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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

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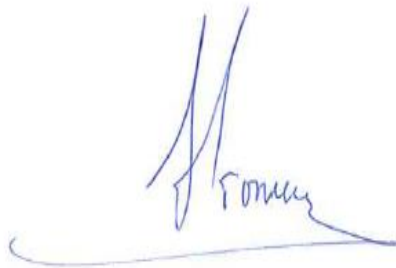


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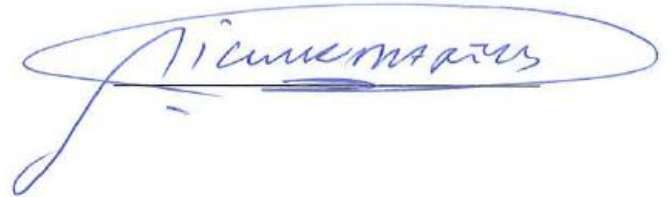
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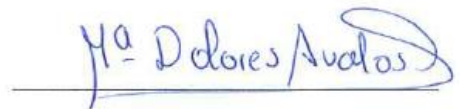
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DEDICATORY

First, I want to dedicate this project to God. Thanks to the strength he has given me, wisdom, and health, I have completed one more stage.

I dedicate this project to my parents and siblings, who have supported me financially and emotionally. Also, I want to dedicate this research to my grandmother, who from heaven has given me her blessings and has given me the strength to complete this wonderful stage.

Finally, I want to dedicate this project to my friends who have accompanied me during this process and have made it more bearable.

María Fernanda Mora Barragán

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RESUMEN

La inteligencia emocional desempeña un rol importante dentro del proceso de enseñanza y aprendizaje del inglés. El proceso educativo debe ser considerado como un binomio en donde se integren la cognición y la emoción para lograr el desarrollo integral de los estudiantes. Existen varias estrategias que los docentes pueden emplear para fortalecer la inteligencia emocional de los discentes. En este sentido, se llevó a cabo la investigación titulada "Inteligencia Emocional en el proceso de enseñanza y aprendizaje del inglés; un abordaje desde las prácticas docentes." Este estudio tuvo como objetivo analizar cómo se gestionan las emociones de los estudiantes en el proceso de enseñanza y aprendizaje del inglés en la Unidad Educativa "Carlos Cisneros" de la ciudad de Riobamba, Provincia de Chimborazo durante el período académico 2022-2023. La investigación posee un enfoque mixto y un nivel interpretativo descriptivo. Para facilitar la recolección de datos se usaron tres instrumentos: una entrevista, una encuesta y una ficha de observación. La población de estudio se compuso por 33 estudiantes y un docente del área de inglés. Los resultados del estudio muestran que la docente emplea algunas actividades encaminadas a fortalecer el desarrollo de la inteligencia emocional en los estudiantes. Además, los estudiantes demuestran un adecuado control de sus emociones a pesar de que aún no logren un dominio de estas. Finalmente, aunque el manejo y control de las emociones dentro del aula se llevan a cabo de manera adecuado, se debería hablar con los estudiantes abiertamente sobre el impacto de las emociones en el proceso educativo. También se deberían incluir a las emociones dentro del contenido de estudio y no abordarlas solo de manera indirecta para así evitar que las emociones actúen como un obstáculo para alcanzar los objetivos de aprendizaje.

Palabras clave: Inteligencia emocional, enseñanza, aprendizaje, práctica docente, inglés.

ABSTRACT

Emotional intelligence plays an essential role in the process of teaching and learning English. The educational process should be considered as a binomial where cognition and emotion are integrated to achieve the integral development of students. There are several strategies that teachers can use to strengthen the emotional intelligence of students. In this sense, the research entitled "Emotional Intelligence in the process of teaching and learning English; an approach from teaching practices" was carried out. This study aimed to analyze how the emotions of students are managed in the process of teaching and learning English at Unidad Educativa "Carlos Cisneros" in Riobamba City, Chimborazo Province during the academic period 2022-2023. The research has a mixed approach and a descriptive-interpretive level. To facilitate data collection, three instruments were used: an interview, a survey, and an observation sheet. The study population comprised 33 students and a teacher from the English area. The study results show that the teacher uses some activities to strengthen the development of emotional intelligence in students. In addition, students demonstrate adequate control of their emotions although they have not yet mastered them. Finally, although the management and control of emotions in the classroom are carried out adequately, students should be discussed openly the impact of emotions on the educational process. Emotions should also be included within the study content and not addressed only indirectly to avoid emotions acting as an obstacle to achieving learning objectives.

Keywords: Emotional intelligence, teaching, learning, teaching practice, English.

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CHAPTER I

1.1 INTRODUCTION

Throughout the history of education, greater importance has been given to the development of cognitive abilities than to emotional ones. That is, more attention has been paid to the intellectual development of students. It was believed that to train competent professionals, rote knowledge had to be transmitted. However, in recent years it has been discovered that emotions play an essential role in the learning process since they impact the level of student performance significantly. In addition, thanks to the studies that have been carried out, it has been possible to verify that the emotional aspect is fundamental in the acquisition of a new language.

To understand how emotional intelligence has evolved as a construct, it is necessary to review what various authors have discovered. In this sense, the renowned philosopher Empedocles spoke about certain emotions on which the character of people depended (Isaza & Calle, 2016). Years later, Charles Darwin affirmed that there are emotions that control the actions of human beings (Postigo, 2015). Based on these findings, several authors assured that certain behaviors in the human being cannot be explained from a cognitive point of view (Fernández & Montero, 2016). Thus, in 1990, Solovey and Mayer were the first to define this term, mentioning that emotional intelligence (EI) is the human being's ability to perceive and express their emotions and those of others (Rojas, 2017). However, the person who popularized the term, and thanks to whom other authors today have been interested in learning more about it, was Daniel Goleman, who speaks of managing emotions as a process of recognizing both one's own and others' feelings and generating a response to them. Furthermore, he maintains that emotion existed long before reason. That is why the brain responds better to emotions (Zambrano, 2011).

That said, people cannot forget what they have learned with emotion. In this way, it is evident how important it is for teachers to know how to manage the feelings of their students and make the teaching and learning process develop as a binomial, where both the cognitive and emotional aspects are combined to guarantee knowledge acquisition and where the student is considered as an integral being.

Teachers with higher EI transmit sensitivity toward the teaching-learning processes. Thus, the teacher should know the processes that occur in the brain to develop curricular and classroom strategies that contribute to strengthening the rational and emotional brain (Hernández et al., 2018). Based on this conception, this study aimed to analyze how the emotions of students

are managed in the process of teaching and learning English at Unidad Educativa “Carlos Cisneros” in Riobamba City, Chimborazo Province during the academic period 2022-2023. This research has been organized in five chapters.

Chapter 1. General content like introduction, problem statement, problem formulation, justification, and objectives are presented.

Chapter 2. The theoretical framework that supports the development of this study is included.

Chapter 3. The research methodology that includes the approach, research level, modality, population, techniques, and instruments that lead the process to collect data is posted.

Chapter 4. The analysis and interpretation of results that were obtained can be found.

Chapter 5. The conclusions and recommendations are presented.

1.2 PROBLEM STATEMENT

The world is becoming increasingly volatile, complex, uncertain, and ambiguous. Emotions constitute a set of skills that are critical for facing constant changes that take place in society. According to some research, emotions play a fundamental role in the teaching and learning process. In this regard, Emotional Intelligence (EI) is described as the set of skills that allow people to appreciate and express their own emotions and those of others, encompassing dimensions such as inter and intrapersonal, adaptability, stress management, and general mood. According to Goleman (1997), emotional intelligence is a fundamental part of human life. The lack of development of emotional skills is related to the current social crisis and the professional failure that some students with a high Intelligence Quotient (IQ) experience who are unable to face everyday challenges.

In this way, it is essential to direct the educational process on the development of emotional skills, since not just knowledge is necessary to get good results, but also the affective part. Even though the academic field has always been linked to the rational and not to the emotional factors, it is vital to know how the brain works since emotions share neural networks with learning; that is, there is a binomial between cognition and emotion that should be considered in the instructional process since without emotions there is no learning (Goleman, 2022). Therefore, if people are emotionally blocked, they are also intellectually blocked. It is significant to mention that the emotional brain existed long before the rational one. From the most primitive root, the brainstem, the emotional centers arose, and from these emotional areas, the thinking brain evolved (Goleman, 2014). The fact that the thinking brain originated from the feeling brain reveals the relationship between thought and feeling.

Thus, if teachers care about the role of the feelings of scholars during the process of learning a foreign language, it will allow them to apply new methods or strategies to motivate

them. This also will permit learners to feel safe and to learn meaningfully. Therefore, it is necessary for teachers to understand and identify the emotional states of their students and to know how to change a negative state into a positive one. Also, educators have to be able to create an emotionally healthy classroom environment to get good results. One of the authors who defends the importance of emotions in the acquisition of a second language is Stephen Krashen. In his Affective Filter hypothesis, he talks about certain affective variables that impede or facilitate learning (Krashen, 1982).

That said, due to the significance of emotions in the educational setting some institutions have decided to implement programs that contribute to the emotional development of learners in Ecuador. However, the majority of educational institutions continue ignoring this aspect as a fundamental one within the process of teaching and learning. That is why, during the preprofessional practices at “Unidad Educativa Carlos Cisneros,” it was observed that some students could not take control of their emotions, which affected their acquisition of knowledge. This has aroused interest in knowing how teachers manage the emotions of students and how this influences the acquisition of English as a foreign language.

According to O’Neil (1996), every child must be taught the essentials of handling anger, managing conflicts, developing empathy, and controlling impulses. Schools should help children recognize and manage their emotions. Educators should model emotional intelligence in caring, respectful interactions with students. In this regard, this study aimed to understand how English teacher manages the emotions of the learners within the process of teaching and learning this language. Therefore, the study adopts characteristics of the qualitative and quantitative approaches. It will permit the investigator to understand the social reality based on particular conditions. Additionally, the phenomenological approach will be used to understand what happens with EI in the school context.

1.3 PROBLEM FORMULATION

How are the emotions of students managed within the teaching and learning process at Unidad Educativa “Carlos Cisneros” in Riobamba City, Chimborazo Province, during the academic period 2022-2023?

1.4 JUSTIFICATION

Currently, the teaching and learning process seeks to form individuals integrally. For this, the teachers must focus their efforts on the development of both cognitive and emotional skills. Well, the influence exerted by emotions on the cognitive development of students is important.

Thus, a teacher must know how to manage the emotions of students due to the impact they can have on their academic performance. Even more so in the process of learning a foreign language, since it implies the generation of feelings such as anxiety that can block the level of input that a student can receive during the learning process.

In this way, the research is useful because it will reveal how teachers manage their students' emotions in the process of teaching and learning English and how important this component is for them. Through this study, it is intended to establish that the management of emotions in the process of teaching and learning English is very useful because students with a high level of emotional intelligence will be prepared to face challenges within the process of academic instruction and will be more receptive to the language.

This study is important because both teachers and students will benefit. It will allow making the teachers reflect on their work and how important it is to focus on the emotions of their students, creating a class environment where the students can identify their emotions and take advantage of them, thus facilitating the reception of knowledge. In addition, this research could be used as a reference for future research to find ways to improve the English language teaching process. Finally, it is feasible because there are resources, physical materials, useful information, place, economic resources since it will be financed by the author.

1.5 OBJECTIVES: GENERAL AND SPECIFIC

1.5.1 GENERAL OBJECTIVE

To analyze how the emotions of students are managed in the process of teaching and learning English at Unidad Educativa “Carlos Cisneros” in Riobamba City, Chimborazo Province during the academic period 2022-2023.

1.5.2 SPECIFIC OBJECTIVES

- To describe from the personal experiences of teachers, the strategies they use to enhance the emotional intelligence of their students.
- To determine from the perspectives of students how the strategies used contribute to their emotional development.
- To interpret the process of teaching and learning the English language where strategies are used to enhance the emotional intelligence of students.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 THEORETICAL BACKGROUND

Several changes have marked the evolution of Emotional Intelligence. To understand how this construct has been transformed, analyzing the works related to intelligence and emotion is necessary. Thus, starting from what happened in Ancient Greece, where the cosmologist Empedocles spoke of the four temperaments; choleric, melancholic, sanguine, and phlegmatic, considered the cause of a person's emotional state and how the character was presented (Isaza & Calle, 2016). Similarly, one of the first scientists to talk about emotions was Charles Darwin, who pointed out that emotions follow a development process and allow individuals to react, especially in complex situations (Postigo, 2015).

Despite the first research on emotions in 1912, with the rise of behaviorism, intelligence, and emotions ceased to be a topic of interest. However, Thorndike appeared with his study on social intelligence and defined it as the ability to understand others. In 1940, Wechsler demonstrated that non-cognitive aspects influence people's intelligence (Fernández & Montero, 2016). Later in 1983, Howard Gardner proved that exist seven forms of intelligence through his theory of multiple intelligences. He talked about intrapersonal intelligence that allows human beings to access their feelings, understand them, and use them as a tool to guide behavior (Salovey & Grewal, 2006). In 1985, Sternberg spoke about intelligence as a construct that is explained through the interaction of the external and internal world (Mora & Martín, 2007).

However, to speak of emotional intelligence is to cite Peter Salovey and John Mayer, who published an article in which this concept was used for the first time in 1990. They described EI as the ability to understand and control one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions (Rojas, 2017). Despite this, and after years of forgetfulness, it was not until 1995 that Daniel Goleman popularized the concept thanks to his book "Emotional Intelligence". Goleman affirms that the capacity of a human being cannot be measured just through IQ since there are more important skills than cognitive capacity when it comes to achieving personal, academic, and social well-being (Zambrano, 2011). In this way, as Casas (2003) points out, EI appears as a new paradigm that requires harmonizing academic and emotional intelligence.

Nowadays, EI is a topic of great relevance and has become an object of interest for many researchers, especially in the educational context. In this sense, some of the investigations carried out in recent years are shown, such as the one done by Basualto et al. (2020), "Emotional intelligence in the learning process and acquisition of the English language in high school students". The results show that emotions play a fundamental role in the learning process of

students in which each feeling makes students themselves act in different ways when learning new contents of a subject. Similarly, the research work by Chandán (2021) "Emotional intelligence in the teaching-learning process of students of Quinto año de Educación Básica de la Unidad Educativa Oxford en Salcedo ", demonstrated that the learning process develops adequately if the emotional intelligence of the students is stable. It leads to deduce that emotions are vital since they improve the cognitive abilities of individuals. Finally, it is essential to mention the research carried out by Fernández (2015), "Emotional intelligence in the Bilingual classroom", the results demonstrate that EI allows students to develop learning strategies and face adverse situations that hinder the acquisition of new knowledge.

In addition, after reviewing the virtual repository of the Universidad Nacional de Chimborazo, there was identified only one study about Emotional Intelligence related to English teaching. It is the investigation done by Gallegos et al. (2014) who mention that students need to know how to control their EI to obtain positive results that benefit them within the English teaching and learning process.

2.2 THEORETICAL FOUNDATION

2.2.1 Emotional intelligence

2.2.1.1 Origin of the term emotional intelligence

Emotional intelligence was derived from several constructs. The first was social intelligence, a term that was first used by Edward Thorndike in 1920 to describe the ability to understand and motivate other people. Then in 1940, David Wechsler spoke about the influence of some factors not connected to the intellect on intelligent behavior. Later in 1983, Howard Gardner mentioned that IQ did not fully explain a person's cognitive ability, since it did not consider inter and intrapersonal intelligence. However, it is not until 1989 that the term was used, and a model of emotional intelligence was proposed; this was carried out by Peter Salovey and John Mayer. As a result of these studies, Daniel Goleman achieved the term became popular through his book Emotional Intelligence (Salovey & Mayer, 1990).

2.2.1.2 What is emotional intelligence?

The term emotional intelligence has been defined by several authors, including Peter and Mayer, who defined the term as the ability to monitor one's own feelings and emotions and those of others to discriminate and regulate them and use this information to solve problems (Fletcher & Clark, 2008).

2.2.2 Emotional Intelligence Models

2.2.2.1 The Solovey and Mayer model

This emotional intelligence model considers four basic skills from EI. The ability to accurately perceive, assess and express emotions; the ability to access and generate feelings that facilitate thought; the ability to understand emotions and emotional knowledge and the ability to regulate emotions fostering emotional and intellectual growth (Berrocal & Pacheco, 2005).

Emotional perception: Allows people to recognize their feelings and those of others.

Emotional assimilation: Allows people to consider feelings when they reason or solve problems.

Emotional understanding: Allows to identify and classify emotions.

Emotional regulation: Allows to recognize positive and negative feelings and reflect on them.

Additionally, Berrocal and Pacheco (2005) highlight that, in the school context, students face daily situations in which they have to use emotional skills to adapt adequately to school. Also, teachers must use their EI during their teaching activity to successfully guide their emotions and those of their students.

2.2.2.2 The Daniel Goleman model

Goleman defines emotional intelligence as abilities, attitudes, and competencies that determine people's behavior, reactions, and mental states (García & Giménez, 2010). In addition, Goleman mentions some characteristics that are part of EI, such as creativity, drive, persistence, motivation, rapport, and empathy. He cites that there is a brain center that governs EI, which distinguishes the set of human skills from academic intelligence (Goleman, 2014).

2.2.3 Emotional Intelligence in the educational context

Emotions are impulses that influence the way a human being acts. The etymology of the word emotion originates from the Latin "*movere*", which means moving towards. Consequently, emotions are linked to actions. Each emotion involves an action, prompts a change, or is a consequence of something. In short, cognitive aspects are influenced by emotions. Also, emotions have an impact on the way of acquiring and using the acquired knowledge. In this sense, emotions are usually essential for the optimal development of students (Velásquez, 2019).

2.2.4 Positive and negative emotions

Emotions have been classified following some criteria and placed in one category or another, such as positive and negative. This classification has been made taking into account the degree to which these arise from the behavior of people.

Negative emotions include anger, rage, hatred, fear, anxiety, sadness, shame, and aversion. On the other hand, you can also find positive emotions such as joy, humor, love, kindness, and happiness (Sarmiento, 2017).

2.2.5 Benefits of Emotional Intelligence in the educational context.

According to Márquez et al. (2011), it should be considered that if intellectual development is something significant and all possible actions are carried out to strengthen it, the emotional system must also be taken into account since emotion is more powerful than thought. Educating students' feelings permits them to face problems and solve them without difficulties and deal with negative emotions adequately. It also allows the student to take better advantage of the learning process, demonstrating more remarkable academic development, greater creativity, and the construction of new knowledge.

2.2.6 English Language Learning

2.2.6.1 Emotions in English Language Learning

According to research carried out by Krashen, emotions play an essential role in the process of acquiring a second language. Krashen explains it through his affective filter hypothesis refers to certain affective variables. These variables will prevent or make it easier for students to be more or less receptive to receiving the language. So, the degree of the affective filter determines how much input the student will receive (Velásquez, 2019).

Learning a new language for many people can be considered a complex process because of its grade of difficulty. In this regard, it is impossible to avoid the emergence of certain emotions that will prevent or facilitate learning. From the linguistic point of view, anxiety is one of the emotions that interfere negatively with the process of acquiring a new language. It makes it difficult to concentrate and generates a decrease in the academic performance of students. In addition, it prevents mastering language skills, and the communication process is affected. Hence, the most affected linguistic skill is oral expression and comprehension (Pilco & Arapa, 2019).

In the same way, Perea (2017) points out that EI and language are closely related because language is the medium on which emotions are built. Thus, knowing English is a language that can generate anxiety in students. Hence, it is crucial to keep them motivated. Teachers are to bear in mind learners' feelings and emotions to create a positive learning environment. Additionally, professors have to consider factors such as the student-teacher relationship, the learning strategies that are being used, and the promotion of self-esteem that allows encourages the active participation of students in the development of classes.

2.2.7 The emotions of teachers and students

The role of the teachers related to the emotional development of students is fundamental since they will be in charge of managing the emotions of learners within the teaching and learning process. So, students need an emotional educator to develop their emotional and affective skills. That is to say, someone who teaches them how emotions should be controlled in different situations (Escalante, 2018). In the same way, Extremera and Fernández (2004) mention that because students spend a large part of their lives in schools, the teachers become their most important reference in regarding attitudes, behaviors, emotions, and feelings. Therefore, the teacher possesses the knowledge but also is the model of emotional intelligence that the students will have.

2.2.8 Strategies to enhance the emotional intelligence of students

According to Márquez et al. (2011), the strategies teachers can use to educate and manage students' emotions can be individual or group; both modalities complement each other. In this sense, some strategies used by the teachers are:

- Motivational dynamics so that students interact effectively with the class topic.
- Verbal questions and written questionnaires lead the student to reflect on the emotional impact of specific knowledge, or on the contribution of that knowledge.
- The use of photographs and scenes from daily life facilitates analysis and reflection from an affective and emotional point of view.
- Writing narratives and poetry affects the emotional aspect of students.
- Use videos and films that lead naturally to the analysis of the emotions of the characters.
- Role-play techniques, where the student dramatizes and stages interpersonal situations that the teacher deems of interest for understanding the contents of the program.

- Advertising messages as elements of awareness provide the opportunity to reflect on the content and emotional impact of the images.
- Use of songs as an appropriate stimulus to produce emotional states, educate sensitivity, educate in values, and develop positive attitudes.
- The use of imagination to discover new ideas is also a motivator for learning and produces curiosity as a basic emotion.
- Cooperative learning is an educational strategy that indicates learning is more efficient when students learn together in pairs or small groups. There is greater receptivity, productivity, and quality, thus making students feel more positive, motivated, and confident.
- Playful dynamics that promote the development of imagination, innovation, creativity, and ingenuity of students.
- Board games are an entertaining way for students to learn in the context of an informal social group. They will be focused on acquiring the learning center of the game.

On the other hand, Fernández and Montero (2016) suggested some ideas for using EI in the classroom: express feelings instead of ordering when students misbehave, take responsibility for feeling instead of imposing them on your students, be more aware of your feelings than the feelings of students, try to look for a reason behind student's behavior before judging them, find ways of voluntary cooperation instead of making demands of students, and help students to express themselves openly and to solve any problem they may have. Also, it is essential for educational fields, including interpersonal communication. Since language classes are based on communication, it should be recognized that empathy is a fundamental element for effective communication.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 APPROACH

The qualitative and quantitative approaches are considered for the development of this research. A qualitative approach is research that focuses on achieving a detailed description of the phenomena studied (Cauas, 2015). In other words, it focuses on understanding the phenomena deeply and analyzing it from the participants' point of view. This approach is selected when the investigator needs to understand the perspective of individuals or groups to investigate the events surrounding them and delve into their experiences and opinions (Jurgenson et al., 2014). It allows knowing how participants subjectively perceive their reality (Guerrero, 2016). Starting from this point, the approach will permit analyzing what happens in the school context with the students' emotional intelligence from the teaching practice. In short, it will permit us to understand what happens with the phenomenon studied.

In addition, the quantitative approach represents a set of processes. It is sequential and evidential. It is based on previous investigations. The quantitative is used to consolidate beliefs and accurately establish behavior patterns of a population. Data collection is based on measurement. This collection is carried out using standardized procedures accepted by the scientific community. This approach intends to measure the phenomena studied that must be able to be observed. In addition, since the data is numerical, statistical methods must be used to analyze them (Sampieri, 2014). In this regard, this approach will allow measuring the perceptions of students relate to the strategies used to enhance their emotional intelligence.

3.2 RESEARCH MODALITY

Field and exploratory investigation are the ones selected for this research. According to Muñoz (2002), field research is one in which data is collected directly from the investigated people or from the reality in which the events occur. This supports the development of this research since it will be observed how the English teacher manages the emotions of the students within the teaching and learning process. In addition, exploratory research aims to approach novel phenomena and obtain information that allows a better understanding of them. Therefore, what it does is take an interest in a subject that has not been studied before, or it permits one to know new aspects of already existing knowledge (Carlessi, 2017). Also, according to Sampieri (2014), an exploratory investigation serves as a basis to continue with descriptive research.

3.3 LEVELS OR TYPE OF RESEARCH

The levels of this study are interpretive and descriptive. As Jurgenson et al.(2014) indicate, an interpretative study allows the researcher to study things in their natural environments. In addition, the investigator has to interpret the phenomena based on the meanings people give them. In this sense, this level of research will allow knowing how the English teacher perceives the EI. Also, it will permit comprehension of the importance that the teacher gives to managing the emotions of the students to strengthen the process of teaching and learning English. On the other hand, the descriptive level aims to describe a person, event, or state. The study does not manipulate any variables and only describes the sample and variables. Descriptive research looks at the characteristics of a population: identifying problems in a unit, organization, or population (Siedlecki, 2020). This will permit the interpretation of the process of teaching and learning the English language where strategies are used to enhance the emotional intelligence of students.

3.4 POPULATION

The population for this study is made up of the English teacher and 33 students of Segundo de bachillerato Ciencias paralelo “A” at Unidad Educativa Carlos Cisneros. This institution was selected since during the preprofessional practices was observed that some students could not take control of their emotions, and it affected their acquisition of knowledge. In this way, it is pivotal to know the importance given to emotional intelligence and how the teacher manages the emotions of his students within the process of teaching and learning the English language.

3.5 SAMPLE

Because the population is relatively small, there is no need to select a sample.

3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

Interview: It is defined as a good technique in the field of qualitative research. It consists of a conversation established with a specific purpose. In addition, it allows for obtaining more complete and in-depth information, providing the possibility of clarifying doubts during the process and ensuring that safer answers are obtained (Díaz et al., 2013). So, an interview will be used to comply with the first specific objective to know the teachers' personal experiences regarding the use of strategies that enhance students' emotional intelligence.

Survey: It is used as a tool by researchers to get a greater understanding of individual or group perspectives relative to a particular concept or topic of interest. A survey consists of a set

of structured questions where each question is designed to obtain a specific piece of information. The data collected from surveys is then statistically analyzed to draw meaningful research conclusions (Check & Schutt, 2012). Hence, a survey will be used to comply with the second specific objective to know the perceptions of students towards the use of strategies to enhance their emotional intelligence.

Observation: According to Rekalde et al. (2014), observation makes it possible to delve deeply into social situations and maintain an active role and permanent reflection. The investigator has to be attentive to details, happenings, events, and interactions. Therefore, this technique will allow the fulfillment of the third specific objective, supporting the description of the teaching and learning process of the English language where strategies are used to enhance the emotional intelligence of students.

CHAPTER IV

4. RESULTS AND DISCUSSIONS

RESULTS

This research was focused on analyzing how the emotions of students are managed in the process of teaching and learning English at Unidad Educativa “Carlos Cisneros” in Riobamba City, Chimborazo Province during the academic period 2022-2023. To carry out this investigation three specific objectives were established, and the instruments to collect data were created according to these objectives. In this regard, the first instrument was an interview with the English teacher. The aim of this interview was to describe from her personal experience the strategies she uses to enhance the emotional intelligence of her students.

The second instrument was a survey that was applied to the students in order to determine from their perspectives how the strategies used contribute to their emotional development. Finally, to confirm the data obtained from the interview and the survey, an observation guide was created to be applied in a series of observations to regular classes. These was applied for four weeks to know how the strategies are used to enhance the emotional intelligence of students within the process of teaching and learning English.

4.1 INTERVIEW RESULTS

The interview was applied to the English teacher of Segundo de Bachillerato Ciencias paralelo “A” at Unidad Educativa “Carlos Cisneros”, to know what strategies are used to increase learners' emotional intelligence. The interview was conducted face-to-face, and the answers were recorded for their corresponding analysis.

Objective No 1.- To describe from the personal experiences of teachers, the strategies they use to enhance the emotional intelligence of their students.

As a first point, it was essential to know if the teacher thinks that she can control her own emotions and how she does it. The answer was this:

“Yes, I can manage my own emotions because it is important to be happy to start a class. I always try to be positive with myself to apply good advice with my students.”

According to Arán et al. (2021), it is essential that teachers can control their emotions and have an acceptable level of EI to guide the students in the process of learning. In this regard, the emotionally healthy behavior of the teachers is reflected in their way of thinking, identifying, managing, and expressing their feelings and in the choice of behaviors. Teachers who

intentionally develop emotional skills experience success in their own everyday experience, finding greater satisfaction in their professional career.

In addition, it was necessary to know if the teacher was aware of the role that emotions play in the classroom. She replied:

“Yes, emotions play an important role because if the students are ok, they can learn in a better way.”

The teacher knows and understands what the role of emotions in the classroom is. Emotions allow students to turn every educational experience into a learning opportunity and to regulate themselves and their environment to take advantage of each situation (Rodríguez, 2017). Also, Sierra (2013) points out that the application of EI in the classroom does not exclusively favor students but teachers, who know that EI opens up a range of possibilities worthy of being produced in favor of successful learning of English. Emotional intelligence allows the student to adapt to changes, recognize and control their emotions, solve problems, be empathetic, and make optimal decisions, making their learning progress and not being affected.

Following with the interview to the teacher, the next question was related to the type of emotions that she tries to transmit to the students during the development of a class. The answer was as follows:

“The emotions that I transmit to my students are good emotions for example: happiness, self-esteem. I consider that these emotions are good for them”.

Based on the answer that was given by the teacher, Martín (2019), mentions that the emotional intelligence of the teacher is essential to capture the emotions of the students and know what methods or practices to apply to teaching so that it is understood and acquired satisfactorily. In other words, this grants the teacher an undeniable privilege to teach, transmit knowledge and guarantee that it is assimilated. Additionally, Educators are valued as a role models. Students tend to reproduce what their teachers say and do, including behaviors that are triggered by their emotions. Thus, teachers should try to show positive emotions that create a pleasant environment so that the learners can feel comfortable and motivated when learning a new language (Márquez et al., 2011).

What was previously mentioned leads to want to know how teacher react in front of the negative emotions of her students.

“I try to put on their shoes because if they are sad, they do not learn in a good way. I try to increase their self-esteem.”

According to the teacher she tries to be empathic with the students. Teachers are committed to developing their emotional intelligence with the new pedagogical trends. That is, being able to

express their feelings about their students; show them respect, propose self-motivation strategies; control their negative moods and adequately manage their emotions; externalize their empathy and listening skills; stably cultivate the feeling of self-esteem; resolve conflicts that occur in the classroom and consider that the tone used in dealing with students affects their emotional development. When the teacher knows how to manage students' emotions, students will enjoy learning. In this way, there is a decrease in learning problems and, in the same way, in aggressiveness in attitudes (Márquez et al., 2011).

In addition, it was pivotal to know if the learning and teaching objectives are linked to emotional intelligence. The teacher expressed:

“Yes, they are linked because if the students are happy, they can learn in a good way. If the students are not ok, they do not learn in a fast way.”

García (2012) states that education must be seen as an integral process combining cognition and emotion. Cognition and emotion constitute a dialectical whole in such a way that the modification of one inevitably influences the other. For this reason, in the classroom, learning often depends more on emotion than on cognition. That is why the learning objectives need to be connected with the development of the EI of learners. Since if the student's heart is won, learning is practically guaranteed.

In this section we will talk about the strategies and activities use to enhance the emotional intelligence of students. To do this, we began with the question about the activities that the teacher uses to enhance the emotional intelligence of her students.

“My students like to play games for example: bingo, or any energized, or songs. These activities are good in order to motivated when they are sad. They can increase their mood.”

The teacher says that she uses games and funny activities to make students enjoy the process of learning. According to Cevallos and Imbaquingo (2013), the strategies to enhance the learners' EI are related to the Interpersonal and Intrapersonal intelligence activities. Interpersonal intelligence activities stimulate cooperative work, practice conflict resolution techniques, study different cultures, take different positions and then have a debate, conduct interviews, use social skills to learn, help solve a local or global problem, intuit the feelings of others, and play board games. These techniques will allow the development of collaborative and participatory skills. In this way, students will learn to tolerate and understand others and, above all, solve problems in groups and interact with individuals. Also, there are intrapersonal intelligence activities such as encouraging each student to describe their life, do actions that promote emotional self-control, provide spaces for the expression of emotions, choose a different value each week to exercise during that time, encourage exercises of personal reflection, choose and direct learning exercises, using schedules, timelines, and planning strategies. It is vital to allow children to express their

emotions and reflect on their actions. This will facilitate the learning and assimilation of new concepts.

Based on the response regarding activities to enhance EI, there was interest to know if the teacher uses collaborative activities during the development of her lessons, and what type of activities she uses.

“For example, my students help me to pass sheets of paper, work in groups or pairs. I consider that these activities help them to engage a conversation or role play.”

Collaborative activities enhance interpersonal intelligence through interaction. Group members share skills and strategies, knowledge, and learning styles, which contribute to the enrichment of personal knowledge. Cooperative learning is the easiest and fastest way to learn since it allows students to develop cognitive skills and emotional intelligence simultaneously. In this type of learning, everyone learns from everyone and puts justice, tolerance, responsibility, solidarity, and coexistence into practice (Cevallos & Imbaquingo, 2013).

At this point was vital to know according to the teacher experience, what are the most useful strategies to enhance the emotional intelligence of students?

“I consider when I apply a game they are motivated to learn. For example they like to play bingo, come to the board.”

The strategy is a methodological resource that facilitates the actions to be developed in the classroom, for which it is necessary to consider emotional content. The strategy can be individual or group, both modalities complement each other. In this sense, some of the strategies used by teachers are motivational dynamics; verbal questions and written questionnaires; the use of photographs and scenes from daily life; the elaboration of narratives and poetry to affect the emotional aspect; the proposal of communication, and emotional expression games; videos and films that naturally lead to the analysis of the emotions of the characters; use of role-playing techniques, where the student dramatizes and stages interpersonal situations; musical auditions as an appropriate stimulus to produce emotional states; the use of imagination for the discovery of new ideas, and cooperative learning (Márquez et al., 2011). Similarly, Cardona et al. (2004) mentions that the strategies to be implemented to develop Emotional Intelligence and promote English learning are the games that constitute a practice of vital importance in acquiring a second language since they arouse the interest of the students and motivate them. In addition, through the use of videos, it is possible to generate interest and motivation in students and create a climate for effective learning. Roleplays provide students with alternatives to express what they think freely, with imagination and creativity employing English as a second language.

Another important aspect related to EI is the student-teacher relationship. In this sense, it was important to know what the teacher thinks about this.

“It is important to be a friend of our students. I consider that my students love me, and I love them because each student has a different life. Many students belong to a different family, so when I see a student who does not work correctly, I suppose that she/he has a problem in her house. It is important to talk to him or her to find out his or her problem.”

Analyzing the answer that was given by the teacher, it is evidently that she tries to have a good connection with students. In this regard, according to Cobo et al. (2018) in foreign language teaching, it is essential to establish a good relationship with the learners since they do not have the same expertise that they demonstrate in other spaces in their mother tongue. Therefore, the teachers are in charge of establishing a bond of union between the new contents and their learning process, striving for well-being and good treatment, as a valuable tool for developing activities related to acquiring a foreign language. Also, Rodríguez (2017) mentions that the last factor influencing EI is the teacher-student relationship. This relationship is established chiefly depending on the personality of the teacher and the methodology used. These factors open the doors to the students and indicate what is expected of them as participants in the learning process. Currently, the teacher is a mediator to acquire knowledge.

Finally, it was necessary to know if the teacher considers that emotions foster the intellectual growth of students.

“Yes, because if they are happy, they are ok they can learn in a best way. Because problems can cause frustration, anxiety, and depression if they are happy healthy, they can learn in a better way.”

Emotional intelligence strengthens the possibility of achieving positive results in the teaching-learning process. That is why the teacher who intends to lead his students toward excellence uses all the tools that EI provides. These are useful in all areas of education and at all levels (Alviárez & Perez, 2009).

4.2 SURVEY RESULTS

The survey was applied to thirty-three students of Segundo de Bachillerato Ciencias paralelo “A” at Unidad Educativa “Carlos Cisneros” to know how the strategies used support their emotional development.

Objective No 2.- To determine from the perspectives of students how the strategies used contribute to their emotional development.

TABLE 1

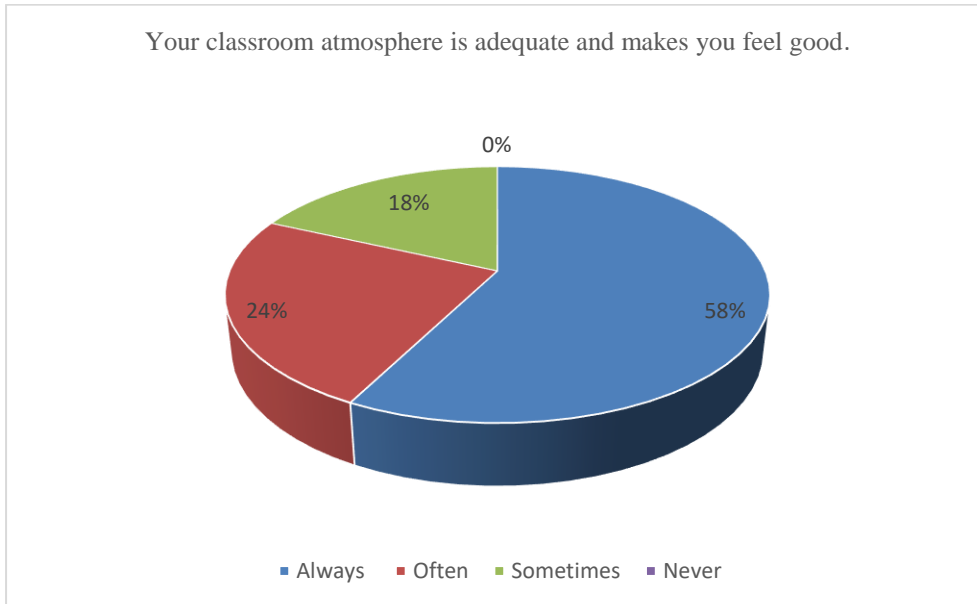
Your classroom atmosphere is adequate and makes you feel good.

Frequency		Percentage
Always	19	58%
Often	8	24%
Sometimes	6	18%
Never	0	0%
Total	33	100%

Source: Survey applied to students

Prepared by: María Mora

FIGURE 1



Source: Survey applied to students.

Prepared by: María Mora

Analysis and Interpretation:

According to the first question, 58% of the students consider that their class environment is always adequate and makes them feel good. In comparison, 24% of them think that it is often appropriate, 18% say that it is sometimes appropriate, and no one believes that the classroom environment is inappropriate. This leads to the conclusion that students feel comfortable in their English classroom, which is positive because it helps them enhance their emotions.

The classroom environment brings together both the physical-aesthetic aspects of the classroom and the relationships and affectivity. In this sense, the teacher must create a favorable environment for students in which they feel comfortable learning, where they can make mistakes and not feel judged, and where they obtain enough input to use communicatively (Rodríguez, 2017). An emotionally intelligent educator and a favorable classroom climate are essential factors for learning (Cobo et al., 2018).

TABLE 2

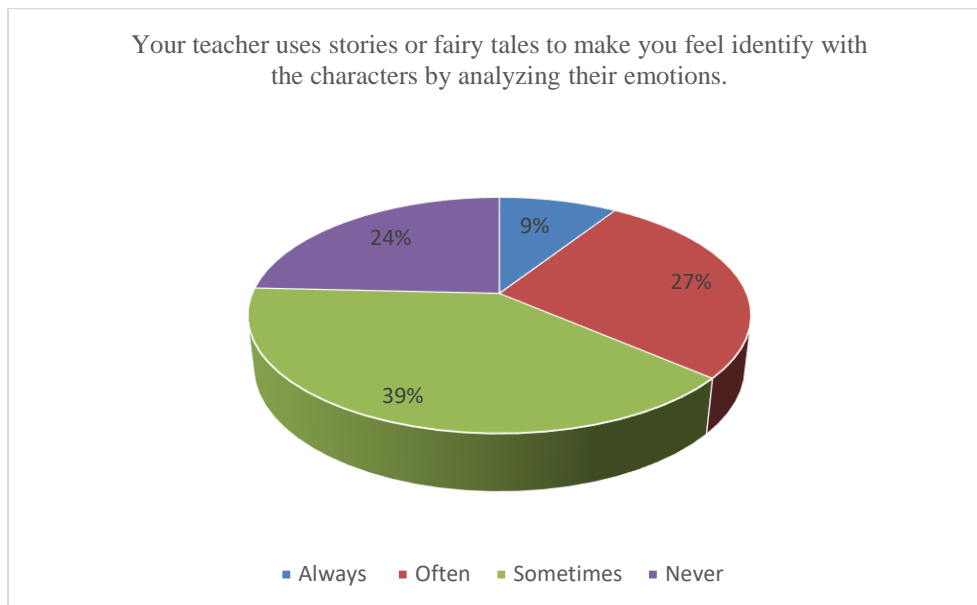
Your teacher uses stories or fairy tales to make you feel identify with the characters by analyzing their emotions.

Frequency		Percentage
Always	3	9%
Often	9	27%
Sometimes	13	39%
Never	8	24%
Total	33	100%

Source: Survey applied to students

Prepared by: María Mora

FIGURE 2



Source: Survey applied to students

Prepared by: María Mora

Analysis and Interpretation:

Based on the data, 39% of the students affirm that their teacher sometimes uses stories so that they feel identified with the characters by analyzing their emotions. Followed by 27% who say that the teacher often uses this activity in the classroom. 24% say that the teacher never applies this activity, while 9% say that this activity is always used in class. This shows that the teacher uses this activity occasionally to enhance the intrapersonal intelligence of learners.

According to Rodríguez (2017), the use of tales or stories in the English class allows the development of the intrapersonal dimension. This is defined as the ability of people to realize themselves and become aware of their existence as well as their power to self-manage, control their emotions, and self-regulation. The relationship of this dimension with education lies in the fact that these competencies become evident in the student's role in their learning process.

TABLE 3

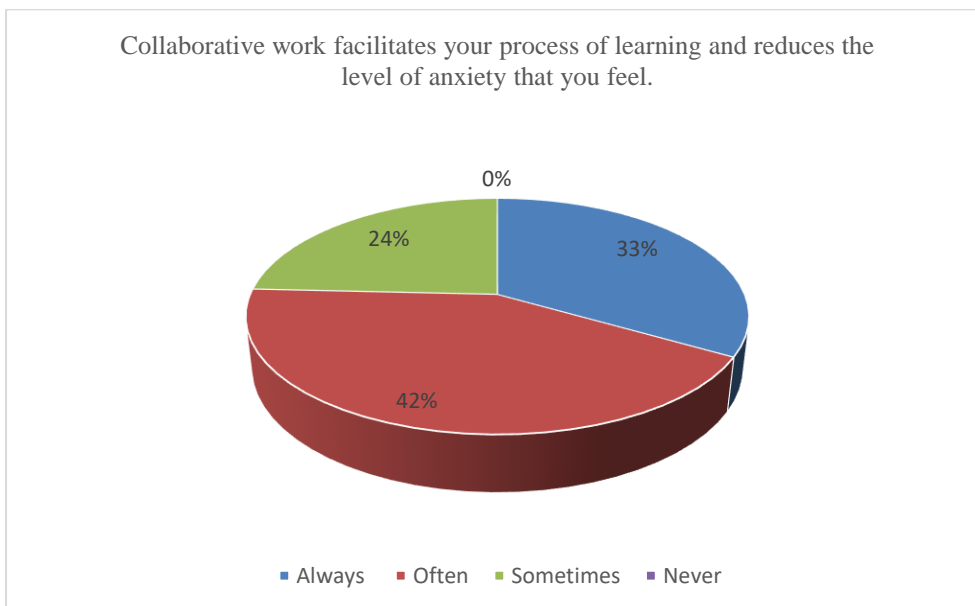
Collaborative work facilitates your process of learning and reduces the level of anxiety that you feel.

Frequency		Percentage
Always	11	33%
Often	14	42%
Sometimes	8	24%
Never	0	0%
Total	33	100%

Source: Survey applied to students

Prepared by: María Mora

FIGURE 3



Source: Survey applied to students

Prepared by: María Mora

Analysis and Interpretation:

Among the population surveyed, 42% of students state that collaborative work often facilitates their learning process and reduces the level of anxiety or stress they may feel. For their part, 33% say that collaborative work always boosts their learning process, and the remaining 24% consider that collaborative work sometimes facilitates their learning process. The results show that collaborative work is a valuable tool since it reduces negative emotions that students may feel during the development of activities.

Student interaction is essential to learning a language. The student is a social agent responsible for his environment and that of others. Thus, to adequately carry out the different communicative tasks in the language learning process, it is essential to promote EI social skills in students to execute group tasks successfully. Some proposals about how to educate emotions suggest using collaborative work, group dialogues, and group feedback (Rodríguez, 2017).

TABLE 4

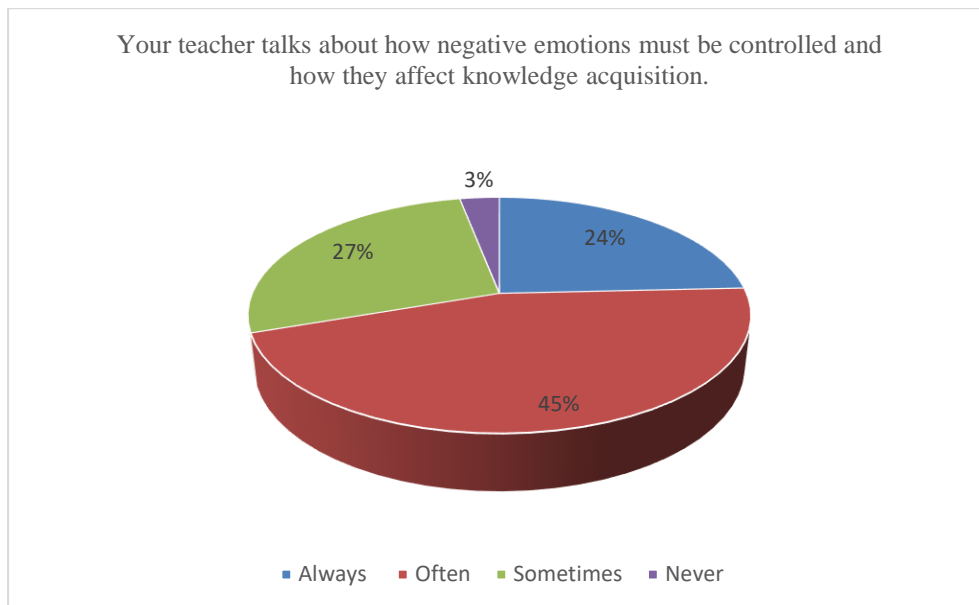
Your teacher talks about how negative emotions must be controlled and how they affect knowledge acquisition.

Frequency		Percentage
Always	8	24%
Often	15	45%
Sometimes	9	27%
Never	1	3%
Total	33	100%

Source: Survey applied to students

Prepared by: María Mora

FIGURE 4



Source: Survey applied to students

Prepared by: María Mora

Analysis and Interpretation:

In the figure, 45% of students state that their teacher often talks about how negative emotions should be controlled and how they affect the acquisition of knowledge. 27% say their teacher sometimes talks about how negative emotions should be managed. 24% indicate that their teacher always talks about how negative emotions should be controlled, while the remaining 3% state that their teacher never talks about how negative emotions should be handled. The results show that emotions are not an alien issue in the classroom. Well, the students state that their teacher talks about the role of emotions in the learning process.

Based on this results, it is essential to cite to Casas (2003) who affirms that negative emotions such as anger, anxiety, or sadness limit knowledge acquisition, preventing students from developing skills or actively participating in the classroom. Rational intelligence is complemented by emotional intelligence and allows learners to achieve their learning objectives and become successful people capable of facing adversities and solving problems more efficiently.

TABLE 5

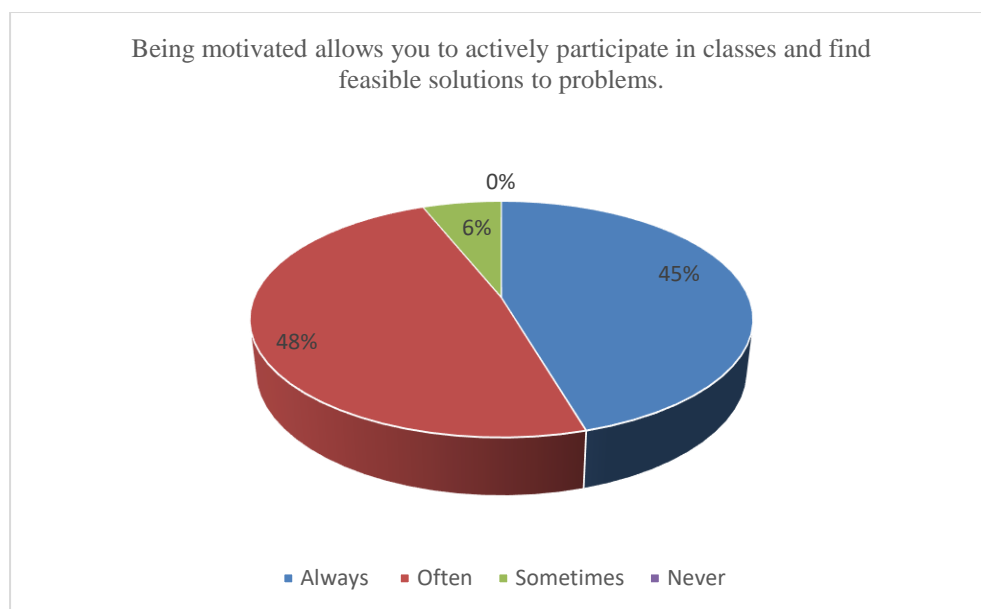
Being motivated allows you to actively participate in classes and find feasible solutions to problems.

Frequency		Percentage
Always	15	45%
Often	16	48%
Sometimes	2	6%
Never	0	0%
Total	33	100%

Source: Survey applied to students

Prepared by: María Mora

FIGURE 5



Source: Survey applied to students

Prepared by: María Mora

Analysis and Interpretation:

It was found that 48% of students affirm that being motivated often allows them to participate in classes actively and find feasible solutions to problems. 45% state that motivation always lets them participate in classes actively. While the remaining 6% claim to be motivated, it

sometimes permits them to participate in classes actively. The results obtained show that motivation is essential for students. Since they maintain that being encouraged allows them to develop the activities proposed by the teacher well.

The second factor that influences the development of EI is motivation. This is characterized by being the incentive that a student has based on different factors, internal or external (Rodríguez, 2017). Similarly, Roldán (2016) states that motivation leads an individual to perform actions that satisfy a need. Consequently, an individual only learns what he wants to learn. The students who develop emotional intelligence achieve intrinsic positive motivation, build a good attitude towards their learning process, and find the benefits of achieving the proposed goals.

TABLE 6

When you work in groups you try to accept and respect the point of view of your classmates.

Frequency		Percentage
Always	22	67%
Often	7	21%
Sometimes	4	12%
Never	0	0%
Total	33	100%

FIGURE 6



Source: Survey applied to students

Prepared by: María Mora

Analysis and Interpretation:

According to the results, 67% of the students state that when they work in groups they always accept and respect the point of view of their classmates. For their part, 21% ensure that they often tolerate and respect the point of view of their peers. While 12% say that they sometimes accept and appreciate the point of view of their peers. Based on the results, it can be concluded that there is an atmosphere of respect in the classroom and that interpersonal relationships are managed appropriately.

Working in a team requires specific skills that students need to develop and that are related to the emotional part of the learners. This ability is the basis on which superiority, leadership, and interpersonal efficiency are based. People with this quality are more efficient in everything related to individual interaction. During the development of adequate communication skills, understanding, and assessment of the emotions of others, the management of emotional intelligence goes from intrapersonal to interpersonal (Alviárez & Perez, 2009).

TABLE 7

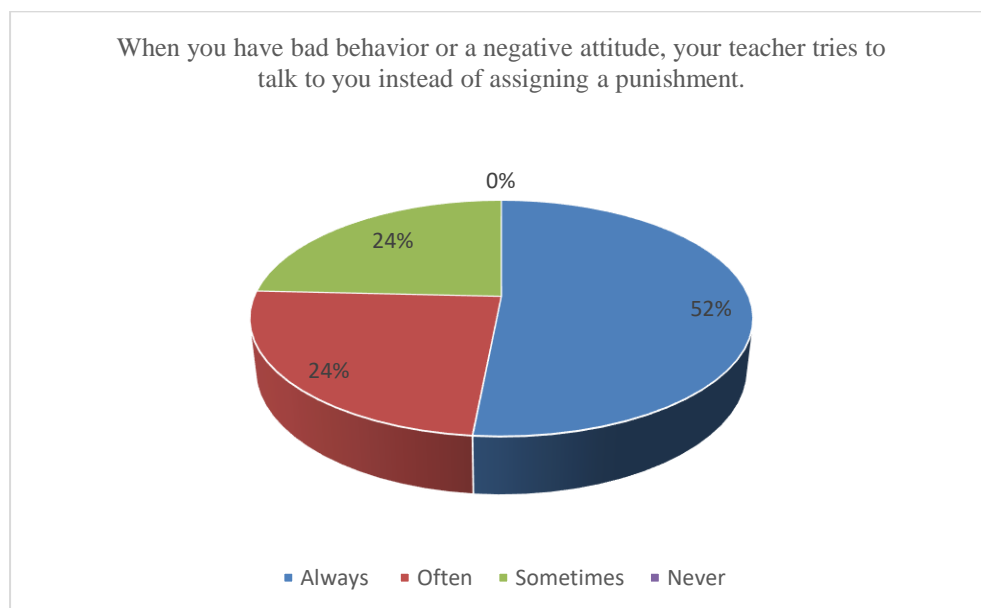
When you have bad behavior or a negative attitude, your teacher tries to talk to you instead of assigning a punishment.

Frequency		Percentage
Always	17	52%
Often	8	24%
Sometimes	8	24%
Never	0	0%
Total	33	100%

Source: Survey applied to students

Prepared by: María Mora

FIGURE 7



Source: Survey applied to students

Prepared by: María Mora

Analysis and Interpretation:

In the graph, 52% of the students say that when they present bad behavior or negative attitude, their teacher always tries to talk to them instead of assigning a punishment. For their part, 24% affirm that when they present bad conduct, their teacher often tries to talk to them instead of assigning a punishment. The remaining 24% say that when they behave badly, their teacher sometimes tries to talk to them instead of assigning them a punishment. The results allow

us to conclude that the teacher is a tolerant person who knows how to control her emotions and acts correctly in the face of adverse situations that may arise in the classroom.

Alviárez and Perez (2009) state that there is no education without dialogue. In this sense, educators should not limit themselves to the use of the word as the only teaching instrument but also to the favorable projection of their emotions and facilitate high levels of communication that via empathy, contribute decisively to the pedagogical performance that results in an excellent academic performance of the students and personal satisfaction for both.

TABLE 8

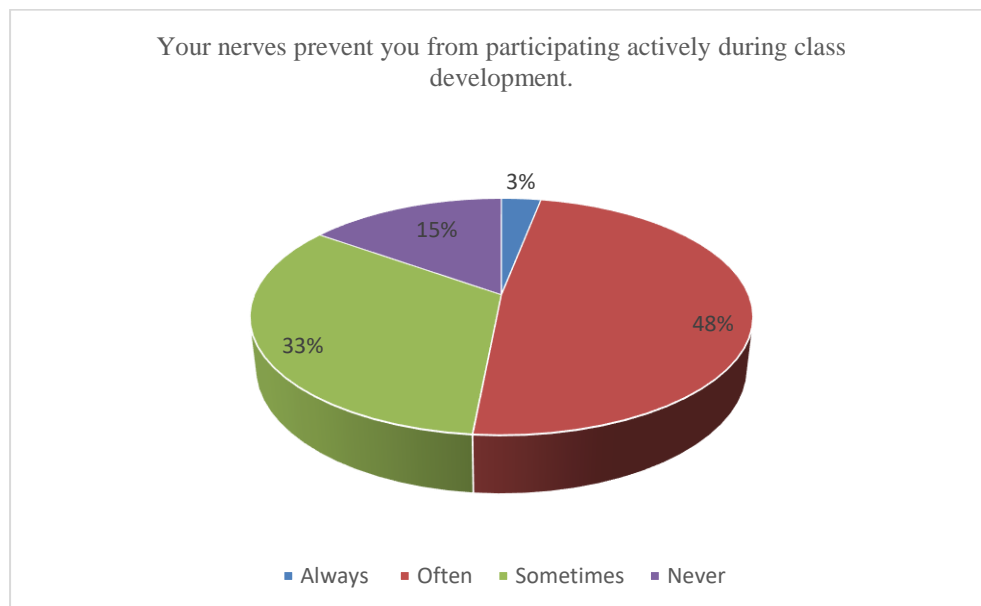
Your nerves prevent you from participating actively during class development.

Frequency		Percentage
Always	1	3%
Often	16	48%
Sometimes	11	33%
Never	5	15%
Total	33	100%

Source: Survey applied to students

Prepared by: María Mora

FIGURE 8



Source: Survey applied to students

Prepared by: María Mora

Analysis and Interpretation:

According to the results, it can be observed that 48% of the students affirm that their nerves often prevent them from participating actively during the development of the classes. For their part, 33% declare that their nerves sometimes prevent them from participating actively during the development of the classes. 15% say that their nerves never limit them from participating actively during the development of the classes. In comparison, the remaining 3% confirm that their nerves always prevent them from actively participating during the development of the lessons. These data reflect how negative emotions interfere with the students' learning process, impairing their classroom development. But they also show that a certain number of students have control over negative emotions.

School anxiety about learning a foreign language comes from three primary sources: fear of communicating in another language, fear of negative evaluation by others, and test anxiety. Anxiety and fear decrease as communication skills in a foreign language develop, yet this is not always the case. Even if they have the necessary cognitive skills, students can block learning a foreign language due to the anxiety that this process produces, fear of grades, not expressing themselves well, being mocked, investing a lot of time in studying and achieving few results. This can lead the students to conclude that they are not adept at learning languages, even though the causes may be the anxiety and frustration that have been experienced (Roldán, 2016).

TABLE 9

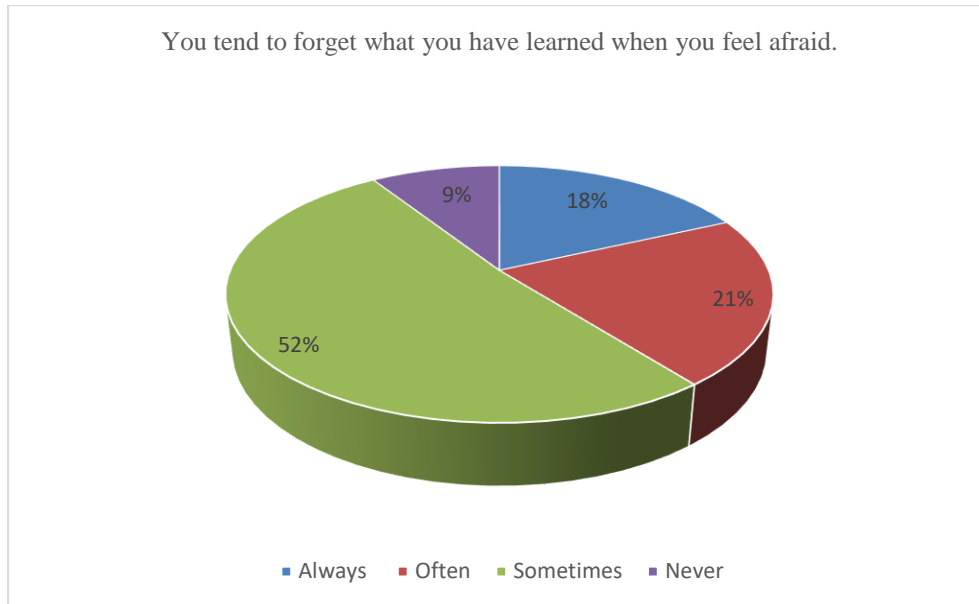
You tend to forget what you have learned when you feel afraid.

Frequency		Percentage
Always	6	18%
Often	7	21%
Sometimes	17	52%
Never	3	9%
Total	33	100%

Source: Survey applied to students

Prepared by: María Mora

FIGURE 9



Source: Survey applied to students

Prepared by: María Mora

Analysis and Interpretation:

According to the data, 52% of students say that they sometimes forget what they have learned when they feel afraid. For their part, 21% say that they often forget what they have learned when they feel scared. 18% say that they always tend to forget what they have learned when they feel afraid. In comparison, the remaining 9% assure they never forget what they have learned when they feel so scared. These data show how some emotions negatively interfere with the learning process. However, it is also evident that some students do not let negative emotions impair their performance.

Fear, a painful emotion, can negatively interfere with learning English. That is to say, on many occasions, students, despite having all the cognitive abilities to learn a foreign language, are blocked due to anxiety, which is an obstacle to understanding the new linguistic codes (Roldán, 2016).

TABLE 10

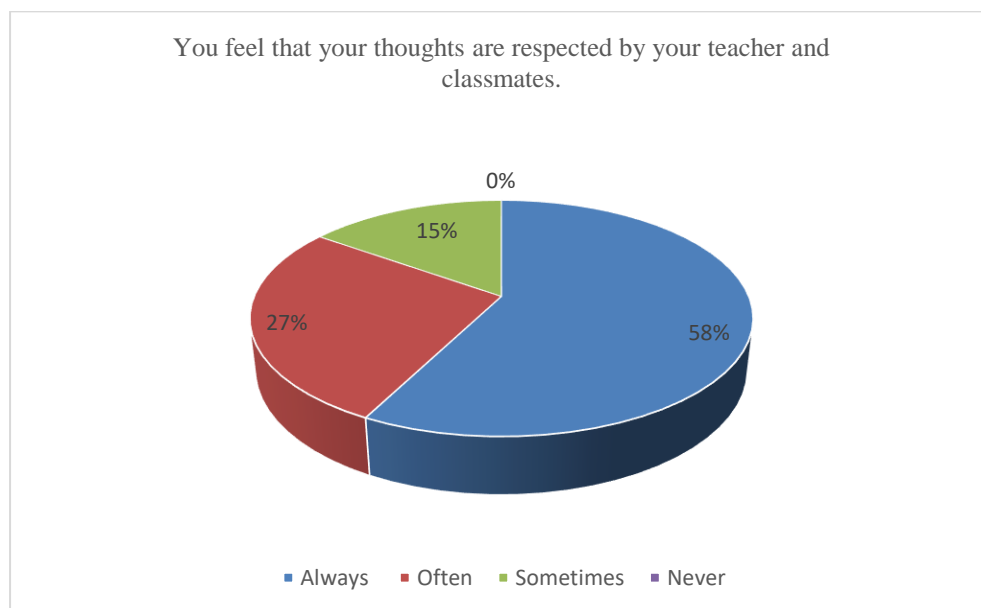
You feel that your thoughts are respected by your teacher and classmates.

Frequency		Percentage
Always	19	58%
Often	9	27%
Sometimes	5	15%
Never	0	0%
Total	33	100%

Source: Survey applied to students

Prepared by: María Mora

FIGURE 10



Source: Survey applied to students

Prepared by: María Mora

Analysis and Interpretation:

Among the population surveyed, it was found that 58% of the students remark that their thoughts are always respected by their classmates and teacher. For their part, 27% say that their opinions are often appreciated by their classmates and teacher. The remaining 15% say that sometimes their thoughts are respected by their classmates and teacher. According to the results, the class environment is good since there is respect for the way of thinking of each one.

The influence of emotional intelligence is essential in the development of learning English. The teacher's respect towards what the student does is crucial since it motivates the student to strive to be better (Sierra, 2013). Similarly, Alviárez and Perez (2009) state that the teacher must always be receptive and sensitive to the changes generated in lessons and tolerate their students' ideas. Thus, when different points of view are generated among the students, the teacher reflects and is emotionally and intellectually available for the conduction of the dynamics.

4.3 OBSERVATION GUIDE RESULTS

This instrument was applied for four weeks during the development of the English classes in which some essential aspects related to Emotional Intelligence were considered to contrast the information acquired with the interview and the applied survey.

Objective No 3.- To interpret the process of teaching and learning the English language where strategies are used to enhance the emotional intelligence of students.

TABLE 11

PARAMETERS	RESULT	ANALYSIS
The teacher starts the class with a motivational activity.	Always	Every day, the teacher starts the class with a warm-up. She tries to use different activities which are related to the class topic, so the students can do extra practice on what was learned.
The topics proposed by the teacher when doing some activities are related to emotions.	Rarely	The teacher rarely proposes topics related to emotions. However, she tries to connect the class topics to real-life situations.
The teacher uses activities to enhance the interpersonal intelligence of students, such as work in groups, role plays, peer teaching, and games.	Often	The teacher uses group activities such as peer dictation, games, and role plays, and the students enjoy them.
The teacher used activities to enhance the intrapersonal intelligence of students such as storytelling, autobiography, creating songs, playing word puzzles,	Sometimes	The teacher employs activities like word puzzles and crafts to enhance the intrapersonal intelligence of her students.

writing stories, and so on.		
The teacher discusses with the students how negative emotions must be controlled and how they affect knowledge acquisition.	Rarely	The teacher does not talk to the students about how negative emotions can be controlled and how they affect their learning process. However, she makes students reflect on their attitudes toward class activities or their actions.
The teacher finds ways of voluntary cooperation instead of making demands of students, and allows students to make mistakes	Often	It is difficult for the teacher to find ways of voluntary cooperation because students do not like to participate. So, the teacher has to encourage them to participate all the time. She is not worried about the mistakes that students can make when they partake. On the contrary, she makes students feel confident when they do an activity during class development.
The teacher tries to look for the reason behind students' behavior before judging them.	Often	The teacher often talks to the students about their behavior and supports them. The punishment is not a good option for her.
The teacher has a good relationship with the students.	Always	The teacher has a good relationship with her students. The students always respect the teacher inside and outside the classroom and vice versa.
The teacher helps students to express themselves openly and to solve any problem they may have.	Sometimes	The teacher sometimes guides the students to express themselves using the target language. However, they use Spanish, which is not advantageous for their learning progress.
Students can control their nerves and anxiety during the development of assignments	Often	The students often look comfortable when they have to develop an activity. However,

		they tend to feel nervous during evaluations. They look worried and confused.
Students are motivated and try to participate actively during the development of activities	Often	The students do not like to participate, but the teacher always looks for ways to make them participate and get them involved in class activities.
Students are bored and do not pay attention	Sometimes	Sometimes, some students look bored and tired. Also, they distract easily by talking between themselves or doing other activities.

Interpretation

To start with the analysis is pivotal to point out that the results obtained through the observational sheets largely coincide with the results that were obtained through the interview with the teacher and the survey of the students. In this sense, through the observation sheets, it was possible to verify that the teacher considers the emotional aspect of her students essential and tries to include activities that help the learners to express and recognize their emotions. In this way, she always tries to start his classes with motivational activities. He also takes advantage of it to review topics that were seen in class. Alanoca (2019) says that motivation is essential when the student is in the learning process. Motivation and a positive attitude are associated with success in learning other languages.

On the other hand, although the teacher rarely includes topics related to emotions in her classes, she always tries to connect the topics covered to aspects of real life. She also often uses activities to strengthen the intrapersonal and interpersonal intelligence of students. The teacher uses activities such as games, role plays, and group work. According to Fabregat (2015), any activity that can be carried out as a team is ideal for strengthening interpersonal intelligence. Otherwise, any activity that is focused on the construction of a precise perception of oneself is favorable for developing the intrapersonal intelligence of individuals. In this way, it helps to instruct young people capable of working as a team, aware of what they feel and think, and focused on achieving the goals that are set.

Additionally, although the teacher does not always discuss with her students the role of emotions in the learning process, she tries to talk to them about values and attitudes that students

should have inside and outside the classroom. In addition, the teacher always tries to be empathetic toward the problems that the students may have. Through this, she not only prevents students from presenting inappropriate behavior that can create an unpleasant environment within the classroom but also helps students to improve their learning process. Encouraging students to express their emotions supports the development of their emotional intelligence. Showing empathy and respect towards what happens with students is crucial in the teaching and learning process (Alviárez & Perez, 2009). It is necessary to understand that when a student experiences negative emotions, such as anger or fear related to learning a language, they create a negative mental image of the language studied (Roldán, 2016). On the other hand, emotions affect not only the academic performance of the learners but also their psychological well-being and the appearance of disruptive behaviors. That is why the attention given to feelings will depend on the academic success and well-being of the students (Márquez et al., 2011).

Another significant factor in managing emotions is the teacher's relationship with the students. The teacher has a good relationship with the students. She is always looking for a way to make them participate in the development of activities. In addition, the teacher seeks to create an environment of trust. She tolerates the mistakes that students make and helps them to express their ideas or opinions easily. The interaction in the teacher-student classroom constitutes a mode of relationship that has significant consequences for their training. In addition, emotionally intelligent teachers and students are characterized by highlighting the positive aspects over the negative ones; valuing the successes more than the errors; more the qualities than the defects; more effort than results; seeking a balance between tolerance and demand, that is, have a positive attitude (Márquez et al., 2011).

Finally, it is essential to talk about how students manage their emotions. The students say they have management of their feelings, yet they are often nervous and worried during the development of some activities. On the other hand, despite showing a positive attitude towards the teaching process, they are not very participatory. They often get distracted by doing other activities like talking or playing with each other. The effectiveness of learning a language is directly related to the emotional aspects that surround said learning. Anxiety directly affects language acquisition, especially in the communicative processes that develop speaking skills. The teacher must work to minimize stressors and promote a communicative teaching environment. Academic knowledge is best learned if students are motivated, control their impulses, are responsible, and have initiative. In other words, if they have emotional intelligence (Márquez et al., 2011).

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- The teacher is conscious of how important emotions are in the teaching and learning process. In other words, she believes that if students feel good, they learn in a better way. In this sense, the activities she uses to strengthen the emotional intelligence of her students are games, role plays, collaborative activities, and songs. In addition, she states that it is vital that students are motivated so that they can learn better.
- The strategies used by the teacher allow students to feel good in the classroom. The activities that are carried out permit the reduction of negative emotions, making it possible for the students to enjoy the development of activities proposed by the teacher.
- During the teaching and learning process, the teacher uses various activities that allow the students to enjoy the learning process. The use of games makes the students learn in a fun way. In addition, group work favors the students' interaction and improves interpersonal relationships.

5.2 RECOMMENDATIONS

- Even though the study focuses on analyzing how the teacher manages emotions in the classroom, it is recommended to analyze how the teacher has been oriented to develop strategies that contribute to strengthening the rational and emotional brain.
- Students show a positive attitude toward learning English. However, they state that certain negative emotions like fear, nerves, and anxiety sometimes interfere with learning. For this reason, it is recommended to include more activities to strengthen the intrapersonal intelligence of students.
- The teacher makes use of varied activities within the class. However, it would be recommended to balance collaborative activities and those that the student can do individually. This would help to enhance both intrapersonal and interpersonal intelligence. In addition, it is recommended that the educational institution organize training courses on emotional intelligence so that teachers know strategies for its application.

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ANNEXES.



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Interview applied to the teacher of Tercero de Bachillerato paralelo “A” at Unidad Educativa “Carlos Cisneros” in the city of Riobamba, Chimborazo Province, during the academic period 2022-2023

- **Objective:** To know from the personal experiences of teachers, the strategies they use to enhance the emotional intelligence of their students.

Instruction: Please listen to the questions carefully and provide your answer

1. **Do you think you can manage your own emotions? How do you do it?**
2. **Are you aware of the role that emotions play in the classroom?**
3. **What emotions do you try to transmit to your students during the development of a class?**
4. **How do you react in front of the negative emotions of your students?**
5. **Are the learning and teaching objectives linked to emotional intelligence? Why?**
6. **What activities do you use to enhance the emotional intelligence of your students?**
7. **Do you use collaborative activities during the development of your lessons? What type of activities do you use?**
8. **According to your experience. What are the most useful strategies to enhance the emotional intelligence of students?**
9. **Do you think that the student-teacher relationship is important within the teaching and learning process? What role does it play?**
10. **Do you consider that emotions foster the intellectual growth of students? Why?**



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Survey applied to the students of Tercero de Bachillerato paralelo “A” at Unidad Educativa “Carlos Cisneros” in the city of Riobamba, Chimborazo Province, during the academic period 2022-2023

- **Objective:** To determine from the perspectives of students how the strategies used contribute to their emotional development

Instruction: Please read each statement carefully and provide your answer

Parameters	Always	Often	Sometimes	Never
1. Your classroom atmosphere is adequate and makes you feel good.				
2. Your teacher uses stories or fairy tales to make you feel identify with the characters by analyzing their emotions.				
3. Collaborative work facilitates your process of learning and reduces the level of anxiety that you feel.				
4. Your teacher talks about how negative emotions must be controlled and how they affect knowledge acquisition.				
5. Being motivated allows you to actively participate in classes and find feasible solutions to problems.				
6. When you work in groups you try to accept and respect the point of view of				

your classmates.				
7. When you have bad behavior or a negative attitude, your teacher tries to talk to you instead of assigning a punishment.				
8. Your nerves prevent you from participating actively during class development.				
9. You tend to forget what you have learned when you feel afraid.				
10. You feel that your thoughts are respected by your teacher and classmates.				



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OBSERVATION FILL

Objective: To observe how the teacher manages the emotions of students within the English teaching process.

Parameters	Always	Often	Sometimes	Rarely
The teacher starts the class with a motivational activity.				
The topics proposed by the teacher when doing some activities are related to emotions.				
The teacher uses activities to enhance the interpersonal intelligence of students, such as work in groups, role plays, peer teaching, and games.				
The teacher used activities to enhance the intrapersonal intelligence of students such as storytelling, autobiography, creating songs, playing word puzzles, writing stories, and so on.				
The teacher discusses with the students how negative emotions must be controlled and how they affect knowledge acquisition.				
The teacher finds ways of voluntary cooperation instead of making demands of				

students, and allows students to make mistakes				
The teacher tries to look for the reason behind students' behavior before judging them.				
The teacher has a good relationship with the students.				
The teacher helps students to express themselves openly and to solve any problem they may have				
Students can control their nerves and anxiety during the development of assignments				
Students are motivated and try to participate actively during the development of activities				
Students are bored and do not pay attention				