at sunset, the two friends hugged each other. They were **sad** but very **happy** with all the emotions they had experienced together.

QUESTIONS

START OF THE ADVENTURE

How do you think Alex felt at the beginning of the adventure?

How do you think Maya felt?

SUSPENSION BRIDGE

When Alex crossed the bridge laughing, how do you think he felt?

What emotions do you think Maya experienced while crossing the bridge?

FLOWER MEADOW

In the meadow, how do you imagine Alex and Maya felt when lying in the grass and enjoying the sun?

What emotions do you think they experienced when they saw the bright flowers?

MEETING WITH THE LITTLE ANIMAL

How do you think Alex and Maya felt when they found the lost little animal?

What emotions do you think the little animal had?

EXIT FROM THE FOREST

How do you think Alex and Maya felt when they exited the forest at sunset?

What emotions do you think they shared when they hugged?

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After Speaking

Activity 5: Fill the crucrigram with the learning learned before. Following the clues!

CLUES!

Across
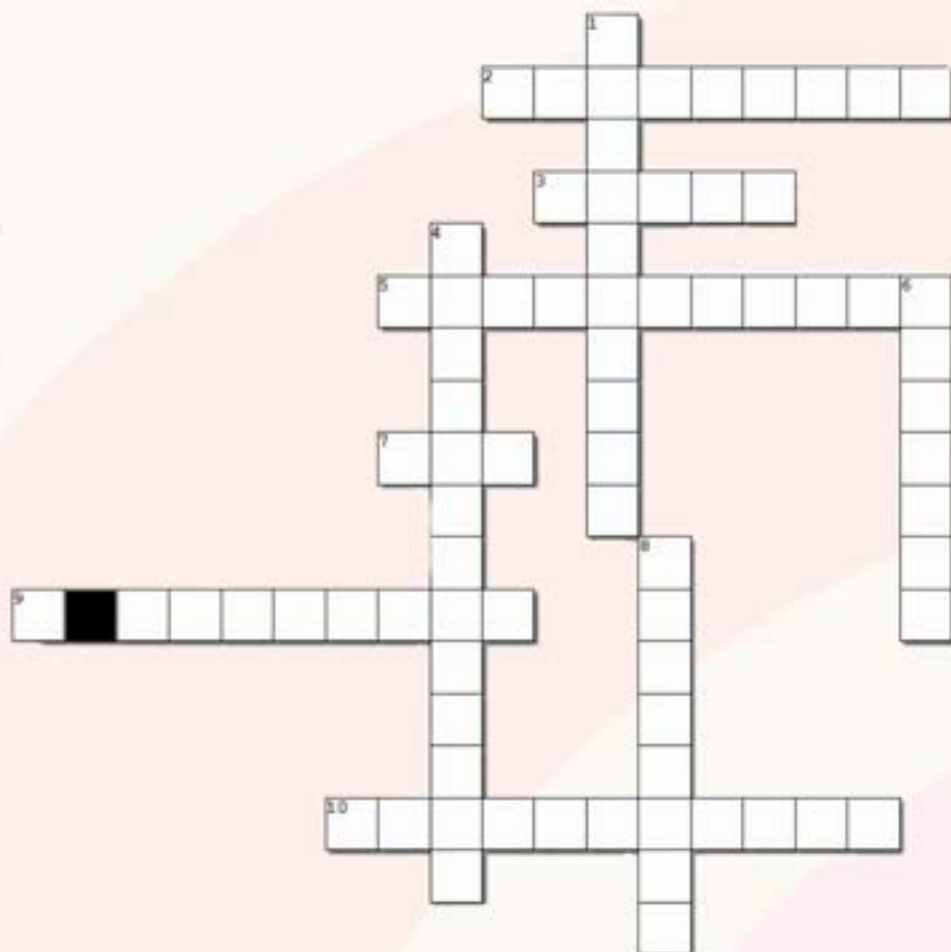
2. Greetings at night.
3. When you feel great happiness, you are.....
5. Greetings in the evening.
7. When you feel a sadness, you are ....
9. How would you say when you are scared?
10. Greetings in the morning.

Down

1. Ask to know the mood of people.
4. Greetings in the afternoon.
6. A greeting that we use when we finish the class.
8. How would you say when you are angry?

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TEACHER INSTRUCTIONS

Before Speaking

- The teacher plays the video to introduce the topic.

HOW ARE YOU? SONG

Activity 1: Watch the video and follow the instructions that you have in the video. Identify the best way to ask about people's moods. Write it.

H_W __@ y__?

Activity 1

- The teacher plays the video twice. Then, the teacher asks the students if they could identify what is the question, they should ask to know how someone feels. Then, the teacher writes on the blackboard the question "How are you?" and asks the students to repeat the question. Finally, the teacher asks the students to fill in the blanks and then repeat the question following the sample.

Activity 2

- In this activity, the teacher reads the instructions of the game and then explains how students can play "Simon Says." Additionally, the teacher helps students to repeat the phrase "Simon says, show me a" and the options of emotions.

Activity 2: Let's play

Emotion Simon Says

Instructions

1
2
3

During Speaking

Activity 3: Let's play the role-playing game.

INSTRUCTIONS
- Make groups of two and play with greetings and the question, "How are you?
- Use flashcards to assign which greeting to use and what your mood will be like.

Activity 3

- The teacher makes groups of two and gives flashcards with emotions and greetings. The two students must have greeting cards, and only one of them must have emotion cards. The student who does not have the emotion card is the one who is going to ask, "How are you?" Then, students can switch roles so that the two can practice how to say hello and ask how someone is feeling.

Activity 4

- The teacher reads the story twice; try to explain clearly what the story is about so that the students can answer the questions. In this activity, the teacher can draw the keywords on the blackboard and can also give clues.

Activity 4: Listen to the story ans answer the questions about it

ALEX AND MAYA'S ADVENTURE DAY!

Once upon a time, two best friends, Alex and Maya, decided to spend an exciting day together. They started their adventure in a magical forest.

Alex was very **happy** because he loved exploring, while Maya felt a little **anxious** but also **happy** about the unknown. They packed their backpacks with snacks and went into the forest.

As they were walking, they came across a suspension bridge swinging over a river. Alex was **happy** and quickly crossed over, laughing with joy. On the other hand, Maya initially felt a little **scared**, but with Alex's support, she managed to cross, feeling brave.

Then, they discovered a meadow full of bright and colourful flowers. The two friends lay on the grass, enjoying the sun. At this moment, both of them were feeling **happy** and relaxed.

Later, they came across an adorable little animal that seemed lost. Alex and Maya felt compassionate and decided to help the little friend find his way home.

Finally, when they came out of the forest at sunset, the two friends hugged each other. They were **sad** but very **happy** with all the emotions they had experienced together.

After Speaking

Activity 5: Fill the crucrigram with the learning learned before. Following the clues!

CLUES!

Across

2. Greetings at night.
3. When you feel great happiness, you are....
5. Greetings in the evening
7. When you feel a sadness, you are ......
9. How would you say when you are scared?
10. Greetings in the morning

Down

1. Ask to know the mood of people.
4. Greetings in the afternoon.
6. A greeting that we use when we finish the class.
8. How would you say when you are angry?

Activity 5

- For this activity, the teacher must read each clue to fill in the crossword puzzle; the teacher must also help identify the numbers of each clue. If it is very difficult for the students, the teacher can give them the first letter of each word.
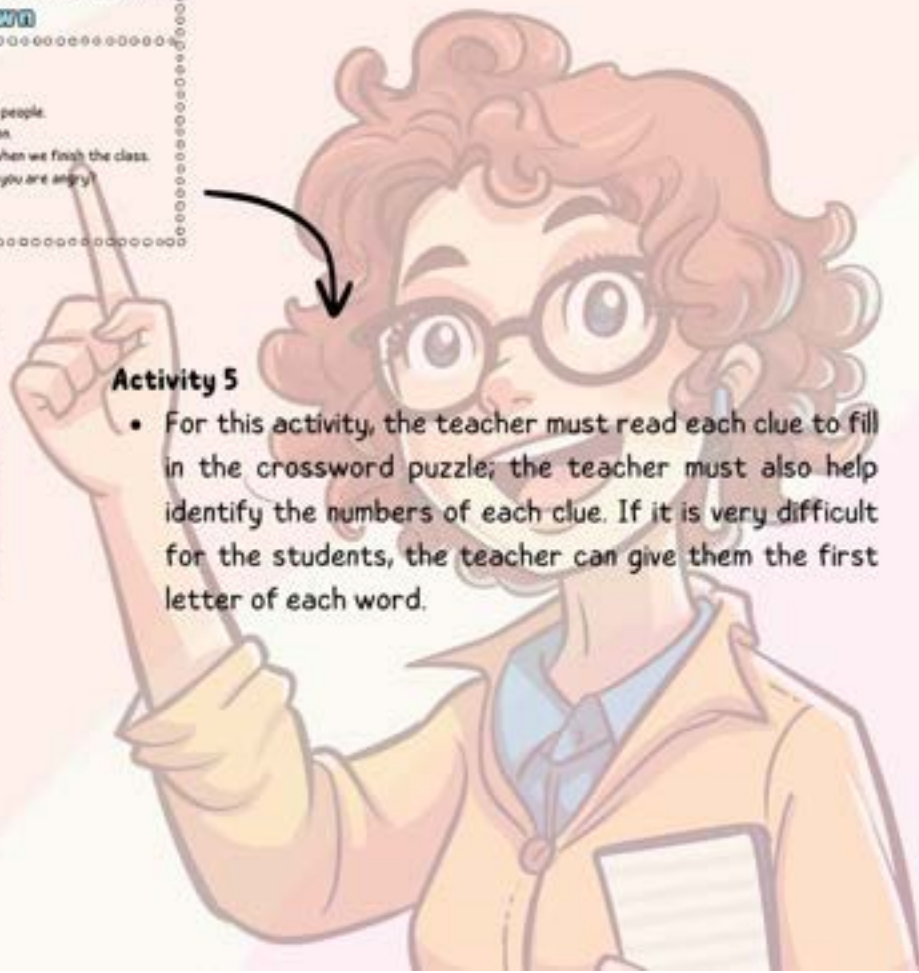
Strategy

Self-awareness

Role-play can help students identify and recognize their own emotions and those of others, allowing them to see things from a different perspective.

Students' Roles

- **Active Participant:** Actively engages in activities.
- **Personal Presenter:** Presentations of oneself clearly expressing an emotion.
- **Active Listener:** Listen attentively and respond appropriately.
- **Collaborator:** Participate actively in group games and activities.
- **Creativity in Art:** Express emotions through art.
- **Active Interviewer:** Actively participates in the peer interview activity.

Teachers' Roles

- **Facilitator:** Create a positive and safe environment.
- **Behavior Model:** Demonstrate facial expressions and tone of voice.
- **Guide in Presentation:** Assist in presentations and provide gentle correction.
- **Activity Organizer:** Design and organise participative activities.
- **Observer and Feedback:** Observe, give constructive feedback, and highlight positive efforts.

LESSON C   INTRODUCE MYSELF

Objective

Students can deliver personal introductions at the end of the class, using greetings and expressing emotions effectively to enhance relationship skills and self-awareness.

Activities

Before Speaking

WHAT'S YOUR NAME SONG

Activity 1: Watch the video twice. Pay attention to the question "What's your name?"

WHAT'S YOUR NAME?

You can answer this question in the following ways:

1. My name is Paula.
2. I am Paula

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Activity 2: Look at the children and, based on their expression, write how the children feel.

Zoe   Julian   Sam   Luca   Andy

Scared   Anxious   Sad
Happy   Angry

WHO IS? - HOW IS SHE/HE?

- He is Julian
- He is anxious

- She is _____
- She is _____

- _____
- _____

- _____
- _____

- _____
- _____

CLUE!

You always use the personal pronoun "She" to refer to a girl.
You always use the personal pronoun "He" to refer to a boy.

52

Activity 3: Take your favorite toy and express with it how you feel today.

During Speaking

Activity 4: Introduce yourself by saying your name and greeting the class with a specific emotion.

Activity 5: Create a poster that introduces yourself, and decorate it as you like! Make it personalised and unique to reflect your personality.

Activity 6: Exchange your poster with your best friend's and present it to the class.

After Speaking

FINAL PROJECT

Activity 7: Interview time.

Interviewer: Good morning!

Interviewee: Hi

Interviewer: What's your name?

Interviewee: I am Luca

Interviewer: How are you?

Interviewee: I am happy

Interviewer: Nice to meet you!

Interviewee: Nice to meet you too!

Instructions:

1. Make groups of two.

2. Choose who wants to be the interviewer and interviewee.

3. Ask the name of your classmate, and how she or he feels.

4. Then, they exchange the roles.

5. Follow the example.

TEACHER INSTRUCTIONS

Before Speaking

WHAT'S YOUR NAME SONG

- The teacher plays the video to introduce the topic.

Activity 1: Watch the video twice. Pay attention to the question "What's your name?"

Activity 1

- The teacher plays the video twice. Then, the teacher asks the students if they could identify what is the question, they should ask to know how someone feels. Then, the teacher writes on the blackboard the question "How are you?" and asks the students to repeat the question. Finally, the teacher asks the students to fill in the blanks and then repeat the question following the sample.

WHAT'S YOUR NAME?
You can answer this question in the following ways:

1. My name is Paula.
2. I am Paula

Activity 2

- In this activity, the teacher reads the children's names and emotions. The teacher asks the students to identify what each child is feeling depending on the image. The teacher indicates how the personal pronoun replaces the name. Ask how each child is feeling again, and depending on the answer, write on the blackboard so that the children can imitate the words on their worksheet.

Activity 3: Take your favorite toy and express with it how you feel today.

Activity 3

- The teacher asks the students if they can bring their favorite toy. Then, the teacher indicates how the students are going to express themselves as they feel.

LESSON C   INTRODUCE MYSELF

Activity 4: Introduce yourself by saying your name and greeting the class with a specific emotion.

"Hello! I am Zoe, and I am happy today."

Activity 4

- In this activity, the teacher performs an example, such as presenting himself to the class. In this activity, the students should include their names and how they feel. The teacher can paste the flashcards of both emotions and greetings as support for the students.

Activity 5: Create a poster that introduces yourself, and decorate it as you like! Make it personalised and unique to reflect your personality.

HELLO!

I am Zoe
I am happy today.

Activity 5

- For this activity, the teacher provides a blank sheet where the students write down what they said in the previous activity. The teacher should put the greeting options on the blackboard and the beginning of each sentence leaving blank the place where the student's name and emotion are written.

Activity 6: Exchange your poster with your best friend's and present it to the class.

Activity 6

- The teacher explains that students should exchange their posters and introduce themselves to each other. For this activity, the teacher should remember when the pronoun he is used and when the pronoun she is used.

After Speaking

FINAL PROJECT

Activity 7

- First, the teacher makes an example of the interview, and then the teacher helps memorize the phrases to use in the interview. Finally, the students practice until they are ready to interview in front of the whole class.

SPEAKING RUBRIC

NAME: [blank]

DATE: [blank]

	Excellent (4)	Good (3)	Regular (2)	Improvement (1)
Emotional Expression	The student shows a deep understanding of emotions and authentically expresses them.	The student demonstrates a good understanding of emotions and expresses them appropriately.	The student recognizes emotions but at times struggles to effectively express them.	Difficulty recognizing and expressing emotions appropriately.
Comprehension	The student demonstrates a strong understanding of emotions and can express them appropriately.	The student understands emotions but at times needs support in expressing them.	Understanding of emotions is limited and requires additional guidance.	Difficulty comprehending and expressing emotions.
Fluency	The student communicates smoothly and seamlessly, using age-appropriate language.	The student communicates fluently, although there may be minor interruptions.	Student communication is sometimes choppy and requires support.	Communication is very choppy, making it difficult to understand.
Pronunciation	The student speaks clearly and is easily understood.	The student pronounces mostly accurately and is understandable.	Pronunciation is occasionally unclear but generally understandable.	The pronunciation is not understood
Participation	The student actively engages, responds with enthusiasm, and shows initiative throughout the activity.	The student participates adequately and shows interest in the activity.	Student's participation is limited and requires encouragement to engage.	Little or no participation in the activity.

Feedback:

Great participation!
Here is how you can improve for next time:

You are a miracle in this world!

Score: /10

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UNIT 3
My Family

UNIT 3: My Family

OBJECTIVES

- Use the greetings correctly.
- Use short phrases to say hello and ask how they feel.
- Recognise the emotions when greeting.

RESOURCES

- Board
- Flashcards
- Worksheets
- Colours

DESCRIPTION OF CEFR

Level: A1   Ages: 6-9

- Can understand and use familiar everyday expressions and fundamental phrases aimed at the satisfaction of needs of a concrete type.
- Can interact, provided the other person talks slowly and clearly and is prepared to help.

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Strategy

Assertiveness

Puppets can help students feel what characters feel in various situations, and they can aid students in developing their assertiveness and active listening to solve real-life problems.

Teacher's Roles

Facilitator
Explain the lesson and objectives.
Provide support during activities.
Ensure everyone's participation.

Observer
Observe emotional interactions.
Identify moments for support.

Motivator
Encourage and praise.
Emphasise emotional importance.
Create a positive atmosphere.

Student's Roles

Actor/Actress
Portray family members.
Express emotions clearly.

Emotional Journal Writer
Write about family emotions.

Classifier
Sort emotions in activities.
Explain choices and discuss.

Gratitude Sharer
Share family appreciation.
Express positive feelings.

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Objective

At the end of the lesson, students will be able to identify the members of the family to expose their family tree.

Before Speaking

FINGER FAMILY SONG

Activity 1: Watch the video twice. Then, try to sing it!

Daddy

Mommy

Brother

Sister

Baby

Activity 2: Colour or draw happy or sad faces next to each member according to your feelings when thinking about them.

Daddy

Mommy

Brother

Baby

Sister

Activity 3: Match the pictures with their names

Daddy

Brother

Sister

Grandma

Grandpa

Mommy

During Speaking

Activity 4: Family role-play!

She is my mom.
It is her pen.
She is Lorena
She is nervous.

Instructions:
- You need to wear something from your favourite family member for this activity.
- Introduce her or him.
- Say how she often feels.
- Follow the example.
- Clue:
    She /Her
    He / His

Activity 5: Puppets time!

Instructions:
- 1. With the help of Mom or Dad, you will create the puppets. Look at the example to guide you in the creation of them.
- 2. Make groups of seven. The teacher will assign the roles of each student. There must be one of the seven family members in each group.
- 3. Each group will dramatize a story that the teacher will tell.
- 4. When the teacher mentions the family member, the student will guess the family member's emotion based on the text.
- 5. At the end of the puppet show, the students must say how they felt being there.

63

The great family adventure!

Once upon a time, there was an extraordinary family in a small town: the Smiths. The family consisted of Grandpa Joe, Grandma Martha, Dad Tom, Mom Lisa, older sister Emma, younger brother Jake, and the adorable baby Mia. The Smith family decided to picnic on a bright, sunny day at the park. Everyone was excited. Emma was happy because she loved the idea of spending time outdoors. Jake was excited to play with his kite, and the grandparents smiled as they watched the family gather.

The sky suddenly darkened at the park, and it started to rain. Plans were ruined, and everyone felt a little sad and disappointed. Tom was nervous about the rain, but Lisa, with her positive spirit, suggested an exciting idea: building an improvised fort with blankets and playing together inside it!

While playing in the defence, the kids noticed grandparents Joe and Martha whispering and smiling mysteriously. It turns out it was Grandpa Joe's surprise birthday! Everyone got excited and hurried to sing him a happy birthday. The surprise made everyone feel happy and excited.

After the picnic, Jake decided to play a prank on his sister. He hid behind a tree and scared her. Emma was surprised, and though initially annoyed, soon everyone started laughing together. Jake's prank created a fun and pleasant family atmosphere.

As the sun set, the Smith family lay on a blanket at the end of the day, gazing at the stars. They were tired but happy. Emma hugged Mia. Dad Tom and Mom Lisa shared a happy look, and everyone enjoyed the moment's serenity.

Even though the day didn't go as planned, the Smith family discovered that surprises and unexpected changes can bring exciting and memorable moments. With laughter, hugs, and love, they showed that even on rainy days, they can find happiness in the adventure of being together.

LESSON A   MEET MY FAMILY

Activity 5: Complete the family tree of the Smiths.

Family Tree

Grandpa

Grandma

Daddy

Mommy

Brother

Sister

Baby

Me

65
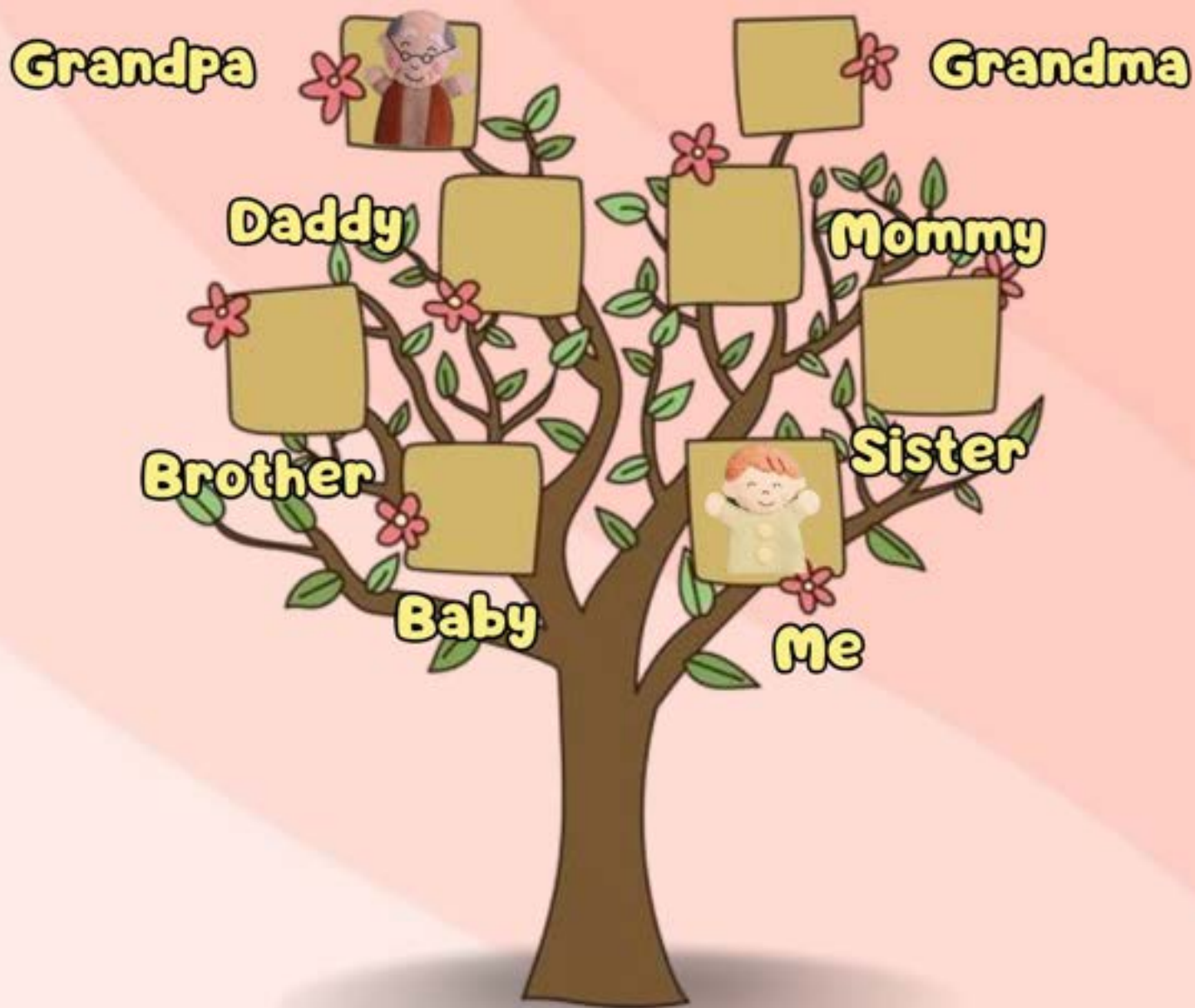
Activity 5: Complete the tree with photos of your family.

Grandpa

Grandma

Daddy

Mommy

Brother

Sister

Baby

Me

My Family Tree

Activity 6: Introduce your family tree and add the emotion that your family member feels the most.

Example:

This is my family tree.

He is my grandpa Alfonso. He is angry today.

She is my grandma Fabiola. She is happy today.

TEACHER INSTRUCTIONS

Before Speaking

FINGER FAMILY SONG

- The teacher plays the video to introduce the topic.

Activity 1

- The teacher plays the video twice. In the first time, the teacher asks students to listen carefully to the video. In the second time, the teacher asks the students to try singing. After students listen to the video, the teacher introduces the family vocabulary through the flashcards. (resources on pages 112 to 115)

Activity 1: Watch the video twice. Then, try to sing it!

Daddy

Mommy

Brother

Sister

Baby

Activity 2

- After the teacher introduces the vocabulary, the teacher asks students to draw a happy or sad face next to each member according to their feelings when they are thinking about them.

Activity 3

- In this activity, the teacher pastes flashcards of family members on the board as a key for students. Then, the teacher should read each word and ask students to match it with the correct picture.

During Speaking

Activity 4

- The teacher told the students to bring some objects of their favorite family members. Then, the teacher teaches "his or her" depending on the personal pronoun and explains that this is used to mention that something belongs to the subject. Finally, the teacher gives an example of the activity and helps the students to create their dialogue to be then able to say it out loud and in front of the class.

Activity 4: Family role-play!

Instructions:
- You need to wear something from your favourite family member for this activity.
- Introduce her or him.
- Say how she often feels.
- Follow the example.
- Clue:
    She /Her
    He / His

She is my mom.
It is her pen.
She is Lorena
She is nervous.

Activity 5: Puppets time!

Instructions:
- 1. With the help of Mom or Dad, you will create the puppets. Look at the example to guide you in the creation of them.
- 2. Make groups of seven. The teacher will assign the roles of each student. There must be one of the seven family members in each group.
- 3. Each group will dramatize a story that the teacher will tell.
- 4. When the teacher mentions the family member, the student will guess the family member's emotion based on the text.
- 5. At the end of the puppet show, the students must say how they felt being there.

Activity 5

- The instructions for this activity are explained in the book.

Activity 6: Complete the family tree of the Smiths.

Family Tree

Grandpa Grandma
Daddy Mommy
Brother Sister
Baby Me

Activity 6

- The teacher asks students to cut each family member of the Smiths. Next, the teacher reads aloud to each family member so students can identify where to paste them.

After Speaking

Activity 8: Introduce your family tree and add the emotion that your family member feels the most.

Example:
    This is my family tree.
    He is my grandpa Alfonso. He is angry today.
    She is my grandma Fabiola. She is happy today.

Activity 8

- The teacher gives students an example of how to introduce their family three and add emotions that their family member feels the most.

Strategy

Based on the aspects of emotions

Describing members of the family can help students identify the meaning of emotions based on specific contexts. Students can manage their emotions effectively with a proper understanding of them.

Teacher's Roles

Exemplary Modeling: Initiate the activity by providing a clear example when describing a family member.

Precise Feedback: To enhance students' language skills, offer constructive feedback on pronunciation and vocabulary usage.

Promotion of Participation: Encourage active participation from all students.

Student's Roles

Emotion Identification and Description: Recognize and describe the emotions experienced by the selected family memeber.

Clear Oral Expression: Practice oral expression, employing the acquired emotional vocabulary to communicate the family's emotions.

Active Listening: Pay attention during peers' descriptions to identify and comprehend the expressed emotions.

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Objective

At the end of the lesson, students can identify and describe emotions in the family context using basic vocabulary.

Activities

Before Speaking

MY FAMILY, I LOVE YOU SONG

My Family, I Love You

Activity 1: Watch the video twice. Highlight the phrase "I love you!". Use your favorite color.

I LOVE YOU

Activity 2: Fill the crucrigram based on the pictures with the learning learned before.

1. (across)
2. (down)
3. (down)
4. (down)
5. (across)
6. (across)
7. (across)
8. (across)
9. (across)

Key

Mommy   I love you   Grandma   Daddy

Family   Brother   Sister   Grandpa

Description of a family member

My brother Jordan

He is Jordan.

He is ten years old.

He is happy.

He is tall.

He has black eyes.

He has black hair.

I love Jordan!

During Speaking

Activity 3: Coose a photo of you family member and describe it!

NOW IT'S YOUR TURN!

Paste a photo of
your family member

Name:

_____

Age:

_____

Emotion:

_____

Height:

_____

Eye color:

_____

Hair color:

_____

Phrase:

_____

- Then, show your work in front of your colleagues.

Activity 4: Guess who the family member is.

1) I am strong and brave,
I am the king at home,
I work a lot, and
I protect the family with great

2) I am always in the kitchen,
I take care of the family with love and great ardour. Who am I?

3) Wrinkles on the skin, stories in the heart,
With a white beard and wisdom,
I am a tradition. Who am I?

4) Wrinkles on the skin, with an apron and affection,
I am always ready,
I cook, I tell and hug,
I overflow with love. Who am I?

5) Diapers and smiles,
I'm always in the crib,
I'm petite and cuddly;
my laughter is a fortune! Who am I?

6) I share secrets, clothes and laughs;
In the family, I am the most accurate companion. Who am I?

7) Games and mischief,
I am a loyal companion,
In the family, always ready to help.
Who am I?

72

Activity 4: Answer how the family members feel in various situations.

⭐ Dad tried to fix the toy, but he couldn't. Now he's frowning and moving his hands. How's Dad feeling?

⭐ Grandpa was reading his book, and suddenly, a bird flew in through the window! Grandpa opened his eyes a lot. How is Grandpa feeling?

⭐ Mom was baking her favourite cake, but it fell on the floor. She has a sad little face now. How's Mom feeling?

⭐ Grandma is about to go for a walk, and she can't find the keys. He is looking back and forth and moving his hands quickly. How is Grandma feeling?

⭐ The baby has just received a new toy and is laughing and clapping. How is the baby feeling?

⭐ The sister was playing with her blocks, and her little brother accidentally knocked them down. Now, the sister is crossing her arms and making a serious face. How is the sister feeling?

⭐ The brother was watching a monster movie, and suddenly, thunder sounded. Now, the brother has his eyes wide open. How is the brother feeling?

⭐ After playing for a long time, the baby is yawning and rubbing his little eyes. How is the baby feeling?

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After Speaking

Activity 4: With the help of mom or dad, write down other situations in which your family members may feel angry, excited, sad, tired, surprised, happy, scared, and nervous. Then, share your ideas in class.

Angry

....

Sad

....

Scared

....

Disgusted

....

Happy

....

Scared

....

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TEACHER INSTRUCTIONS

Before Speaking

MY FAMILY, I LOVE YOU SONG

My Family, I Love You

- The teacher plays the video to introduce the topic.

Activity 1

- The teacher asks students to highlight the phrase "I love you" using the favorite color of students.

Activity 1: Watch the video twice. Highlight the phrase "I love you". Use your favorite color.

I LOVE YOU

Activity 2: Fill the crossword puzzle based on the pictures with the learning learned before.

Activity 2

- The teacher asks students to complete the crossword puzzle based on the pictures. Additionally, the teacher can read the keywords that are at the bottom of the worksheet.

Key

During Speaking

Activity 3: Cose a photo of you family member and describe it:

NOW IT'S YOUR TURN!

Name:

Age:

Emotion:

Height:

Eye color:

Hair color:

Phrase:

- Then, show your work in front of your colleagues.

Activity 3

- The teacher asks students to complete the description of their member family to complete the information to describe their family member. Following the example. Practice with your students how they can pronounce and how they can introduce their family members.

Activity 4: Guess who the family member is.

1) I am strong and brave.
I am the king at home.
I work a lot, and
I protect the family with great...

5) Happy and smiles.
I'm always at the crib.
I'm patient and cuddly.
my daughter is in for sure. Who am I?

2) I am always in the kitchen.
I take care of the family with love and great prayer. Who am I?

6) I share secrets, clothes and laughs.
In the family, I am the most accurate companion. Who am I?

3) Wrinkles on the skin, stones in the heart.
With a wired board and wisdom, I am a tradition. Who am I?

7) Games and mischief.
I am a loyal companion.
In the family, always ready to help. Who am I?

4) Wrinkles on the skin, with an apron and affection.
I cook, I tell me hug.
I sacrifice with love. Who am I?

Activity 4

- The teacher reads aloud and dramatizes the guessing. The teacher can paste the flashcards on the board as a key so students can guess easily.

Activity 5: Answer how the family members feel in various situations.

⭐ Dad tried to fix the toy, but he couldn't. Now he's frowning and moving his hands. How's Dad feeling?

⭐ Grandpa was reading his book, and suddenly a bird flew in through the window! Grandpa opened his eyes a lot. How is Grandpa feeling?

⭐ Mom was baking her favourite cake, but it fell on the floor. She has a sad little face now. How's Mom feeling?

⭐ Grandma is about to go for a walk, and she can't find the keys. He is looking back and forth and moving his hands quickly. How is Grandma feeling?

⭐ The baby has just received a new toy and is laughing and clapping. How is the baby feeling?

⭐ The sister was playing with her blocks, and her little brother accidentally knocked them down. Now, the sister is crossing her arms and making a serious face. How is the sister feeling?

⭐ The brother was watching a monster movie, and suddenly, thunder sounded! Now, the brother has his eyes wide open. How is the brother feeling?

⭐ After playing for a long time, the baby is yawning and rubbing his little eyes. How is the baby feeling?

Activity 5

- The teacher reads aloud each situation while acting out the situation to help the student understand what the emotion is all about.

After Speaking

Activity 6: With the help of mom or dad, write down other situations in which your family members may feel angry, excited, sad, tired, surprised, happy, scared, and nervous. Then, share your ideas in class.

- Angry
  _____

- Sad
  _____

- Scared
  _____

- Disgusted
  _____

- Happy
  _____

- Scared
  _____

Activity 6

- The teacher asks parents to help their sons and daughters to write another situation where they feel the emotion that they learned before.

Strategy

Based on the aspects of emotions

Choose one member of the family as a hero can help students identify the meaning of emotions. Students can manage their emotions effectively with a proper understanding of them.

Teacher's Roles

🐱 **Presenter of the Concept:**
Explain the "emotional hero" and how to select a family member for this role.

🐱 **Facilitator of the Discussion:**
Lead a discussion on the importance of ❄ identifying and managing emotions.

🐱 **Provide Tools:**
Provide resources to help students select and describe their "emotional hero."

🐱 **Guide Practical Activities:**
Design and direct practical activities that allow students to apply emotional identification and management.

🐱 **Model of Description:**
Provide examples of how to describe a family member.

Student's Roles

🐱 **Active Participant:**
Actively participate in the discussion.

🐱 **Selector of the 'Emotional Hero':**
Select a family member as your "emotional hero", and think about how you will describe that person's emotions.

🐱 **Emotional Description:**
Practice emotional description using a family member.

🐱 **Participation in Practical Activities:**
Actively participate in the practical activities designed by the teacher.

🐱 **Self-Reflection:**
Reflect on how they will apply the lessons learned.

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Objective

At the end of the lesson, students will be able to identify and manage their emotions effectively by selecting a family member as an 'emotional hero'.

Activities

Before Speaking

DADDY IS MY HERO SONG

He likes to pat my head.

Activity 1: Help your teacher to fill the poster with emotions that would describe a hero.

Emotional Hero

Activity 2: Choose a member of your family as your "emotional hero". Draw your emotional hero.

My Emotional Hero

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During Speaking

Activity 3: Introduce your "emotional hero" to the group, explaining why you chose him/her.

Look at the example!

"This is my emotional hero, my mommy Lorenada. She makes me happy and smiles a lot. When I am sad, she hugs me. My mom gets a little serious about keeping me safe. She is my hero because she loves me."

My Emotional Hero

Mommy

- First, complete the text with your information about your emotional hero with the teacher's help.

"This is my emotional hero, my _____. _____ makes

me happy and smiles a lot. When I am sad, _____ hugs me.

My _____ gets a little serious about keeping me safe.

_____ is my hero because she loves me."

- Introduce your "emotional hero".

Hello! This is my emotional hero..........

After Speaking

Activity 4: Make a circle and answer the following questions.

Questions

- "How do you feel when you're with your 'emotional hero'?"

- "How can you express your emotions similarly to how your 'emotional hero' does?"

- "What have you learned from your 'emotional hero' about handling difficult emotions?"

TEACHER INSTRUCTIONS

Before Speaking

- The teacher plays the video to introduce the topic.

DADDY IS MY HERO SONG

Activity 1: Help your teacher to fill the poster with emotions that would describe a hero.

Activity 1

- The teacher asks students to think of some emotions that they can describe as a hero. The teacher writes on the poster.

Activity 2: Choose a member of your family as your "emotional hero". Draw your emotional hero.

My Emotional Hero

Activity 2

- The teacher asks students to choose one member of their family as a hero. The teacher asks them to draw their favorite member of the family.

During Speaking

Activity 3: Introduce your "emotional hero" to the group, explaining why you chose him/her.

Look at the example!

"This is my emotional hero, my mommy Loresa. She makes me happy and smiles a lot. When I am sad, she hugs me. My mom gets a little serious about keeping me safe. She is my hero because she loves me."

My Emotional Hero

Activity 3

- The teacher asks students to listen carefully to the information about how they can introduce their emotional hero. The teacher reads aloud twice. The teacher asks students to complete the information according to their emotional hero. Finally, students try to introduce their hero in front of the class. The teacher can help the students by reading the information little by little so that they can repeat it.

After Speaking

Activity 4: Make a circle and answer the following questions.

Questions
- "How do you feel when you're with your 'emotional hero'?"
- "How can you express your emotions similarly to how your 'emotional hero' does?"
- "What have you learned from your 'emotional hero' about handling difficult emotions?"

Activity 4

- The teacher asks the students to sit on the floor, forming a circle. Then, the teacher starts by asking questions about each child's emotional hero. The purpose of this activity is for students to be able to recognize their emotions.

SPEAKING RUBRIC

☒ **NAME:** [   ]   **DATE:** [   ]

	Excellent (4)	Good (3)	Regular (2)	Improvement (1)
Emotional Expression	The student shows a deep understanding of emotions and authentically expresses them.	The student demonstrates a good understanding of emotions and expresses them appropriately.	The student recognizes emotions but at times struggles to effectively express them.	Difficulty recognizing and expressing emotions appropriately.
Comprehension	The student demonstrates a strong understanding of emotions and can express them appropriately.	The student understands emotions but at times needs support in expressing them.	Understanding of emotions is limited and requires additional guidance.	Difficulty comprehending and expressing emotions.
Fluency	The student communicates smoothly and seamlessly, using age-appropriate language.	The student communicates fluently, although there may be minor interruptions.	Student communication is sometimes choppy and requires support.	Communication is very choppy, making it difficult to understand.
Pronunciation	The student speaks clearly and is easily understood.	The student pronounces mostly accurately and is understandable.	Pronunciation is occasionally unclear but generally understandable.	The pronunciation is not understood
Participation	The student actively engages, responds with enthusiasm, and shows initiative throughout the activity.	The student participates adequately and shows interest in the activity.	Student's participation is limited and requires encouragement to engage.	Little or no participation in the activity.

Feedback:

Great participation!
Here is how you can improve for next time:

_____
_____
_____
_____
_____
_____

You are a miracle in this world!   **Score:** [/10]   80

Answers Sheets

Activity 2, page 10

Happy

Sad

Angry

Disgusted

Scared

Anxious

Activity 4, page 11

- I am happy when my mommy hugs me.
- I am sad when I have nightmares.
- I am angry when I do not eat.
- I am surprised when my daddy gives me a gift.
- I am scared when someone scares me.
- I am nervous when I need to participate.

Lesson B

Activity 3, page 10

Today. I feel happy.

Activity 2, page 17

QUESTIONS

- How do you feel when you receive a birthday gift?

  I feel happy

- How do you feel when someone takes away a toy you like?

  I feel sad

- What emotions do you feel when you play with your friends at the park?

  I feel happy and excited

- o you feel when it is time to go to bed at night?

  I feel tired

- Have you ever felt scared? When?

  When I watch a horror movie

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Activity 3, page 18

The sun is........................
- ○ Excited
- ✓ Happy
- ○ Scared

The kite is........................
- ✓ Excited
- ○ Happy
- ○ Sad

The moon is........................
- ○ Excited
- ✓ Tired
- ○ Sad

The worm is........................
- ○ Excited
- ○ Happy
- ✓ Scared

The raincloud is........................
- ✓ Sad
- ○ Tired
- ○ Happy

Activity 5, page 21

- How many friends lived in the cheerful village? Five friends
- How many emotions are mentioned in the story? What are they? Five emotions: happy, sad, scared, tired, excited.
- Why was Wendy, the friend who was a scared worm, scared? She is afraid of everything.
- What did Wendy notice one day about her friends' emotions? The emotions of her friends.
- How did Wendy feel after understanding her friends' emotions? She feels happy.
- What did the friends learn about emotions at the end of the story? All emotions are essential to understand.
- Why do you think it's important to understand and accept our emotions? Because everybody has emotions and we need to accept our emotions and others.

Activity 6, page 23

- Why did you choose this emotion?
- I choose this emotion because I feel happy today
- How do you feel when you use this mask?
I feel excited
- When do you feel like this?
I feel excited when I do masks!

Activity 1, page 25-26

She is happy.
She feels happy.

She is disgusted.
She feels disgusted.

He is scared.
He feels scared.

She is sad.
She feels sad.

He is angry.
He feels angry.

She is anxious.
She feels anxious.

Activity 2, page 27

1) When something makes you laugh and leap, and your eyes shine without a peep. I'm an emotion that makes your day grand, who am I, can you understand?
Answer: Happy

2) Before a big event or when something you fear, in your stomach, you feel this, it's quite clear. I'm an emotion that makes you shake, who am I, can you partake?
Answer: Anxious

3) In my belly, butterflies play. Turbulence and nerves, who'd say? Before a big event, I'm in the mix. What emotion am I? Do you know the fix?
Answer: Anxious

4) When something exciting is on its way, you feel a sensation that's hard to sway. I'm an emotion that makes you jump, who am I, can you take a plump?
Answer: Happy

5) On my face, you'll see. When something bad comes to be, I scrunch my nose with disdain. Who am I? Think again.
Answer: Disgusted

6) When your eyes shed tears, and your smile does fade, when your heart feels heavy, and joy starts to evade. I'm an emotion that makes you cry, who am I, can you tell me why?
Answer: Sad

7) When something infuriates or makes you shout, you feel this emotion, it's hard to doubt. I'm an emotion that makes you seethe, who am I, can you believe it?
Answer: Angry

8) In the dark or when something gives a scare, your heart beats fast, it's hard to bear. I'm an emotion that makes you shiver, who am I, can you deliver?
Answer: Scared

Activity 1, page 35

- Good morning
- Good afternoon
- Good evening
- Good night

Activity 1, page 43

How are you?
- How are you?
- How are you?
- How are you?
- How are you?

Activity 2, page 36

- When the sun comes up it's _____

| Night | Afternoon | Morning |

- When the moon comes up it's _____

| Afternoon | Morning | Night |

- When the sun goes down it's _____

| Morning | Night | Afternoon |

Activity 5, page 49

Crossword: goodnight, happy, good evening, sad, I am scared, good morning

Activity 3, page 37

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

Activity 2, page 52

WHO IS? - HOW IS HE/SHE?

- He is Julian
- He is anxious

- She is Zoe
- She is happy

- He is Luca
- He is scared

- She is Sam
- She is angry

- He is Andy
- He is sad

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Unit 3

Lesson A

Activity 3, page 62

Daddy

Brother

Sister

Grandma

Grandpa

Mommy

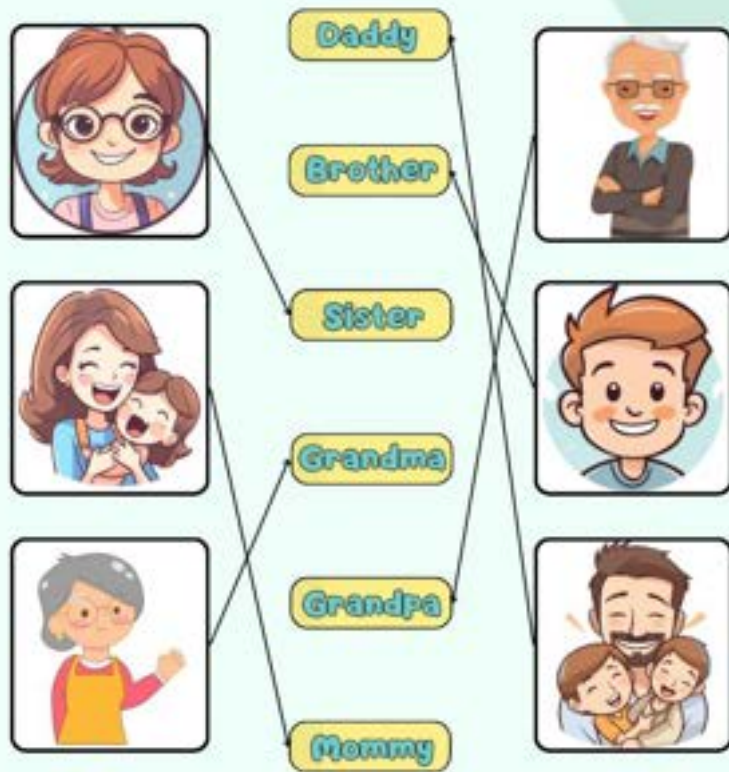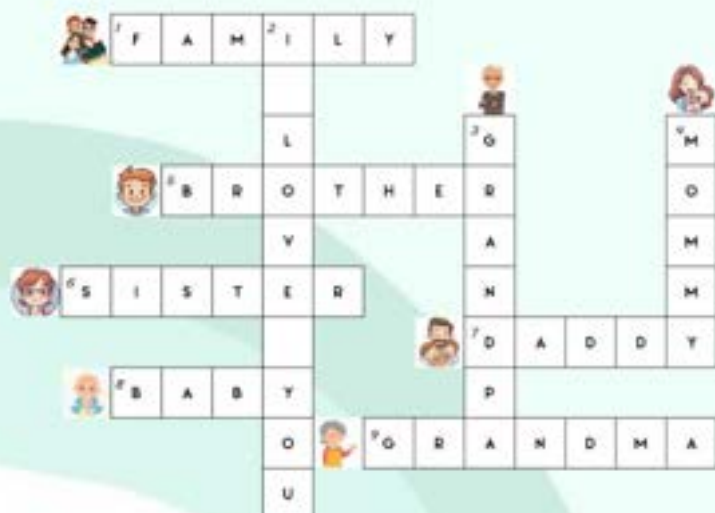### Activity 5, page 65

Family Tree

Grandpa — Grandma
Daddy — Mommy
Brother — Sister
Baby — Me

Unit 3

Lesson B

Activity 2, page 69

1) F A M I L Y
5) B R O T H E R
6) S I S T E R
7) D A D D Y
8) B A B Y
9) G R A N D M A

Activity 4, page 72

1) I am strong and brave.
I am the king at home.
I work a lot, and
I protect the family with great
Daddy

2) I am always in the kitchen.
I take care of the family, with
love and great ardour. Who am I?
Mommy

3) Wrinkles on the skin, stories in
the heart,
With a white beard and wisdom,
I am a tradition. Who am I?
Grandpa

4) Wrinkles on the skin, with an
apron and affection,
I am always ready,
I cook, I tell and hug,
I overflow with love. Who am I?
Grandma

5) Diapers and smiles,
I'm always in the crib,
I'm petite and cuddly,
my laughter is a fortune! Who am I?
Baby

6) I share secrets, clothes and
laughs,
In the family, I am the most
accurate companion. Who am I?
Sister

7) Games and mischief,
I am a loyal companion.
In the family, always ready to help.
Who am I?
Brother

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Activity 4, page 73

⭐ Dad tried to fix the toy, but he couldn't. Now he's frowning and moving his hands. How's Dad feeling? **Angry**

⭐ Grandpa was reading his book, and suddenly, a bird flew in through the window! Grandpa opened his eyes a lot. How is Grandpa feeling? **Scared**

⭐ Mom was baking her favourite cake, but it fell on the floor. She has a sad little face now. How's Mom feeling? **Sad**

⭐ Grandma is about to go for a walk, and she can't find the keys. He is looking back and forth and moving his hands quickly. How is Grandma feeling? **Anxious**

⭐ The baby has just received a new toy and is laughing and clapping. How is the baby feeling? **Happy**

⭐ The sister was playing with her blocks, and her little brother accidentally knocked them down. Now, the sister is crossing her arms and making a serious face. How is the sister feeling? **Angry**

⭐ The brother was watching a monster movie, and suddenly, thunder sounded. Now, the brother has his eyes wide open. How is the brother feeling? **Scared**

⭐ After playing for a long time, the baby is yawning and crying his little eyes. How is the baby feeling? **Sad**

Activity 1, page 77

Emotional Hero

Disgusted

Anxious

Happy

Scared

"Every day is a new adventure full of discoveries! With your curiosity and effort, you can achieve everything you set your mind to at school and beyond!" 🚀✨

Songs Lyrics

EMOTIONS SONG

Happy happy. Wa ha ha!
Sad sad. Boo hoo hoo!
Angry angry. Grrrrrr!
Surprised surprised. Gee gee gee!
I laugh when I am happy. Wa ha ha!
I cry when I am sad. Boo hoo hoo!
I frown when I am angry. Grrrrrr!
I jump up when I am surprised. Oh, gee!
Hungry hungry. Grumble!
Scared scared. Brrrrrr!
Shy shy. Ings-ings!
Sleepy sleepy. Aaah!
I rumble when I am hungry. Grumble!
I shiver when I am scared. Brrrrr.
I hide when I am shy. Ings-ings!
I yawn when I am feeling sleepy. Aaah!

THE GREETINGS SONG

Good morning, good morning, good afternoon.
Good evening, good evening, good night, good night.
Nice to meet you. Nice to meet you, too.
Goodbye, Goodbye, see you.
Good morning, good morning, good afternoon.
Good evening, good evening, good night, good night.
Nice to meet you. Nice to meet you, too.
Goodbye, Goodbye, see you.
Good morning, good morning, good afternoon.
Good evening, good evening, good night, good night.
Nice to meet you. Nice to meet you, too.
Goodbye, Goodbye, see you.

HOW ARE YOU? SONG

https://www.youtube.com/watch?v=gghDRJVxFxU

Good morning. Good morning. Good morning. How are you?
I'm fine. I'm fine. I'm fine. Thank you.
Good afternoon. Good afternoon. Good afternoon. How are you?
I'm not good. I'm not good. I'm not good. Oh, no.
Good evening. Good evening. Good evening. How are you?
I'm great. I'm great. I'm great. Thank you.

WHAT'S YOUR NAME SONG

https://www.youtube.com/watch?v=74FA1dyVVKs&t=13s

Hello, hello. What is your name?
Hello, hello. What is your name?
My name is Bobby! What is your name?
My name is Judy! Goodbye.

Hello, hello. What is your name?
Hello, hello. What is your name?
My name is Jacky. What is your name?
My name is Sally. Goodbye.

Hello, hello. What is your name?
Hello, hello. What is your name?
My name is Bobby! What is your name?
My name is Judy! Goodbye.

Goodbye!

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FINGER FAMILY SONG

Daddy finger, daddy's finger, where are you?
Here I am, here I am
How do you do?
Mommy finger, mommy's finger, where are you?
Here I am, here I am
How do you do?
Brother finger, brother's finger, where are you?
Here I am, here I am
How do you do?
Sister finger, sister's finger, where are you?
Here I am, here I am
How do you do?
Baby finger, baby finger, where are you?
Here I am, here I am
How do you do?

DADDY IS MY HERO SONG

He likes to pat my head.

I want to shave like my daddy.
He likes to pat my head.
He can fix toys and things easily.
My superhero dad.
I want to be tall like my daddy.
He always makes me glad.
He is so handsome and dandy.
My superhero dad.
Daddy is my hero.
He is my number one fellow.
The only superhero.
How much I love my daddy so.
We love to play with our daddy.
He never makes us sad.
He is so funny and friendly.
Our superhero dad.
I have the most loving daddy.
He never makes me sad.
He is so caring and steady.
My superhero dad.
Daddy is my hero.
He is my number one fellow.
The only superhero.
How much I love my daddy so.
"I love you very much. You are my little hero."

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MY FAMILY, I LOVE YOU SONG

I love you. I love you.
I love you. Mommy, I love you so much.
When I fall down, you pick me up.
Mommy, you are my superhero.
I love you. I love you. I love you.
My family, I love you.
This song is for my family.
I love you to the moon and back.
I love you. I love you. I love you.
Daddy, I love you so much.
When I have a bad dream at night,
He keeps me safe and stays by my side.
I love you. I love you. I love you.
My family, I love you.
This song is for my family.
I love you to the moon and back.
I love you. I love you.
Grandma, grandpa, I love you so much.
When I feel alone, they are always there, giving me their biggest smile.

I love you. I love you. I love you.
My family, I love you.
This song is for my family.
I love you to the moon and back.
Thank you for everything that you do in my life.
I promise I will be there for you too.
So I sing this song.
I love you. I love you. I love you. I love you. I love you.
My family, I love you.
Thanks for making me feel special.
I cannot tell you enough.
I love you. I love you. I love you.
My family, I love you.
My best friend. My sunshine.
My hero. My family.
I love you to the moon and back.
I love you to the moon and back.

Storytelling

Animal Adventure!

Eight extraordinary friends lived in an enchanted forest: Happy Bear, Angry Cat, Sad Bunny, Surprised Bird, Nervous Puppy, Scared Mouse, Excited Elephant, and Tired Tortoise. Every day, they ventured out to explore and experience exciting adventures.

On a sunny day, they visited a mysterious tree in the forest's centre that had permanently been closed.

Happy Bear: "I'm so excited! What do you think we'll find there?"

Angry Cat: "Why have we never visited it before? This makes me angry!"

Sad Bunny had a tear in his eye.

Sad Bunny: "I'm scared it might be a dangerous place."

They noticed the door was slightly ajar when they arrived at the tree.

Surprised Bird: "Look at this! The door is open!"

Surprised Bird swung the door wide open, and everyone looked in amazement at a

A magical garden filled with colourful flowers and bright butterflies.

Excited Elephant: "Wow! This is incredible. I'm excited!"

Tired Tortoise: "I need a rest."

Nervous Puppy looked around, anxious about any hidden dangers.

Nervous Puppy: "I don't know, guys. Are we safe here?"

Scared Mouse: "Don't worry, it looks safe."

They played, laughed, and explored the garden for hours.

Happy Bear: "Look at this butterfly! I'm so happy!"

Scared Mouse: "Look at those flowers! We shouldn't have been afraid."

As the sun began to set, they decided to head back home. Everyone was tired but full of happiness from the fantastic day they had.

Angry Cat: "Well, it seems this place wasn't so bad after all."

Tired Tortoise: "What a day! I'm tired."

Returning to the enchanted forest, they realised their friendship and adventurous spirit had led them to a beautiful experience.

Excited Elephant: "Today was great! We make a great team."

The eight friends hugged, feeling more united than ever, and they promised to keep exploring and having exciting adventures together.

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Rainbow Village

Once upon a time, there was a group of special friends in the small village of Rainbow: Happy Moon, Angry Sun, Sad Star, Surprised Cloud, Nervous Lightning, Scared Wind, Excited Rainbow, and Tired Rain. These friends lived in the sky, and each had a particular task.

One morning, the sky became covered with grey clouds. Happy Moon became concerned and said to the others:

Happy Moon: "Oh no! It looks like a storm is coming. We must prepare."

Angry Sun furrowed its brow and said:

Angry Sun: "This makes me furious. I hate it when clouds block my shine."

Sad Star became saddened:

Sad Star: "Gray clouds make me feel lonely."

Surprised Cloud was amazed when she saw the lightning:

Surprised Cloud: "Look at that! It's full of lightning!"

Nervous Lightning chuckled nervously:

Nervous Lightning: "Oh no! This scares me!"

Scared Wind blew strongly and rapidly:

Scared Wind: "We must hide from the storm!"

Excited Rainbow jumped with excitement:

Excited Rainbow: "It's my time to shine! I'm excited."

Tired Rain began to fall slowly:

Tired Rain: "I just want the storm to end soon."

The storm passed, and all the friends gathered again in the sky.

Happy Moon: "Thank you all for helping us get through the storm!"

Angry Sun: "Well, I guess I can't always shine."

Sad Star: "Sometimes, we all need a little rain."

Surprised Cloud: "It was an impressive storm."

Nervous Lightning: "Even though I was scared, it was exciting."

Scared Wind: "The storm has passed, and we are safe."

Excited Rainbow: "I love appearing after the rain!"

Tired Rain: "I'm glad everything is back to normal."

The friends hugged and understood that all emotions were part of life, and together, they could overcome any challenge the sky presented to them. Since then, each day in the sky of the Rainbow became more special as each one fulfilled their task with joy and accepted the emotions of others.

Colorville!

Once upon a time, there was a small village called Colorville, where magical characters lived: Happy Sun, Angry Moon, Sad Star, Surprised Rainbow, Nervous Cloud, Scared Lightning, Excited Wind, and Tired Rain. These characters governed the village's weather, and each had an extraordinary job.

One day, Colorville was peaceful under the warm sun. Happy Sun was smiling and greeting all the village's inhabitants with its bright light. However, an unexpected issue arose.

Angry Moon appeared before sunset, and her face looked furious.

Angry Moon: "This is my turn! I can't believe the Sun is shining so late."

Surprised, a Rainbow appeared in the sky.

Surprised Rainbow: "Wow, this is surprising! I've never seen Angry Moon before!"

Nervous Cloud began to darken the sky.

Nervous Cloud: "I feel nervous. This isn't normal."

Scared, Lightning suddenly lit up.

Scared Lightning: "Oh! That scared me!"

Excited Wind started blowing strongly.

Excited Wind: "Wait, this is exciting!"

Tired Rain began to fall gently.

Tired Rain: "I'm tired but must do my job."

Sad Star appeared, but her shine was dim.

Sad Star: "I'm sad about all this confusion."

The magical characters gathered to solve the problem. Surprised, Rainbow proposed an idea.

Surprised Rainbow: "What if we share the time? Happy Sun, Angry Moon, you can take turns to light up the day and the night."

Happy Sun and Angry Moon accepted the proposal. Happy Sun retreated, and night fell with the appearance of the Moon. Peace returned to the village.

Angry Moon: "You're right, Surprised Rainbow. Sometimes, sharing is the best solution."

The magical characters learned that working together and accepting each other's emotions were crucial for maintaining balance in Colorville. Since then, the village enjoyed harmonious and colourful days and nights, where each character fulfilled its role without getting angry or sad.

Emotions' Kingdom

In the distant Kingdom of Emotions, eight magical friends lived: Joy (happy), Anger (angry), Sadness (Sad), Surprise (surprised), Anxiety (nervous), Fear (Scared), Enthusiasm (excited), and Fatigue (tired). Each of them represented a different emotion and lived in harmony.

One day, the kingdom was getting ready for a grand celebration, the Day of Emotions, where all the kingdom's inhabitants shared their emotions and joy. Everyone was excited except for Sadness, who felt overwhelmed.

Sadness: "I can't join the celebration; I'm very sad."

Joy: "Don't worry, Sadness. We'll accompany you and help you feel better."

As they walked towards the celebration, a surprise awaited them. Surprise was jumping with excitement.

Surprise: "Look, a surprise party for all of us!"

The eight friends joined the party, but Anxiety felt nervous due to the crowd and noise.

Anxiety: "There are so many people! This makes me nervous."

Fear got scared when he saw a fireworks display.

Fear: "Fireworks scare me!"

Enthusiasm, on the other hand, was excited about everything he saw.

Enthusiasm: "This is the best day of our lives!"

The celebration continued into the night, and everyone was exhausted.

Fatigue: "I'm really tired. I think it's time to rest."

At the end of the day, the eight friends returned home feeling more united than ever.

Joy: "Today, we experienced a lot of emotions, and all of them are important!"

Anger: "Even "negative" emotions like fear and sadness are part of life."

Sadness: "Thank you for understanding me and helping me join the celebration."

Surprise: "We never know what the future holds, and that's exciting!"

Anxiety: "Sometimes anxiety is natural, but we always find a way to overcome it."

Fear: "Even I can face my fears when friends surround me."

Enthusiasm: "Life is full of exciting surprises!"

Fatigue: "Sometimes, we just need to rest to recharge our emotions."

Thus, the friends of the Kingdom of Emotions understood that all emotions were important, and together, they made life rich and meaningful. They celebrated the diversity of emotions and the strength of their friendship, wishing each day was filled with joy, surprise, anxiety, fear, enthusiasm, sadness, anger, and rest.

it's okay to feel your feelings

Colors Feelings

In the peaceful village of Colors, eight very peculiar friends lived: Happy Red, Angry Blue, Sad Yellow, Surprised Green, Nervous Orange, Scared Purple, Excited Pink, and Tired Brown. These friends were known for their unique emotions and always supported each other.

One day, Colors was preparing for its annual painting festival, where the residents decorated the village with colourful artwork. The eight friends were excited, except for Sad Yellow, who felt overwhelmed.

Sad Yellow: "I can't participate in the celebration. I feel too sad."

Happy Red: "Don't worry, Yellow. We will accompany you and help you feel better."

As they headed to the festival, a surprise awaited them. Surprised, Green discovered a magnificent art exhibition.

Surprised Green: "Look at this! A surprise art exhibition!"

The friends joined the exhibition, but Nervous Orange felt uncomfortable amid the crowd.

Nervous Orange: "So many people make me nervous!"

Scared Purple got scared when he saw an unusual piece of art.

Scared Purple: "That scares me!"

Excited Pink was excited about all the creations.

Excited Pink: "This is incredible! I'm excited!"

Tired, Brown started to yawn.

Tired Brown: "I'm exhausted; I need a break."

After the exhibition, the friends returned home, feeling more united than ever.

Happy Red: "Today, we experienced many important emotions together."

Angry Blue: "Even "negative" emotions like fear and sadness have their place."

Sad Yellow: "Thank you for supporting me and helping me join the exhibition."

Surprised Green: "Life always has surprises for us."

Nervous Orange: "Anxiety is part of life, but we can overcome it."

Scared Purple: "Even I can face my fears with friends."

Excited Pink: "Life is full of exciting things."

Tired Brown: "Sometimes, we just need a good rest."

The friends in Colors understood that all emotions were essential and made life rich and meaningful together. They celebrated the diversity of emotions and the strength of their friendship, wishing each day was full of joy, surprise, anxiety, fear, excitement, sadness, anger, and rest.
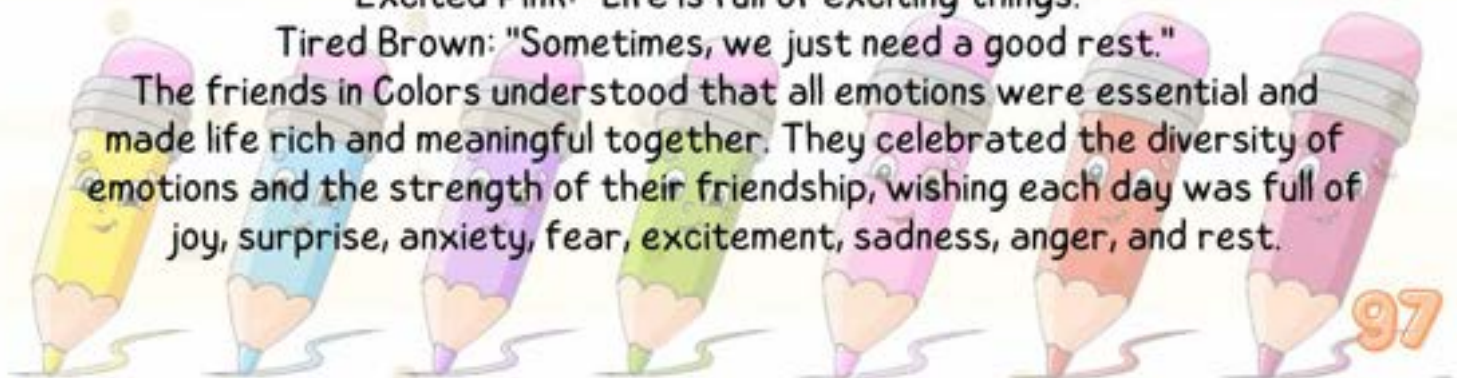
Resources

Happy

Scared

Angry

Anxious

Sad

Disgusted

99

FLASHCARDS OF EMOTIONS

Angry	Anxious	Disgusted
Sad	Happy	Scared
Angry	Anxious	Disgusted
Sad	Happy	Scared
Angry	Anxious	Disgusted
Sad	Happy	Scared

FLASHCARDS OF GREETINGS

GOOD EVENING

GOOD NIGHT

GOOD EVENING

GOOD NIGHT

GOOD AFTERNOON

GOOD MORNING

GOOD AFTERNOON

GOOD MORNING

GOOD NIGHT

GOOD MORNING

GOOD EVENING

GOOD AFTERNOON

Flashcards

| **Angry** | |
| **Anxious** | |

Scared

Happy

Flashcards

Sad	
Disgusted	

Flashcards

GOOD NIGHT

GOOD MORNING

Flashcards

GOODBYE

Goodbye

GOOD AFTERNOON

Flashcards

GOOD EVENING

Flashcards

| Mother | |
| Sister | |

Flashcards

Grandma

Grandpa

Flashcards

Brother

Daddy

Flashcards

Baby

CONCLUSIONS

The research project resulted in a didactic proposal to help improve the development of oral skills in second graders. This didactic guide offers a comprehensive and enriching approach to enhance students' emotional and communicative development by integrating activities that foster emotional awareness as they focus on real situations and oral expression skills. This guide aims to cultivate children's academic growth and emotional well-being.

By implementing these strategies, children learn to express their ideas clearly and effectively and develop the skill to understand and manage their own emotions, as well as the feelings of others. The guide fosters a positive learning environment where empathy and active listening are essential for students and teachers.

It is essential to mention that this guide can adapt to different levels. It means emotional strategies can develop for any activity and level of difficulty. The prominent role of the teacher is fostering a healthy environment where students can feel free to learn both academically and personally.

In summary, this teaching guide contributes to second-graders' academic progress. It lays the foundations for healthy emotional development, preparing them to face challenges confidently and cultivate meaningful relationships.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations of this research project follow the general and specific objectives, as well as the results of data collection. Additionally, recommendations for future research are provided.

5.1.Conclusions

This study delves into the essential principles of emotional intelligence and emphasises its notable advantages in fostering students' verbal communication abilities. The outcomes establish the importance of incorporating emotional techniques in the academic setting, laying the groundwork for crafting teaching approaches that prioritise emotional intelligence. These methods hold promise in not only improving students' communication skills but also bolstering their general welfare at this educational level.

Regarding foreign language skills, communication is vital in the process of its acquisition. However, it can be challenging to achieve. Speaking skills can be the most challenging skill to acquire and improve. On the other hand, oral communication allows students to communicate and share their ideas, opinions, feelings, intentions, etc. Additionally, it can help improve social skills between teacher-student and student-student by providing an appropriate environment for language acquisition.

According to the results of both the surveys and the teacher interview, the conclusion was that students still do not know how to recognise their emotions regarding language learning. It means the data released in the survey shows that children feel neutral or nervous when participating in class. In addition, for the most part, they cannot recognise whether or not they enjoy the classes and participate in them. Therefore, the class they like the least is the speaking class. However, the teacher mentioned that he applies emotional strategies to help children develop their oral skills. This data practices the theory that developing emotional intelligence is still an ambition that both students and teachers need to achieve. For this reason, the students expressed that they would like the inclusion of new and attractive activities such as puppets, songs, role-playing games, storytelling and guessing games. Likewise, the teacher is interested in trying activities focused on improving oral skills using emotional strategies.

Furthermore, the didactic guide proposed for this research project can be an essential tool to improve oral skills in students. Activities applied from an emotional approach make learning more meaningful. The design of activities has the aim that learners enjoy while learning. Moreover, teachers have a variety of activities with resources included that they can use in the same way or modify according to the needs and preferences of the students.

5.2.Recommendations

In this part, the researcher would like to establish some recommendations after expressing the conclusions. It is crucial to mention that the implementation of these recommendations is essential to enhance students' continuing to improve their speaking abilities.

First, even when teachers know what emotional intelligence is, they need to keep in mind that it is essential for a teacher first to develop their emotional ability to have great results with learners. According to the theory, obtaining this skill takes time to achieve. For this reason, developing emotional intelligence has become an ambition within the workplace. The author recommends encouraging teachers to take courses where they can improve their emotional intelligence skills, as well as integrating spaces in the academic curriculum where the teaching of the development of it towards students is generated outside of class hours.

The strategies used in English language classes play a crucial role in the learning process. It is recommended that these strategies not only focus on educational well-being but also on the emotional well-being of the student. Learning a new language can definitely pose a challenge, and students must learn to identify, understand, and manage their emotions to develop their English abilities.

Activities are a tool that undoubtedly helps to improve the learning process, making it more enjoyable. Adding activities related to students' interests, particularly those connected to daily life, is advisable. These activities help teach students that emotions are not to be avoided but instead faced. They learn to manage them, in addition to emphasising that all emotions are important and valid.

Finally, it is advisable to use the didactic guide proposed by the author. These activities aim to develop emotional intelligence and enhance speaking skills. Teachers can modify these activities according to students' needs and preferences. In addition, it is vital to recommend using these emotional strategies in the development of other English skills to encourage the development of students' emotional intelligence to enrich their academic and personal knowledge.

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ANNEXES

Annexe 1. Instruments (interviews and survey)

QUESTIONNAIRES

PROYECTO: Emotional intelligence strategies to develop speaking skills in junior students at San Francisco, academic period 2022 – 2023

Objetivo: Determine the Emotional Intelligence strategies to develop speaking skills in junior students at San Francisco School, academic period 2022 – 2023

Qualitative Instrument

INTERVIEW PRINCIPAL

Topic: Emotional Intelligence Strategies to Develop Speaking Skills in Junior Students at San Francisco School, Academic Period 2022-2023.

Objective: The present interview aims to expose the use of emotional strategies to develop speaking skills in junior students at "Unidad Educativa San Francisco".

Questions:

1. According to the Ministry of Education (2016), at the end of the second grade, EGB students must have a Pre-A1 CEFR. Do you consider this goal achievable or not? Why?
2. As an institution, what are the actions implemented so that second-grade students reach a pre-A1 established in the English curriculum?
3. Do you consider that the institution has enough materials and resources to be used by English teachers to help students improve their English language in second-grade students?
4. The English language has four skills: reading, writing, listening, and speaking. Usually, the most common complex skill is speaking. Do you consider that teachers can improve speaking skills?

Qualitative Instrument

INTERVIEW FOR AREA COORDINATOR

Topic: Emotional Intelligence Strategies to Develop Speaking Skills in Junior Students at San Francisco School, Academic Period 2022-2023.

Objective: The present interview aims to expose the use of emotional strategies to develop speaking skills in junior students at "San Francisco" high school.

Questions:

1. According to the Ministry of Education (2016), at the end of the second grade, EGB students must have a Pre-A1 CEFR. Do you consider this goal achievable or not? Why?
2. Do you think the institution has enough resources to improve English?
3. According to your experience, which skill is the most complicated to develop in students?
4. Could you tell me some of the main reasons you consider speaking skills may be complex for students to acquire?
5. Do you think that the English teachers at this institution consider how affective factors influence the development of oral communication?
6. As coordinator, would you like English teachers to integrate a didactic guide that includes various activities focused on using emotional strategies to improve speaking skills?

<div align="center">**Qualitative Instrument**</div>

<div align="center">**INTERVIEW FOR TEACHER**</div>

Topic: Emotional Intelligence Strategies to Develop Speaking Skills in Junior Students at San Francisco School, Academic Period 2022-2023.

Objective: The present interview aims to expose the use of emotional strategies to develop speaking skills in junior students at "San Francisco" high school.

Questions:

1. According to the Ministry of Education (2016), at the end of the second grade, EGB students must have a Pre-A1 CEFR. Do you consider this goal achievable or not? Why?
2. Do you think the institution has enough resources to improve English?
3. According to your experience, which English skill is the most complicated to develop in students?
4. What are the main reasons speaking skills may be complex for students?
5. What kind of strategies do you use to improve speaking skills in second-grade students?
6. How often do you apply activities to improve oral production with your second-grade students?
7. Do you use emotional intelligence strategies to develop oral production in second-grade students?
8. Would you be willing to use a didactic guide that includes various activities focused on the use of emotional strategies to facilitate the development of speaking skills?

Quantitative Instrument

SURVEY FOR STUDENTS

Topic: Emotional Intelligence Strategies to Develop Speaking Skills in Junior Students at San Francisco School, Academic Period 2022-2023.

Objective: The present survey aims to collect data about students and their learning process in the English language.

1. Do you enjoy English classes?

       Yes 😊   No 🙁   I am not sure 😰

2. Do you like to participate in English classes?

       Yes 😊   No 🙁   I do not know 😰

3. How do you feel when the teacher makes you participate in class?

Confidence	Neutral	Nervous

4. What activities do you most enjoy doing in your English classes?

Listening activities	
Reading activities	
Written activities	
Oral activities	

5. In your English classes, how often does your teacher do activities that include speaking activities in class?

Always 😄	
Sometimes 😊	
Rarely 😐	
Never 🙁	

6. What kind of the following activities does your English teacher apply in class?

Songs	
Roleplay	
Tell stories!	
Guessing game	
Puppets	

Annexe 2. Approbation of research instruments

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA - FECYT

Pedagogía De Los Idiomas Nacionales Y Extranjeros

Ibarra, 22 de abril del 2023
Magister

Fernando Narváez

DOCENTE DE LA CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto "Emotional intelligence strategies to develop speaking skills in junior students at San Francisco, academic period 2022 – 2023". Previo a la obtención de licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto el/los Cuestionario y los instrumentos de validación.

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

Atentamente,

Sthefany Fernanda Bedón García
C.C. 1004477400

Received
31- 05. 23

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<p style="text-align:center">QUESTIONNAIRES</p>

PROYECTO: Emotional intelligence strategies to develop speaking skills in junior students at San   Francisco, academic period 2022 – 2023

Objetivo: Determine the Emotional Intelligence strategies to develop speaking skills in junior students at San Francisco School, academic period 2022 – 2023

<p style="text-align:center">Qualitative Instrument</p>

<p style="text-align:center">INTERVIEW PRINCIPAL</p>

Topic: Emotional Intelligence Strategies to Develop Speaking Skills in Junior Students at San Francisco School, Academic Period 2022-2023.

Objective: The present interview aims to expose the use of emotional strategies to develop speaking skills in junior students at "Unidad Educativa San Francisco".

Questions:

1. According to the Ministry of Education (2016), at the end of the second grade, EGB students must have a Pre-A1 CEFR. Do you consider this goal achievable or not? Why?
2. As an institution, what are the actions implemented so that second-grade students reach a pre-A1 established in the English curriculum?
3. Do you consider that the institution has enough materials and resources to be used by English teachers to help students improve their English language in second-grade students?
4. The English language has four skills: reading, writing, listening, and speaking. Usually, the most common complex skill is speaking. Do you consider that teachers can improve speaking skills?

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA - FECYT

Pedagogía De Los Idiomas Nacionales Y Extranjeros

Fecha de envío para la evaluación del experto:	May 29th, 2023.
Fecha de revisión del experto:	May 29th, 2023.

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.	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:

Qualitative Instrument

INTERVIEW FOR AREA COORDINATOR

Topic: Emotional Intelligence Strategies to Develop Speaking Skills in Junior Students at San Francisco School, Academic Period 2022-2023.

Objective: The present interview aims to expose the use of emotional strategies to develop speaking skills in junior students at "San Francisco" high school.

Questions:

1. According to the Ministry of Education (2016), at the end of the second grade, EGB students must have a Pre-A1 CEFR. Do you consider this goal achievable or not? Why?
2. Do you think the institution has enough resources to improve English?
3. According to your experience, which skill is the most complicated to develop in students?
4. Could you tell me some of the main reasons you consider speaking skills may be complex for students to acquire?
5. Do you think that the English teachers at this institution consider how affective factors influence the development of oral communication?
6. As coordinator, would you like English teachers to integrate a didactic guide that includes various activities focused on using emotional strategies to improve speaking skills?

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA - FECYT

Pedagogía De Los Idiomas Nacionales Y Extranjeros

Fecha de envío para la evaluación del experto:	May 29th, 2023.
Fecha de revisión del experto:	May 29th, 2023.

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.	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:

Qualitative Instrument

INTERVIEW FOR TEACHER

Topic: Emotional Intelligence Strategies to Develop Speaking Skills in Junior Students at San Francisco School, Academic Period 2022-2023.

Objective: The present interview aims to expose the use of emotional strategies to develop speaking skills in junior students at "San Francisco" high school.

Questions:

1. According to the Ministry of Education (2016), at the end of the second grade, EGB students must have a Pre-A1 CEFR. Do you consider this goal achievable or not? Why?
2. Do you think the institution has enough resources to improve English?
3. According to your experience, which English skill is the most complicated to develop in students?
4. What are the main reasons speaking skills may be complex for students?
5. What kind of strategies do you use to improve speaking skills in second-grade students?
6. How often do you apply activities to improve oral production with your second-grade students?
7. Do you use emotional intelligence strategies to develop oral production in second-grade students?
8. Would you be willing to use a didactic guide that includes various activities focused on the use of emotional strategies to facilitate the development of speaking skills?

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Pedagogía De Los Idiomas Nacionales Y Extranjeros

Fecha de envio para la evaluación del experto:	May 29th, 2023.
Fecha de revisión del experto:	May 29th, 2023.

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.	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:

Quantitative Instrument

SURVEY FOR STUDENTS

Topic: Emotional Intelligence Strategies to Develop Speaking Skills in Junior Students at San Francisco School, Academic Period 2022-2023.

Objective: The present survey aims to collect data about students and their learning process in the English language.

1. Do you enjoy English classes?

   Yes 😊   No 🙁   I am not sure 😧

2. Do you like to participate in English classes?

   Yes 😊   No 🙁   I do not know 😧

3. How do you feel when the teacher makes you participate in class?

Confidence	Neutral	Nervous

4. What activities do you most enjoy doing in your English classes?

Listening activities	
Reading activities	
Written activities	
Oral activities	

5. In your English classes, how often does your teacher do activities that include speaking activities in class?

Always 😄	
Sometimes 😊	
Rarely 😐	
Never 🙁	

6. What kind of the following activities does your English teacher apply in class?

Songs	
Roleplay	
Tell stories!	
Guessing game	
Puppets	

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 Item. De ser necesario realice la observación en el casillero correspondiente.

Fecha de envio para la evaluación del experto:	May 29th, 2023.
Fecha de revisión del experto:	May 29th, 2023.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO

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

Firma del Evaluador

C.C.: 1001758026

Apellidos y nombres completos	Narváez Vega Fernando Franklin
Título académico	Magister en Educación y Desarrollo Social
Institución de Educación Superior	UNIVERSIDAD
Correo electrónico	@utn.edu.ec
Teléfono	0992530502

Annexe 3. Request to the principal for permission to apply the research instruments.

REPÚBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio nro. UTN-FECYT-D-2023-0076-O
Ibarra, 19 de mayo de 2023

ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR SRTA. BEDÓN GARCÍA STHEFANY FERNANDA

Doctora
Rocío Tafur
RECTORA
UNIDAD EDUCATIVA FISCOMISIONAL SAN FRANCISCO
Ibarra

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, autorice que, se brinde las facilidades del caso, para que la señorita BEDÓN GARCÍA STHEFANY FERNANDA, portadora de la cédula de ciudadanía 1004477400, estudiante de la carrera de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "EMOTIONAL INTELLIGENCE STRATEGIES TO DEVELOP SPEAKING SKILLS IN JUNIOR STUDENTS AT SAN FRANCISCO SCHOOL, ACADEMIC PERIOD 2022-2023"

Por la favorable atención le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ

MSc. José Revelo Ruíz
DECANO
CC: 1002072179
Celular: 0993944457
Correo Electrónico: jlrevelo@utn.edu.ec

JRR/M. Báez.

Ciudadela Universitaria Barrio El Olivo
Av. 17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800 RUC: 1060001070001
www.utn.edu.ec

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Annexe 4. Approbation letter to do the research in the institution.

Unidad Educativa "San Francisco"
"Educación con esfuerzo y buen trato como Francisco"
2022 - 2023

Oficio. 250 - RUESF-22-23

Ibarra, 1 de junio de 2023

Magíster
JOSÉ REVELO R.
DECANO DE LA FECYT
UNIVERSIDAD TÉCNICA DEL NORTE
Presente

De mi consideración:

Reciba un cordial saludo de *Paz y Bien* de la Unidad Educativa "SAN FRANCISCO", junto con el deseo de éxito en sus funciones.

En referencia al Oficio N°. UTN-FECYT-D-2023-0076-O, recibido con fecha 31 de mayo de 2023, me permito comunicar a usted que se ha **autorizado** la solicitud correspondiente, para que la Srta. **Sthefany Fernanda Bedón García,** obtenga la información y aplique los instrumentos de investigación que requiere para el desarrollo de su trabajo de integración curricular, de acuerdo con las normas institucionales establecidas.

Para lo cual se debe coordinar con la MSc. Carla Aguas H., Vicerrectora de la institución y el MSc. Oscar Getial G., Inspector General.

Particular que se comunica para los fines pertinentes.

Atentamente,

Dra. ROCÍO TAFUR V., MSc.
RECTORA

RT/ Caicedo JC.
cc. Archivo

Teléf. (06)3700429 / (06)3700421 – www.colegiosanfrancisco.edu.ec / e-mail: secretaria@colegiosanfrancisco.edu.ec

Annexe 5. Consent letters

Principal

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros

Acepto participar voluntariamente en esta investigacion, conducida por Sthefany Fernanda Bedón García estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es Determine the Emotional Intelligence strategies to develop speaking skills in junior students at San Francisco School, academic period 2022 – 2023.

Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente 15 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjucio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre del participante: _Rocio Egfun Valencia_

Cargo: Rectora de la Institución

Firma del participante

Nombre del investigador : Sthefany Bedón G.

Firma del investigador

Ciudadela Universitaria Barrio El Olivo
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English Teacher Coordinator

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros

Acepto participar voluntariamente en esta investigacion, conducida por Sthefany Fernanda Bedón García estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es Determine the Emotional Intelligence strategies to develop speaking skills in junior students at San Francisco School, academic period 2022 – 2023.

Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente 15 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjucio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre del participante: _Marcela Elizabeth Alancón Ramos_

Cargo: Coordinadora de Area

_____

Firma del participante

Nombre del investigador : Sthefany Bedón G.

_____

Firma del investigador

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English Teacher

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UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogia De Los Idiomas Nacionales Y Extranjeros

Acepto participar voluntariamente en esta investigacion, conducida por Sthefany Fernanda Bedón Garcia estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es Determine the Emotional Intelligence strategies to develop speaking skills in junior students at San Francisco School, academic period 2022 – 2023.

Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente 15 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjucio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre del participante: Roberto Santiago Lechón Tulcán
Cargo: Profesor de inglés

Firma del participante

Nombre del investigador : Sthefany Bedón G.

Firma del investigador

Ciudadela Universitaria Barrio El Olivo
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Annexe 6. Socialisation of proposal

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Oficio nro. UTN-FECYT-D-2023-0161-O
Ibarra, 17 de noviembre de 2023

ASUNTO: Trabajo de Integración Curricular Srta. Sthefany Fernanda Bedón García

Doctora
Rocio Tafur
RECTORA DE LA UNIDAD EDUCATIVA FISCOMISIONAL SAN FRANCISCO

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita STHEFANY FERNANDA BEDÓN GARCÍA, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "EMOTIONAL INTELLIGENCE STRATEGIES TO DEVELOP SPEAKING SKILLS IN SECOND GRADERS AT SAN FRANCISCO SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
REVELO

Firmado
digitalmente por
JOSE REVELO
Fecha: 2023.11.17
09:15:16 -05'00'

MSc. José Revelo
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