



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“EMOTIONS AND THEIR RELATION WITH THE
DEVELOPMENT OF SPEAKING SKILLS IN
ENGLISH LANGUAGE LEARNERS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

Author: Adriana Paulina Ochoa Lazo

Advisor: Lcda. Ketty Vergara Mendoza Msc.

La Libertad – Ecuador

2022

La Libertad, August 8th, 2022.

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “EMOTIONS AND THEIR RELATION WITH THE DEVELOPMENT OF SPEAKING SKILLS IN ENGLISH LANGUAGE LEARNERS.” prepared by Adriana Paulina Ochoa Lazo, an undergraduate student of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ketty Vergara', is written over a horizontal dotted line. The signature is fluid and cursive.

Lcda. Ketty Zoraida Vergara Mendoza, Msc.

ADVISOR

STATEMENT OF AUTHORSHIP

I, ADRIANA PAULINA OCHOA LAZO with ID number 2450006255 undergraduate student from the Península de Santa Elena State University, School of Education Sciences and Languages, as a prerequisite to obtain a bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the research project "EMOTIONS AND THEIR RELATION WITH THE DEVELOPMENT OF SPEAKING SKILLS IN ENGLISH LANGUAGE LEARNERS" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

Paulina Ochoa

ADRIANA PAULINA OCHOA LAZO

2450006255

AUTHOR

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY;
THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENINSULA
DE SANTA ELENA

Paulina Ochoa

ADRIANA PAULINA OCHOA LAZO

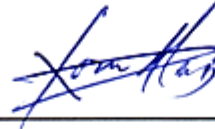
AUTHOR

BOARD OF EXAMINERS



MSc. Eliana León

**PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES CAREER DIRECTOR**



MSc. Xavier Almeida

SPECIALIST PROFESSOR



MSc. Ketty Vergara

TUTOR



MSc. Sara González

UIC PROFESSOR

ACKNOWLEDGMENT

First, thank God for giving me the strength to make it this far.

To my advisor, Lcda. Ketty Vergara, Msc. who supported and guided me throughout this process.

To each single professor of Pedagogy of National and Foreign Languages Major at UPSE, as they contributed to my education.

And finally, to the entire English Major Crew, for giving me four years of unforgettable experiences.

DEDICATION

Firstly, I would like to dedicate this work to my family; especially to my mother, Silvia Lazo. Mom, none of this would have been possible without you. I do not even have the words to express that thanks to you I have gotten this far.

Secondly, Hernán Carvajal; thank you for always believing in me and encouraging me to keep moving forward. Your support is a blessing beyond measure.

Last but not least, Pancho, Lola, Raquel, and Makani; thank you for teaching me a different way of loving, and for staying long nights by my side.

This is all because of you.

With love

Pau

ABSTRACT

Emotions are a broad topic, and their importance in second language acquisition cannot be ignored, as they are a fundamental piece for students to develop their oral skills in the best possible way. However, the truth is that they are not always considered. Therefore, the current research project has been developed to analyze the relation between emotions and the development of speaking skills in English language learners. This academic work included as methodology the qualitative method, and it also involved bibliographic research and phenomenological study. Besides, to collect enriching data appropriately, a focus group was performed with seven students from UPSE. The sample stated that based on the atmosphere where they learn, their feelings change, and whether those emotions are flattering or negative, they are an influential aspect every time they develop their speaking skills. Due to the gathered information and the previous studies that were investigated, it was possible to come to the conclusion that emotions go further than a basic matter; they are one of the essential keys to getting students to perform and improve their oral abilities in the best practical matter. In fact, the way students feel while developing the already mentioned skill will determine their outcomes.

KEY WORDS: Emotions, Speaking skills, Development, English language learners.

RESUMEN

Las emociones son un tema muy amplio y no se puede obviar su importancia en la adquisición de una segunda lengua, ya que son una pieza fundamental para que los alumnos desarrollen sus habilidades orales de la mejor manera posible. Sin embargo, lo cierto es que no siempre se tienen en cuenta. Por ello, el presente proyecto de investigación se ha llevado a cabo para analizar la relación entre las emociones y el desarrollo de las habilidades orales en los estudiantes de inglés. Este trabajo académico incluyó como metodología el método cualitativo, e involucró también la investigación bibliográfica y el estudio fenomenológico. Además, para recoger datos enriquecedores de manera adecuada, se realizó un grupo focal con siete estudiantes de la UPSE. La muestra manifestó que en base al ambiente en el que aprenden sus sentimientos cambian, y ya sea que esas emociones sean positivas o negativas, son un aspecto influyente cada vez que desarrollan sus habilidades de habla. Debido a la información recogida y a los estudios previos que se investigaron, se pudo llegar a la conclusión de que las emociones van más allá de una cuestión básica; son una de las claves más importantes para conseguir que los alumnos desarrollen y mejoren sus habilidades orales de la manera más efectiva. De hecho, la forma en que los estudiantes se sientan mientras desarrolla la habilidad ya mencionada determinará sus resultados.

PALABRAS CLAVES: Emociones, Habilidades del habla, Desarrollo, Estudiantes de Inglés

INDEX

ACKNOWLEDGMENT	6
ABSTRACT.....	8
INDEX.....	10
INTRODUCTION	15
CHAPTER I	17
THE PROBLEM.....	17
1.1. Research Topic	17
1.3. Problem Statement.....	17
1.4. Problem Question.....	19
1.4.1. General Question.....	19
1.4.2. Specific questions	19
1.5. Objectives.....	19
1.5.1. General Objective.....	19
1.5.2. Specific objectives.....	20
1.6. Justification.....	20
CHAPTER II.....	22
THEORETICAL FRAMEWORK	22
2.1. Background	22
2.2. Pedagogical basis.....	24

2.2.1. Language Teaching Approaches to Second Language Acquisition	24
2.2.2. Humanistic Approach	24
2.2.3. Behaviorist Approach	24
2.2.4. Cognitivist Approach	25
2.2.5. Community Language Learning Approach	25
2.3. Theoretical basis.....	26
2.3.1 English as a Foreign Language.....	26
2.3.2 Emotional Intelligence	26
2.3.3 Emotions in Education.....	26
2.3.4. Emotions in Second Language Acquisition	27
2.3.5. Speaking Skills and Emotional Intelligence	27
2.3.6. Speaking Skills and Anxiety in EFL Classrooms	27
2.4. Legal Basis	28
2.4.1. Constitución de la República del Ecuador.....	28
2.4.2. Ministerio de Educación	29
2.5. Variables of the study	30
2.5.1. Dependent and Independent Variable	30
2.5.2. Dependent Variable.....	30
2.5.2.1 Speaking Skills.....	30
2.5.3. Independent Variable.....	31

2.5.3.1. Emotions	31
CHAPTER III	32
METHODOLOGICAL FRAMEWORK	32
3.1. Methods.....	32
3.2. Type of Research	33
3.2.1. Bibliographic Research	33
3.2.2. Phenomenological Study	33
3.3. Data Collection Techniques	34
3.3.1. Focus Group	34
3.4. Instruments.....	34
3.4.1 Questionnaire	34
3.5. Data Collection Processing and Resources	35
3.5.1. Basic Questions and Explanation	35
3.5.2. Sample.....	36
CHAPTER IV	37
ANALYSIS OF FINDINGS	37
4.1. Interpretation of data from the focus group	37
4.2. Discussion of the focus group vs bibliographic review.	44
CHAPTER V	48
REFLEXIONS OF THE STUDY	48
REFERENCES.....	53

ANNEXES	61
Certificado Sistema Anti-Plagio.....	61
Anti-Plagiarism Report	62
Preliminary Project Approval and Advisor’s Notification	63
Focus Group with the Sample	64
Meetings with the Advisor.....	64

FIGURES

Figure 1: Learning and Environment	37
Figure 2: Prevailing Feelings	38
Figure 3: Negative Emotions and Aspects Involved	39
Figure 4: Confidence and Speaking Skills	40
Figure 5: Emotional Intelligence and Speaking Skills.....	41
Figure 6: Traditional Classes to a Different Perspective	42
Figure 7: Nervousness and Experiences	43

INTRODUCTION

It is widely known that the English language is helpful in many different aspects of life. This fantastic tool for communication is applied in business, education, travel, etc. Besides, English can also be recognized as a type of bond that connects us with individuals from different cultures. For that reason, some people, regardless of their ages, have focused on learning English since they are aware of the colossal opportunities the English language offers.

As time goes by, English in education has taken on great relevance, and some institutions have focused on it to offer a better quality of teaching to their students with the purpose of preparing them for the future. Undeniably, this major step is an advantage for all the ones involved.

With this perspective, educators have concentrated on imparting their knowledge regarding the English language to students so that they can develop the four primary skills: reading, listening, writing, and speaking. Notwithstanding, when it comes to the last-mentioned skill, it is noticeable that some students find it hard to develop it, even when teachers have provided them with the correct grammar structures to create sentences.

Bearing this issue in mind, it is unavoidable to wonder why that situation occurs in particular students. A good answer to that question is the role emotions play when students start developing the speaking skills of a foreign language, in this case, English. It appears necessary to mention that there could be a strong relation between both aspects, as feelings could determine a learner's development of specific abilities, such as communication skills.

Considering that the initial question has been asked by many, some previous studies, not just internationally but also in Ecuador, have focused on these two significant variables: emotions and speaking skills. The vast majority have come to the conclusion that sentiments, in fact, influence the evolution of learners in this facet. The aforementioned matter has also been reflected in students from UPSE who learnt English at the language center, as some of them seemed to be influenced by this issue.

Having mentioned that, the goal of this academic work is to identify the relation between emotions and speaking skills in English Language Learners.

With the aim of performing this research project appropriately, it was fundamental to separate all the content into five different sections. The first chapter introduces the topic and includes the problem regarding emotions and speaking skills in academic environments. The second one contains various previous studies with the same background and different theories, approaches, and legal content that support this research. The third section incorporates the methodology and the instruments that will be applied to the sample to obtain the necessary data. The fourth chapter alludes to the interpretation of the obtained results and includes their connection with the theoretical framework. Finally, the fifth section encompasses the personal thoughts and reflections constructed while carrying out this academic project.

CHAPTER I

THE PROBLEM

This first chapter establishes the research topic, the title, the problem, the questions, objectives and the justification that will be helpful to carry out this research project appropriately.

1.1. Research Topic

EFL Learning and Speaking Skills

1.2. Title of the Project

Emotions and their Relation with the Development of Speaking Skills in English Language Learners.

1.3. Problem Statement

Without a doubt, among all the existing languages, as stated by Smith (2003) English is not the only one used for international communication. However, it is the most commonly applied by people worldwide. Indeed, the English language is mainly used in different fields, such as; commerce, shipping, and, of course, education. (p. 523). That is to say, it is one of the most widely studied languages, not only by native speakers but also by students.

Regarding the English language in South America, it is determined by Cronquist & Fiszbein, that the scant data indicates that Bilingual Education in countries from Latin America is substandard, even when some authorities are making major initiatives to tackle this issue, the deficiencies that persist are substantial (2017, p. 9).

It is common knowledge that the English language focuses on four primary skills; listening, reading, writing, and speaking. Being the last one, one of the most vital variables to carry out this research project. Undeniably, some students are afraid of speaking. Nonetheless, it goes far beyond.

According to British Council (2015) based on different test results, such as; TOEFL and IELTS, the English level of Ecuadorians is at a low or medium scale. Notwithstanding, this happens with people who have already fulfilled at least the 3rd level of education. (p. 28)

On the other hand, learning English is not as simple as it sounds; there are different factors involved, for instance, emotions. Emotions have always played a significant role in the lives of human beings, and the field of education is no exception.

According to Seli et al. (2016) feelings are important stimuli throughout students' learning process. The most prevalent feelings students experience will impact their outcomes, even if those outcomes are for better or worse.

Having mentioned that, students can feel different emotions; those feelings could be positive and negative. They might feel enjoyment, interest, and confidence. In comparison, some others might feel anxiety, fear, and self-distrust. Unfortunately, when developing speaking skills, the prevailing emotions are negative.

There are plenty of reasons why students could feel those feelings while practicing oral skills. The most claimed that they were concerned about silly errors, others of losing their lines of speech, while some people stated finding it unsettling to be the focal point (Vall Ens, 2019).

However, identities do not pay enough attention to the significant role of emotions. It is commonly said that educators frequently assume that pupils attend institutions with the capability to regulate their urges, when that is not always correct (Darling-Hammond et al., 2019). More often than not, they do not contemplate them in classroom management, which, unfortunately, makes the learning process unpleasant.

1.4.Problem Question

1.4.1. General Question

What is the relation between emotions and the development of speaking skills in students from module IV, academic period 2022-1?

1.4.2. Specific questions

- What emotions do students from Module IV feel when developing or practicing speaking skills?
- How could teachers' comprehension of the relevance of emotions during the speaking development process help students have a better experience?
- How would students' speaking outcomes improve whether teachers considered the meaningful role of emotions?

1.5.Objectives

1.5.1. General Objective

To analyze the role of emotions in English Language Learners, focusing on their relation with the development of speaking skills.

1.5.2. Specific objectives

- To describe the vital role of emotions in the educational field through literary research.
- To inspect the thoughts of students from Ingeniería Industrial 6/1 regarding feelings when developing speaking skills.
- To associate the obtained information in this research project with previous analyses and studies.

1.6. Justification

The primary incentive for this research project derives from the personal exposure to situations where emotions played a crucial role in students' learning process, specifically in the development of the speaking skills of students from Ingeniería Industrial major, since they were part of English module at Universidad Estatal Península de Santa Elena. From the very beginning, when they were asked to speak in English, some of them were extremely nervous that they did not manage to express a concrete idea. On the contrary, a few learners who were enjoying the class could speak without hesitation. Undoubtedly, students would have different evolutions based on how they felt during the course.

On the one hand, acquiring a new tongue is significantly influenced by feelings (Pishghada et al., 2016). It is common knowledge that students experience different types of sentiments. There could be positive emotions, such as excitement, enjoyment, confidence, etc. However, they are also exposed to negative emotions such as anxiety, fear, and self-distrust. Whether there are good or bad emotions, they will be reflected in students' speaking outcomes.

On the other hand, as established by Sylwester, the subject of feelings is not yet taken into account in various aspects of education (1994). Which alludes that throughout the years, teachers and people in charge of students' education have not paid enough attention to the critical function of feelings in the learning process. What is more, perhaps educators have not considered the improvement they can get in students' outcomes if, from the beginning, they understand their importance.

That being the case, this research project intends to analyze the relation between emotions and the development of speaking skills in English language learners from the language center. If possible, those emotions will be based on positive and negative ones. However, it will depend more on students' contribution to this academic work. Consequently, speaking skills could improve whether current teachers consider the importance of those sensations, as they will know how to take advantage of positive feelings and deal with negative ones.

CHAPTER II

THEORETICAL FRAMEWORK

In this section some essential studies with the same background are mentioned. It also includes some pedagogical, theoretical, and legal basis that will support the main topic of this research project.

2.1. Background

To begin with, the topic of emotions in education is not new. Throughout the years, many people, e.g., researchers, students, psychologists, along with others, have been interested in this expansive topic. Therefore, many previous studies can add meaningful information to this research project. Some of the most relevant are the following ones.

Firstly, "*Emotions and English Language Teaching: Exploring Teachers' Emotion Labor*" by Benesch stands the desire of getting an emotive change in the way emotions are considered in English Language Teaching (ELT). Other subjects imparted in education have already paid attention to feeling's role (2017). Teaching English goes beyond just providing the basis of the language to students; it is also about building a great atmosphere where students feel free to learn, make mistakes, and ask questions. A good environment where students' feelings are taken into account.

Secondly, Stock concluded in "*Emotions in the Development of Speaking Skills*" that students who learn a foreign language are constantly exposed to good and bad emotions when practicing speaking skills. Those feelings can be influenced by different factors, for instance; the person they are having a conversation with, whether they are talking in front of many people, the background, and also the level of speaking skills each student believes to have; it also includes

factors, such as; the way students pronounce, and whether they use grammar correctly or not (2019).

Thirdly, it is stated by Li et al. in *"The Role of Positive Emotions in Education: A Neuroscience Perspective"* that it is essential to build an efficient learning setting by harmonizing personal connections among apprentices. Creating a solid connection is one of the essential foundations for a good education standard (2020).

In addition, Alyami et al. revealed in *"The impact of self-esteem, Academic Self-efficacy and Perceived Stress on Academic Performance"* a substantial connection between academic achievement and self-esteem, which is related to confidence (2017). Undeniably, both aspects go hand to hand; students who have good self-esteem are likely to get better results, as confidence is one of their best characteristics.

Last but not least, as stipulated in *"Effects of Test Anxiety, Distance Education on General Anxiety and Life Satisfaction of University Students"* by Rehab, students often feel something called test anxiety, which is how students feel about exams. Those demanding conditions, e.g., stress and anxiety, may negatively impact a student's overall quality of life. Moreover, in ordinary situations, average learners experience upper levels of anxiety than usual. Undeniably, it is contemplated in learners' well-being (2021).

As a whole, all the already mentioned titles are, in some way, related to this research project's main objectives: to contemplate the relation between emotions and speaking skills in education, particularly among English Language Learners. Furthermore, they also contribute essential data in order to carry out this project in a better way.

2.2. Pedagogical basis

2.2.1. Language Teaching Approaches to Second Language Acquisition

Teaching a foreign language involves one essential aspect; approaches. Approaches to Second Language Acquisition provide many features that teachers can apply in their classrooms. In simple terms, based on their students' needs, teachers can base their methodology on a correct approach to carry out the learning process in the best possible way.

In fact, some approaches focus on emotions, and some of them will be helpful for the development of this research project.

2.2.2. Humanistic Approach

Mahalakshmi & Prabhavathy (2016) stated that the humanistic approach focuses on the reality that students must be confident in their ability to advance toward a specific goal. With the purpose of achieving this, it is vital to bear in mind students' dignity and worth as human beings. In contemplation of reaching their full potential, students need to be clear about their strengths and flaws. (p. 5)

According to Leach (2018), it is possible to show attention to students' development through a combination of humanistic education features. Indeed, there are three essential elements to create a humanistic learning environment: community, connections, and a respectful climate.

2.2.3. Behaviorist Approach

As specified by Brau et al. (2020) behaviorism is a branch of psychology that focuses on how behavior is affected by alterations to the environment. Teachers' job is to influence the atmosphere to promote the necessary changes in behavior. In fact, the foundational ideas of

behaviorism did not emerge immediately but rather over time due to the efforts of numerous psychologists.

What is more, as stated by Jackson Jr & White, it is necessary to implement behavioral techniques in the classroom to upgrade learners' involvement, execution, and exposure to a foreign language (2020). To put it differently, by applying behavioral methods based on students' needs, the entire learning process is likely to improve; therefore, they will obtain better outcomes.

2.2.4. Cognitivist Approach

According to Al-Shammari et al. The cognitive method concentrates on students' cognitive abilities. Moreover, it also emphasizes the effects of those thinking skills in three critical aspects; intellectual suggestion, target aim, and strategic management. (2019, p. 410)

In agreement with Efgivia et al. (2021) Cognitivism Theory in education focuses on the educational path instead of the results. Education is mainly about the way learners interact with their surroundings; this process is outgoing, leading to modifications in students' knowledge and conduct.

2.2.5. Community Language Learning Approach

The basic principle of Community Language Learning (CLL) is to consider each learner as an absolute individual. This approach was created to shift from a traditional way of providing the class to an approach where students' learning process is the most important. In order to succeed in it, both teacher and students should be engaged in a sociable interaction (Ali, 2018).

In addition, Community Language Learning also focuses on creating an egalitarian environment among students and teachers while demoting competition and decreasing everyday

tensions for English Language Learners in the classroom (Halomoan, 2020). In other words, an essential condition in classrooms where the Community Language Learning Approach is applied is that all students are free to express their opinions and are treated equally.

2.3. Theoretical basis

2.3.1 English as a Foreign Language

As established in "*Currículo de los Niveles de Educación Obligatoria*" non-native speakers should learn a foreign language by socializing and conveying instead of committing to memory (2019, p. 243). That is to say, students' experience and outcomes may be better if English is taught by applying interactive methodologies, which leads to meaningful learning.

2.3.2 Emotional Intelligence

According to McDonald, Emotional Intelligence (EI) is the capability to understand, control, and express one's feelings while reacting to others' emotions. Emotional Intelligence gives us the capacity to approach difficulties in our daily lives with tolerance, wisdom, and imagination (2021).

It is also stated that an essential component of Emotional Intelligence is the ability to detect and control emotions in everyday settings. Emotional Intelligence is thought to be the foundation for the development of social and emotional skills. It can also forecast future academic performance (Farber, 2021).

2.3.3 Emotions in Education

According to Vogel & Schwabe, feelings have a powerful impact on concentration, motivation, and behavior. Undeniably, those three factors are associated with educational instruction. In addition, emotions simplify and guide to retain knowledge fruitfully (2016).

In simple terms, feelings or emotions are a relevant aspect in order to make the process of learning a little more feasible for all the ones who are involved, not just in theoretical aspects, but also in practical ones.

2.3.4. Emotions in Second Language Acquisition

As reported by Dewaele & Li, regardless of the fair number of feelings English Language Learners are exposed to feel, little consideration has been given to the reasons behind it. What is more, most people have not considered the theories for emotions to create a better class. There are common feelings, for instance, fear, surprise, anger, and others. (2020). Undoubtedly, English Language Learners are students whose emotions must be continually paid attention to obtain better experiences and results, not just for them, but also for teachers.

2.3.5. Speaking Skills and Emotional Intelligence

Ebrahimi et al. concluded in "*Emotional Intelligence Enhancement Impacts on Developing Speaking Skill among EFL Learners: An Empirical Study*" that there are many elements involving learning a foreign language; one of those elements is Emotional Intelligence (EI). EI is a crucial factor when developing conversational classes (2018). In other words, due to the wide variety of aspects Emotional Intelligence involves, it is necessary to take a closer look at all the reasons behind EI. Undoubtedly, speaking skills and Emotional Intelligence are correlated, not just in general, but especially in learning a foreign language.

2.3.6. Speaking Skills and Anxiety in EFL Classrooms

Students who learn a foreign language, such as English, are susceptible to feeling negative emotions. However, one of the most common is anxiety, especially when they are exposed to put into practice their speaking skills in front of people. For that reason, it is essential

to be conscious of how anxiety can affect speaking skills development. An excellent way to be aware of it is to inspect -adequately- the potential motives for that (Hanifa, 2018).

2.4. Legal Basis

The articles that are mentioned above highlight the importance of education for every human being, as well as the way English should be carried out in academic environments.

2.4.1. Constitución de la República del Ecuador

In the “*Constitución de la República del Ecuador*” (CRE.) the following articles are mentioned:

Art. 26. - Education is a right of individuals throughout their lives. It is also an inescapable and inexcusable duty of the State. It is a priority area of public policy and state investment. It guarantees equality and social inclusion and is an indispensable condition for a good life. People, relatives, and community have the right and the responsibility to participate in the educational process (CRE. 2008, art. 26)

Art. 27. - Education will be centered on the human being. It will guarantee their holistic development with respect for human rights, a sustainable environment, and democracy. Education will be participatory, compulsory, intercultural, democratic, inclusive, and diverse, with quality and warmth. It will promote gender equity, justice, solidarity, and peace; it will stimulate critical thinking, art and physical culture, individual and community initiative and the development of skills and abilities to create and work (CRE. 2008, art. 27)

Art. 28. - Education will respond to the public interest and will not be at the service of individual and corporate interests. Universal access, permanence, mobility, and graduation

without discrimination and compulsory at the initial, primary, and baccalaureate levels or the equivalent will be guaranteed.

The State will promote intercultural dialogue in its multiple dimensions. It is the right of every person and community to interact across cultures and participate in a learning society. Learning will occur both in and out of school, and public education will be universal and secular at all levels. It will also be accessible to the third level of higher education (CRE., 2008, art. 28).

Art. 29. - The State will guarantee freedom of teaching, academic freedom in higher education, and the right of individuals to learn in their language and cultural environment.

Mothers, fathers, or their representatives will be free to choose an education for their children according to their principles, beliefs, and pedagogical options (CRE., 2008, art. 29).

2.4.2. Ministerio de Educación

In "*Ecuadorian in-service English Teachers Standards*" the Ministerio de Educación, in its fifth domain, which is called "Professionalism and Ethical Commitment" stands that teachers must be updating their techniques to improve in the field of imparting a foreign language. They also must show that they have enough knowledge regarding EFL. Furthermore, teachers must work cooperatively with their colleagues to create a good atmosphere for their students (2002).

Notwithstanding, based on the general standards, specifically the item 5.b. named "Professional Development, Partnership, and Advocacy", the following aspects are mentioned:

5.b.1. To benefit from chances of career advancement.

5.b.2. To set proficient objectives.

5.b.3. To operate collaboratively with other members of the institution in order to create a comprehensive atmosphere among all.

4.b.4. To participate in cooperative teaching, specially in those of special instruction.

5.b.5. To recommend students to be part of educational aspects.

5.b.6. To bear students' background.

5.b.7. To act as knowledgeable resources for their academic communities.

2.5. Variables of the study

2.5.1. Dependent and Independent Variable

According to Bhandari, dependent and independent variables are necessary to carry out a research project; since they provide the relation between cause and effect (2022). Bearing this in mind; independent variables is the cause, whereas the dependent variable is the effect.

2.5.2. Dependent Variable

2.5.2.1 Speaking Skills

As stated by Leong & Ahmadi, one of the most crucial abilities for effective communication is speaking. Nevertheless, speaking skill is considered one of the most challenging components of learning a language; it is demanding for many English Language Learners to express themselves verbally (2017).

Speech is the main form of a language. There are a vast number of languages worldwide that are exclusively spoken, as they do not use a written form. Additionally, even languages with written systems use their spoken version the most (Hussain, 2017). Without a doubt, speaking skills and all the aspects within it are a substantial part of a foreign language.

2.5.3. Independent Variable

2.5.3.1. Emotions

As specified by Benesch in "*Emotions as agency: Feeling rules, emotion labor, and English language teachers' decision-making*", learners experience different types of emotions; those can be felt bodily; however, they are socially constructed. In everyday settings, English Language Students are the most exposed to feelings; for instance, sensations of nervousness, and excitement, among others. There is no specific rule for that. In simple terms, students' emotions go through a lengthy process (2018).

CHAPTER III

METHODOLOGICAL FRAMEWORK

The method that will be applied, the type of research, the data collection technique, the instrument, and the presentation of the sample are demonstrated down below in this chapter.

3.1. Methods

To carry out this research project, it is necessary to apply the qualitative method. According to Bhandari (2020), the qualitative method gathers non-numerical information to comprehend ideas, thoughts, and backgrounds. Moreover, this procedure is mainly applied to recognize how others perceive different aspects of the world. Those aspects include, for instance, education, history, and sciences.

Having mentioned the meaning of the qualitative method, it is also significant to explain its main characteristics. As established by Sullivan & Sargeant, this system investigates theories rather than confirming them; it is adaptable to evoke more excellent responses and primarily uses deductive logic. In addition, when the qualitative method is applied in education, it concentrates on analyzing how learning takes place among a small number of pupils (2011).

By applying the qualitative method in this research project, it will be possible to gather all the meaningful information that English Language Learners can provide based on their thoughts, opinions, and previous experiences; it will be done to analyze the relation between emotions and speaking skills deeply. Moreover, the data the questionnaire will collect will be a topic of discussion and will also be related to previous theories that have added important information to this study.

3.2. Type of Research

3.2.1. Bibliographic Research

Firstly, bibliographic research is defined as those investigations which need to collect enough data from previous studies that have already been published. The information can be taken from books, journals, articles, and electronic means (Allen, 2017). To execute this research project, it is significant to look for previous information to enrich its content and later relate the findings with previous analysis.

3.2.2. Phenomenological Study

On the one hand, in agreement with Lester (n.d.), the main aim of phenomenological studies is to analyze a situation through the people who are personally involved in it. As a result, they are effective for deciphering individual backgrounds and learning about students' conditions and behavior. In simple terms, a phenomenological study concentrates on the individuals and their experiences; therefore, it will be mainly subjective and it will highlight the value of one's own perception and perspective.

On top of that, it is communicated that investigations that involve phenomenological studies are inferential and begin with the relation with the atmosphere, with what is defined as correct and incorrect. Among their most essential characteristics, it can be found that phenomenological studies illustrate the implications of the events people have had, and it aims to explain the underlying causes of how individuals typically perceive their experiences (Gabriela, 2019).

Bearing those aspects in mind, the phenomenological study will be applied in this research project; the sample will base their answers on their thoughts and the experiences they have had when learning English, specifically when developing speaking skills. It will also focus on the

field of emotions, which undeniably, is a subjective and abstract topic. All these aspects will be performed to establish the relationship between feelings and speaking skills, which are the variables of this study.

3.3. Data Collection Techniques

3.3.1. Focus Group

To gather the information for this academic work, the data collection technique will be based on a focus group. Focus groups are usually applied in qualitative research; the involved ones are selected based on specific characteristics. In addition, in focus groups, it is significant to apply interactive questions (George, 2021). This technique was selected for different reasons; to start, as it was mentioned above, the participants from the focus group needed to meet specific requirements. Notwithstanding, the most important is that they should have taken the English module IV since they will have to contribute with their relevant ideas and opinions regarding the course and the main topic of this study. Besides, participants in the focus group will feel encouraged to share some experiences by listening to others.

3.4. Instruments

3.4.1 Questionnaire

The main instrument that will be useful for this study and will be applied to the focus group is the questionnaire; the questionnaire will include seven open-ended questions. Bearing in mind the type of research, questions will not be based on yes/no answers. On the contrary, open-ended questions will allow participants to express their beliefs and thoughts without a limit. In simple terms, they will have the opportunity to describe what they consider essential.

On the other hand, the more feasible way to carry out the questionnaire with the focus group will be online. It will be possible to perform this crucial aspect of the study project through zoom. The questions will be addressed to the variables of this study, which are emotions and speaking skills. Students will have to answer some questions, and they will be able to express their ideas and share opinions with others.

The main reason for the questionnaire, as it was stated above, is to establish the relation between emotions and the development of speaking skills. By gathering enough data, it will be possible to compare the responses and associate the obtained information with previous studies with the same background.

3.5. Data Collection Processing and Resources

3.5.1. Basic Questions and Explanation

- **What?**

Focus group

- **Where?**

At Universidad Estatal Península de Santa Elena, Santa Elena, Ecuador.

- **When?**

Academic period 2022-1

- **How?**

Questionnaire and open-ended questions

- **What for?**

To analyze emotions and their relation with the development of speaking skills.

3.5.2. Sample

As a means to collect data for this project, the sample will be seven students from Ingeniería Industrial 6/1 major at Universidad Estatal Peninsula de Santa Elena; explicitly, students who took the English IV module at the Language Center, academic period 2022-1.

CHAPTER IV

ANALYSIS OF FINDINGS

This section includes the interpretation of the data obtained from the focus group, and the discussion of the samples' responses vs. bibliographic review.

4.1. Interpretation of data from the focus group

To begin with, it is significant to mention that to obtain better and more accurate results; the focus group with learners from Ingeniería Industrial was carried out in Spanish; since it is students' first language; therefore, it was the most feasible way to perform it. All the obtained results and interpretations of the seven open-ended questions are explained below.

Question 1: According to you, what is the importance of learning in a good environment?

Figure 1: Learning and Environment



Source: nubedepalabras.es

Author: Adriana Paulina Ochoa Lazo

Based on question number one, the most frequent word was “ambiente”, which means environment. However, some other words, such as; “bien”; which is good”, “comodidad”; “comfort” and “aprendizaje”; which means learning, were very much mentioned.

Question 3: What aspects do you consider are involved when you feel bad emotions at the moment of speaking?

Figure 3: Negative Emotions and Aspects Involved



Source: nubedepalabras.es

Author: Adriana Paulina Ochoa Lazo

Based on question number three, the most frequent words were “equivocarse”; which means, “to make mistakes” and “personas”; which is “people”.

Responses to question number three are because interviewees mentioned that different aspects are involved. Notwithstanding, making mistakes and the number of people listening to them are some of the most relevant factors that lead them to feel negative emotions. On the other hand, students did not focus only on negative ones; since some of them also mentioned that they tend to feel satisfaction when they realize that they are able to create correct sentences.

Question 4: According to you, what is the relationship between confidence and speaking skills?

Figure 4: Confidence and Speaking Skills



Source: nubedepalabras.es
Author: Adriana Paulina Ochoa Lazo

Based on question number four, the most frequent words were “desenvolvimiento”; which is “development” and “confianza”; which means “confidence”.

Responses to question number four are due to the fact that the interviewees stated that development is a critical factor in speaking skills when there is confidence. In simple terms, students mentioned that when confidence and speaking skills are related, the development of each student, in general, is better; since it allows them to improve little by little.

4.2. Discussion of the focus group vs bibliographic review.

Question number one was created in order to know what are students' thoughts regarding learning in a good environment; all of them agreed that it is essential; they shared some reasons for it. On the one hand, according to the sample, a good environment means a good place where students feel comfortable learning. Besides, by having a good atmosphere, they feel free to ask questions. However, some of them also mentioned that a "good environment" also refers to a calm and relaxing place where they can learn efficiently. Undeniably, students' answers to the first question are related to what was stated in "Emotions and English Language Teaching: Exploring Teachers' Emotion Labor" by Benesch; that is to say, students need to learn in an excellent place where they feel free to learn and make mistakes. On top of that, these responses are also related to the perception of Efgivia, Ukhrowati, Ulfah, and Fitriah regarding the Cognitivist Approach, as they stated that learning is also about the way students tend to interact with the environment.

Question number two was designed to analyze the feelings that predominate the most in students when practicing or developing speaking skills. All of them answered that the most predominant sentiments are nervousness and insecurity. They mentioned that it is impossible to avoid those feelings, at least at the beginning of starting practicing. Notwithstanding, according to them, they also feel satisfaction when they notice that there are improvements.

Question number three is associated with the previous one. In this case, question number three was established to recognize the factors involved when they feel those emotions. As reported by them, the factors that are involved when they feel nervousness and insecurity are: not

knowing whether they are making mistakes or not, fear of making embarrassing mistakes, the amount of people who are listening and observing, and fear of people making laugh of them.

Evidently, questions number two and three are related to what Stock concluded in “Emotions in the Development of Speaking Skills” and what was mentioned by Hanifa regarding Speaking Skills and Anxiety in EFL Classrooms; as they both stated that students who learn a foreign language are prone to feeling different types of emotions based on different aspects. The interviewees agreed on some of those aspects and mentioned feeling positive (satisfaction) and negative emotions (nervousness and insecurity) depending on those factors.

Question four was established to know students' thoughts regarding the relationship between confidence and speaking skills. The interviewees mentioned that the more confidence they have, the more likely they are to avoid negative feelings; therefore, they can develop their speaking skills better. Some others highlighted that when students have self-assurance, they are not afraid to ask questions, which is a crucial factor in improvement. However, one interviewee mentioned that overconfidence is not always good. In general, students' responses allude that when there is a correct amount of confidence, they are able to develop their speaking skills appropriately.

Based on that, there is a clear connection between students' answers in question number four and what Alyami and some others revealed in “The impact of self-esteem, academic self-efficacy and perceived stress on academic performance”; since it is mentioned that there is a clear relation between confidence and academic improvement. Besides, responses in question four are also related to the apprehension of Mahalakshmi & Prabhavathy regarding the Humanistic Approach; since it focuses on making students aim for a specific goal by having confidence.

Question five was created to analyze students' perceptions of the importance of emotional intelligence when developing speaking skills. All the interviewees mentioned that it is vital to have emotional intelligence. According to them, by having it, they are able to communicate and understand what they and others feel. Nevertheless, the most common answer among the interviewees was that by having emotional intelligence, they are able to control their feelings, mainly if those are negative. That is to say, when students start feeling nervousness or insecurity, emotional intelligence allows them to decrease those emotions.

Students' responses to question number five have a clear relationship with McDonald and Farber's discernment about Emotional Intelligence; since all three ideas (interviewees, McDonald, and Farber) agreed on the importance of detecting, controlling, and expressing feelings with each other with the purpose of reaching better academic performance.

Question number six was designed to comprehend how students' attitudes towards speaking skills would change if teachers shift from traditional ways of providing the classes to a perspective where apprentices are the main factor in learning. All interviewees agreed that their attitudes would definitely change if classes were dynamic. Some of them mentioned that they have had teachers who just focused on talking and providing grammar without letting students be an active part of the learning process, which led them not to create a good relation with the instructors and not to develop the speaking as they would like. In fact, one interviewee also mentioned that it would be beneficial not only for them but also for teachers. With this in mind, students' responses to question number five have an obvious relation with Jackson and White's view concerning the Behaviorist Approach; as teachers need to adapt their classes to students'

needs in order to get better outcomes and create a better learning process for all the ones who are involved.

Question number seven was designed to analyze how negative emotions have prevented them from expressing as they would like in different situations. Each interviewee told an experience about it. Some of them shared that nervousness has prevented them from expressing themselves in English, especially when they have had to speak in front of many people, for instance, at contests where they have felt stage fright. However, some others mentioned that nervousness and anxiety have blocked them when they have had the opportunity to talk with people who are fluent in the language. Finally, another interviewee mentioned that negative comments from teachers have made him insecure about his abilities. No doubt, responses to question number five are related to what Ebrahimi, Khoshsima, Zare-Behtash, & Heydarnejad in “Emotional Intelligence Impacts on Developing Speaking Skills among EFL Learners”; as it is mentioned that there are factors that are really correlated to speaking skills; those factors can be negative just as the interviewees highlighted, and they should be paid attention.

As a whole, questions from one to seven are highly related to different approaches and previous studies with the same background. In general, all of them emphasize the importance of feelings when students develop their speaking skills. Unfortunately, emotions are not always considered, as Dewaele and Li reported in “Emotions in Second Language Acquisition”. Several things could be improved if this vital aspect were taken into account.

CHAPTER V

REFLEXIONS OF THE STUDY

This chapter encompasses the personal reflections based on the research project. It includes details, such as individual experiences, initial thoughts, as well as advantages and disadvantages while performing the study.

This research project named "Emotions and their Relation with the Development of Speaking Skills in English Language Learners", which aims were to analyze and describe the role of emotions, not only through literary research but also through the interaction with students from Ingeniería Industrial who were part of the English modules at UPSE, found out some critical aspects; being one of them the fact that sentiments, indeed, play a significant role when students develop the speaking skills.

Firstly, through literary research, it was viable to get enough information about feelings in education, mainly based on students who learn a foreign language such as English. Due to this, it was possible to have an idea of the topic's background. With all this information as support, it was achievable to inspect students' thoughts regarding emotions in the development of speaking skills.

Secondly, by having the opportunity to carry out a focus group with the sample, it was manageable to understand the vital role of feelings based on their notions. With this, it could be assumed that emotions go beyond a simple topic; they are a crucial part of students' learning process, especially in apprentices who learn English as a foreign language; since those sensations are able to determine whether a learner improves their speaking abilities or not. It was attainable

to identify some of the feelings students tend to experience. They pointed out one positive feeling; for instance, satisfaction -which is a significant advantage since it motivates them to keep learning and improving-; however, there were mainly negative ones, such as nervousness, insecurity, and fear. Students tend to feel those negative emotions due to different factors, for instance, when they feel exposed to making mistakes in front of others.

Therefore, it can be said that students who learn a foreign language are prone to feeling assorted sentiments that can affect their development and outcomes of the oral skills, and unfortunately, not all teachers are thoughtful about it.

With all the obtained information, it can be assumed that there are ways to improve this situation. Whether students want to have a successful learning process, they need to develop their emotional intelligence, as they would be able to control their sentiments, making the process of developing speaking skills more pleasant. Needless to say, teachers' role is also vital to achieving this. Educators from the beginning, must start creating a good atmosphere and comprehend that apprentices are a vital aspect of education.

Besides, teachers who still apply a traditional way to provide their lessons could change their perspective and create dynamic classes where students can boost their confidence while speaking. All these aspects together would help students to get better outcomes since they may feel that learning English is not only about memorizing structures but also about being able to communicate effectively.

The findings of this research project had relation to previous studies with the same background. Fortunately, it was feasible to confirm some theories and perceptions of different

authors regarding other preceding studies. Due to this, the analysis of findings vs. bibliographic research is full of enriching information that will be useful for future investigations on the topic.

Another aspect to consider is the personal experience while carrying out this research project. It was a long journey to achieve enlightening findings; however, it was all worthy and rewarding; it also helped me to comprehend how research projects are carried out. From a personal standpoint, this investigation allowed me to understand more deeply the topic of emotions in education; therefore, I became more aware of it. In simple terms, it was valuable, positive, and enriching.

Additionally, performing a study project involves some benefits. In this case, it provided me with the basic knowledge of qualitative research; and due to this, in some parts of this academic work, I was able to express and expound my thoughts regarding the main topic and its variables. Nevertheless, there were some challenges throughout the process. By way of example, emotions are a broad topic, for that reason there is plenty of information about it on the Internet, and it is easy to lose focus on the main topic. What is more, it is also a very abstract subject. That is to say; there is not an accurate way to define the role of feelings in students not just in education but also in general terms, as each person interprets it in their way. Bearing these aspects in mind, it was attempted not to include more subjectivity than necessary.

Besides the challenges, there is also a rewarding life lesson. I understood more profoundly that whether I want to make teaching my career in the near future, it is significant to always pay particular notice to how students feel. On top of that, I learnt that the more dynamic and conversational the class is, the more likely students are to develop their speaking skills

appropriately. It goes without saying that I also learnt the importance of students as human beings beyond mere spectators.

Regarding the initial beliefs, from the beginning, I had a clear understanding that students' emotions and speaking skills were somehow related, and with this research, I would be able to go deeper into the subject. In fact, I first thought that the sample would mention more positive emotions based on their experience; so, it would be possible to analyze both contrastive parts; however, most of them were negative. It was not a surprise, but it made me peruse that some people in charge of education are not taking enough heed to the role of emotions. Perhaps, they have not realized the improvements they can get if they focus on students' feelings a little more.

Last but not least, if I had the opportunity to carry out another research project with the same background or topic, I would try to focus on a sample whose experiences have also been positive apart from negative; since by having both essential aspects, I would be able to discuss, compare, and analyze their main differences. In simple terms, it would allow me to explore the functions of positive emotions in learning while comparing those findings with how negative ones affect the development of speaking skills. No doubt, by having both sides, the analysis would be more varied and detailed.

As a whole, to carry out this research project successfully, there were some factors involved, starting from the immersion into the subject through investigation, the contact with the sample who enhanced the data, to the interpretation and connection of findings with other studies. It was a pleasant and exciting journey that provided me with knowledge and experience

that will be useful not just for further studies on any topic but also in my career as an educator who will teach English as a foreign language.

REFERENCES

- Abidin, N. Z., & Hashim, H. (2021). Common European framework of reference (CEFR): A review on teachers' perception & plurilingualism. *Creative education, 12*(04), 727-736. <https://doi.org/727-736>
- Ali, S. (2018, January 18). Community language learning. *The TESOL Encyclopedia of English Language Teaching*, 1-5. Hoboken, NJ, USA: John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118784235.eelt0160>
- Allen, M. (2017). *The SAGE encyclopedia of communication research methods*. SAGE Publications. <https://methods.sagepub.com/reference/the-sage-encyclopedia-of-communication-research-methods/i2145.xml>
- Al-Shammari, Z., Faulkner, P. E., & Forlin, C. (2019). Theories-based inclusive education practices. *Education Quarterly Reviews, 2*(2), 408-414. <https://doi.org/10.31014/aior.1993.02.02.73>
- Alyami, M., Melyani, Z., Johani, A. A., Ullah, E., Alyami, H., Sundram, F., Hill, A., & Henning, M. (2017). The impact of self-esteem, academic self-efficacy and perceived stress on academic performance: A cross-sectional study of Saudi psychology students. *European Journal of Educational Sciences, 4*(04), 51-63. <https://doi.org/10.19044/ejes.v4no3a5>
- Benesch, S. (2017). *Emotions and English language teaching: Exploring teachers' emotion labor*. Routledge. <https://doi.org/10.4324/9781315736181>

Benesch, S. (2018). Emotions as agency: Feeling rules, emotion labor, and English language teachers' decision-making. *System*, 79, 60-69.

<https://doi.org/10.1016/j.system.2018.03.015>

Bhandari, P. (2020, Junio 19). *An introduction to qualitative research*. Scribbr:

<https://www.scribbr.com/methodology/qualitative-research/>

Bhandari, P. (2022, March 3). *Independent vs. Dependent variables*. Scribbr:

<https://www.scribbr.com/methodology/independent-and-dependent-variables/>

Brau, B., Fox, N., & Robinson, E. (2020). *Behaviorism*. In R. Kimmons, *The Students' Guide to Learning Design and Research*. EdTech Books:

<https://edtechbooks.org/studentguide/behaviorism>

British Council. (2015). *English in Ecuador*. Education Intelligence. http://obiret-iesalc.udg.mx/sites/default/files/publicaciones/46._english_in_ecuador.pdf

Constitución de la República del Ecuador [CRE.]. (2008). *Article 28 [Title II]*. Ministerio de Defensa Nacional del Ecuador. https://www.defensa.gob.ec/wp-content/uploads/downloads/2021/02/Constitucion-de-la-Republica-del-Ecuador_act_ene-2021.pdf

Constitución de la República del Ecuador [CRE.]. (2008). *Article 29 [Title II]*. Ministerio de Defensa Nacional del Ecuador. https://www.defensa.gob.ec/wp-content/uploads/downloads/2021/02/Constitucion-de-la-Republica-del-Ecuador_act_ene-2021.pdf

Constitución de la República del Ecuador [CRE.]. (2008). *Article 27 [Title III]*. Ministerio de Defensa Nacional del Ecuador. https://www.defensa.gob.ec/wp-content/uploads/downloads/2021/02/Constitucion-de-la-Republica-del-Ecuador_act_ene-2021.pdf

Constitución del la República del Ecuador [CRE.]. (2008). *Article 26 [Title II]*. Ministerio de Defensa Nacional del Ecuador. https://www.defensa.gob.ec/wp-content/uploads/downloads/2021/02/Constitucion-de-la-Republica-del-Ecuador_act_ene-2021.pdf

Cronquist, K., & Fiszbein, A. (2017). *English Language Learning in Latin America*. Pearson. <https://www.thedialogue.org/analysis/english-language-learning-in-latin-america/>

Currículo de los Niveles de Educación Obligatoria. (2019). *English as a Foreign Language*. Ministerio de Educación del Ecuador. <https://educacion.gob.ec/wp-content/uploads/downloads/2019/09/EGB-Superior.pdf>

Darling-Hammond, L., Orcutt, S., Strobel, K., Kirsch, E., Lit, I., & Martin, D. (2019). Feelings Count: Emotions and Learning. In *The Learning Classroom: Theory Into Practice* (pp. 89-104). Detroit Public Television and Mort Crim Communications. Annerberg Learner: https://www.learner.org/wp-content/uploads/2019/02/The-Learning-Classroom_Feelings-Count.pdf

Dewaele, J.-M., & Li, C. (2020). Emotions in Second Language Acquisition: a critical review and research agenda. *Foreign Language World*, 196(1), 34-49. <https://eprints.bbk.ac.uk/id/eprint/32797/>

- Ebrahimi, M. R., Khoshsima, H., Zare-Behtash, E., & Heydarnejad, T. (2018). Emotional intelligence enhancement impacts on developing speaking skill among EFL learners: An empirical study. *International Journal of Instruction*, *XI*(4), 625-640.
<https://doi.org/10.12973/iji.2018.11439a>
- Efgivia, M. G., Ukhrowati, U., Ulfah, M., & Fitriah, M. (2021). Implementation of cognitivism theory in the learning process at riyadlul Jannah middle school in the pandemic era. *Proceedings of the 1st UMGESHIC International Seminar on Health, Social Science and Humanities (UMGESHIC-ISHSSH 2020)*. Paris, France: Atlantis Press.
<https://doi.org/10.2991/assehr.k.211020.030>
- Ellis, R., & Shintani, N. (2015). *Exploring Language Pedagogy Through Second Language Acquisition Research*. New York.
<https://onlinelibrary.wiley.com/doi/10.1111/modl.12247>
- Farber, M. (2021, September 7). *A path to improving students' emotional intelligence*. Edutopia:
<https://www.edutopia.org/article/path-improving-students-emotional-intelligence>
- Gabriela, B. V. (2019, June 3). *Phenomenology*. Euston96:
<https://www.euston96.com/en/phenomenology/>
- George, T. (2021, December 10). *What is a focus group?* Scribbr:
<https://www.scribbr.com/methodology/focus-group/>
- Hachten, W. (2003). Globalization of Media, Concept and Nature of. Encyclopedia of International Media and Communications: <https://doi.org/10.1016/B0-12-387670-2/00117-5>

- Halomoan, R. (2020). THE EFFECT OF COMMUNITY LANGUAGE LEARNING MODEL ON STUDENTS' SPEAKING ABILITY (A study at the tenth grade of SMA Negeri 5 Padangsidempuan 2018/2019 academic year). *JURNAL LINER (Language Intelligence and Educational Research)*, III(1), 1-17.
<http://journal.ipts.ac.id/index.php/LINER/article/view/835>
- Hanifa, R. (2018). Factors generating anxiety when learning EFL speaking skills. *Studies in English language and education*, V(2), 230-239.
<https://doi.org/10.24815/siele.v5i2.10932>
- Hussain, S. (2017). Teaching speaking skills in communication classroom. *International Journal of Media Journalism and Mass Communications*, III(3). <https://doi.org/10.20431/2454-9479.0303003>
- Jackson Jr, J. L., & White, P. (2020). Beyond behaviorism: Engaging students in the age of neoliberalism. In *Teaching and Learning for Social Justice and Equity in Higher Education* (pp. 39-51). Springer International Publishing. https://doi.org/10.1007/978-3-030-44939-1_3
- Leach, N. (2018). Impactful learning environments: A humanistic approach to fostering adolescents' postindustrial social skills. *Journal of humanistic psychology*, 62(3), 377-396. <https://doi.org/10.1177/0022167818779948>
- Leong, L.-M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International journal of research in English education*, 2(1), 34-41.
<https://doi.org/10.18869/acadpub.ijree.2.1.34>

- Lester, S. (n.d.). *An introduction to phenomenological research*. Rgs.org:
<https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=7ad9b8d4-6a93-4269-94d2-585983364b51&lang=en-GB>
- Li, L., Gow, A. D., & Zhou, J. (2020). The role of positive emotions in education: A neuroscience perspective. *Mind, brain and education: the official journal of the International Mind, Brain, and Education Society*, XIV(3), 220-234.
<https://doi.org/10.1111/mbe.12244>
- Mahalakshmi, S., & Prabhavathy, P. (2016). The Development of Humanistic Approach in English Language. *Pune Research. An International Journal in English*, 2(3), 9.
<http://puneresearch.com/media/data/issues/572f13f92d861.pdf>
- McDonald, A. (2021). *The importance of cultivating emotional intelligence in schools*. Nais.org:
<https://www.nais.org/magazine/independent-teacher/spring-2021/the-importance-of-cultivating-emotional-intelligence-in-schools/>
- Ministerio de Educación. (2002). *Ecuadorian in-service English Teachers Standards: The English Language Learners Standards*. https://educacion.gob.ec/wp-content/uploads/downloads/2012/09/estandares_2012_ingles_opt.pdf
- Pishghada, R., Zabetipour, M., & Aminzadeh, A. (2016, March 26th). Examining emotions in English language learning: A case of EFL emotions. *Issues in Educational Research*, 26(3), 508-527. <https://www.iier.org.au/iier26/pishghadam-2.pdf>

- Rehab, T. (2021). Effects of test anxiety, distance education on general anxiety and life satisfaction of university students. *Psycho-Educational Research Reviews*, X(1), 107-117. <http://files.eric.ed.gov/fulltext/EJ1299964.pdf>
- Seli, P., Wammes, J. D., Risko, E. F., & Smilek, D. (2016). On the relation between motivation and retention in educational contexts: The role of intentional and unintentional mind wandering. *Psychonomic bulletin & review*, 23(4), 1280-1287. <https://doi.org/10.3758/s13423-015-0979-0>
- Smith, L. E. (2003). English Language, Role in International Communications. In *Encyclopedia of International Media and Communications* (pp. 523-528). Elsevier. <https://doi.org/10.1016/b0-12-387670-2/00081-9>
- Stock, D. E. (2019). Emotions in the Development of Speaking Skills. In *Applied Linguistics in English Language Teaching in Mexico: Research of Graduate Students* (p. 203).
- Sullivan, G. M., & Sargeant, J. (2011). Qualities of qualitative research: part I. *Journal of graduate medical education*, III(4), 449-452. <https://doi.org/10.4300/JGME-D-11-00221.1>
- Sylwester, R. (1994, October 1st). ASCD. *How Emotions Affect Learning*. ASCD Web site: <https://www.ascd.org/el/articles/how-emotions-affect-learning>
- Vall Ens, A. (2019, January 15). *How to help your students with public speaking confidence: 3 tips*. (EF Education First) EF Teacher Zone: <https://teacherblog.ef.com/help-students-public-speaking-confidence/>

Vogel, S., & Schwabe, L. (2016). Learning and memory under stress: implications for the classroom. *NPJ Science of Learning*, *1*(1), 16011.


<https://doi.org/10.1038/npjscilearn.2016.11>

ANNEXES

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “EMOTIONS AND THEIR RELATION WITH THE DEVELOPMENT OF SPEAKING SKILLS IN ENGLISH LANGUAGE LEARNERS” elaborado por la estudiante Adriana Paulina Ochoa Lazo, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

A handwritten signature in black ink, appearing to read 'Ketty Zoraida Vergara Mendoza', is written over a horizontal line.

Lcda. Ketty Zoraida Vergara Mendoza, Msc.

TUTORA

Anti-Plagiarism Report



Document Information

Analyzed document	Paulina Ochoa Research Project.docx (D142751613)
Submitted	2022-08-09 00:38:00
Submitted by	
Submitter email	adriana.ochoalazo@upse.edu.ec
Similarity	0%
Analysis address	kvergara.upse@analysis.orkund.com

Sources included in the report

Entire Document


ABSTRACT Emotions are a broad topic, and their importance in second language acquisition cannot be ignored, as they are a fundamental piece for students to develop their oral skills in the best possible way. However, the truth is that they are not always considered. Therefore, the current research project has been developed to analyze the relation between emotions and the development of speaking skills in English language learners. This academic work included as methodology the qualitative method, and it also involved bibliographic research and phenomenological study. Besides, to collect enriching data appropriately, a focus group was performed with seven students. The sample stated that based on the atmosphere where they learn, their feelings change, and whether those emotions are flattering or negative, they are an influential aspect every time they develop their speaking skills. Due to the gathered information and the previous studies that were investigated, it was possible to come to the conclusion that emotions go further than a basic matter; they are one of the essential keys to getting students to perform and improve their oral abilities in the best practical matter. In fact, the way students feel while developing the already mentioned skill will determine their outcomes.

KEY WORDS: Emotions, Speaking skills, Development, English language learners.

RESUMEN Las emociones son un tema muy amplio y no se puede obviar su importancia en la adquisición de una segunda lengua, ya que son una pieza fundamental para que los alumnos desarrollen sus habilidades orales de la mejor manera posible. Sin embargo, lo cierto es que no siempre se tienen en cuenta. Por ello, el presente proyecto de investigación se ha llevado a cabo para analizar la relación entre las emociones y el desarrollo de las habilidades orales en los estudiantes de inglés. Este trabajo académico incluyó como metodología el método cualitativo, e involucró también la investigación bibliográfica y el estudio fenomenológico. Además, para recoger datos enriquecedores de manera adecuada, se realizó un grupo focal con siete estudiantes. La muestra manifestó que en base al ambiente en el que aprenden sus sentimientos cambian, y ya sea que esas emociones sean positivas o negativas, son un aspecto influyente cada vez que desarrollan sus habilidades de habla. Debido a la información recogida y a los estudios previos que se investigaron, se pudo llegar a la conclusión de que las emociones van más allá de una cuestión básica; son una de las claves más importantes para conseguir que los alumnos desarrollen y mejoren sus habilidades orales de la manera más efectiva. De hecho, la forma en que los estudiantes se sientan mientras desarrolla la habilidad ya mencionada determinará sus resultados.

PALABRAS CLAVES: Emociones, Habilidades del habla, Desarrollo, Estudiantes de Inglés.

Preliminary Project Approval and Advisor's Notification



**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros

MEMORANDO

REFERENCIA: PINE-045-2022

DE: Lcda. Sara González Reyes, MSc.
DIRECTORA DE CARRERA

PARA: Adriana Paulina Ochoa Lazo
CC: Ketty Vergara Mendoza, MSc.

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 03 de junio del 2022



Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-015 Sesión ordinaria del 26 de mayo del 2022, fue aprobado el tema de su trabajo de integración curricular denominado "Emotions and their Relation with the Development of Speaking Skills in English Language Learners"; siendo designado como tutor la docente:

DOCENTE	CORREO	TELÉFONO
MSc. Ketty Vergara Mendoza	kvergara@upse.edu.ec	0982856822

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto.

Recordarle que los docentes tutores deben enviar mensualmente el informe de avance de los estudiantes así como también que las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,

Lcda. Sara González Reyes, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros (e).

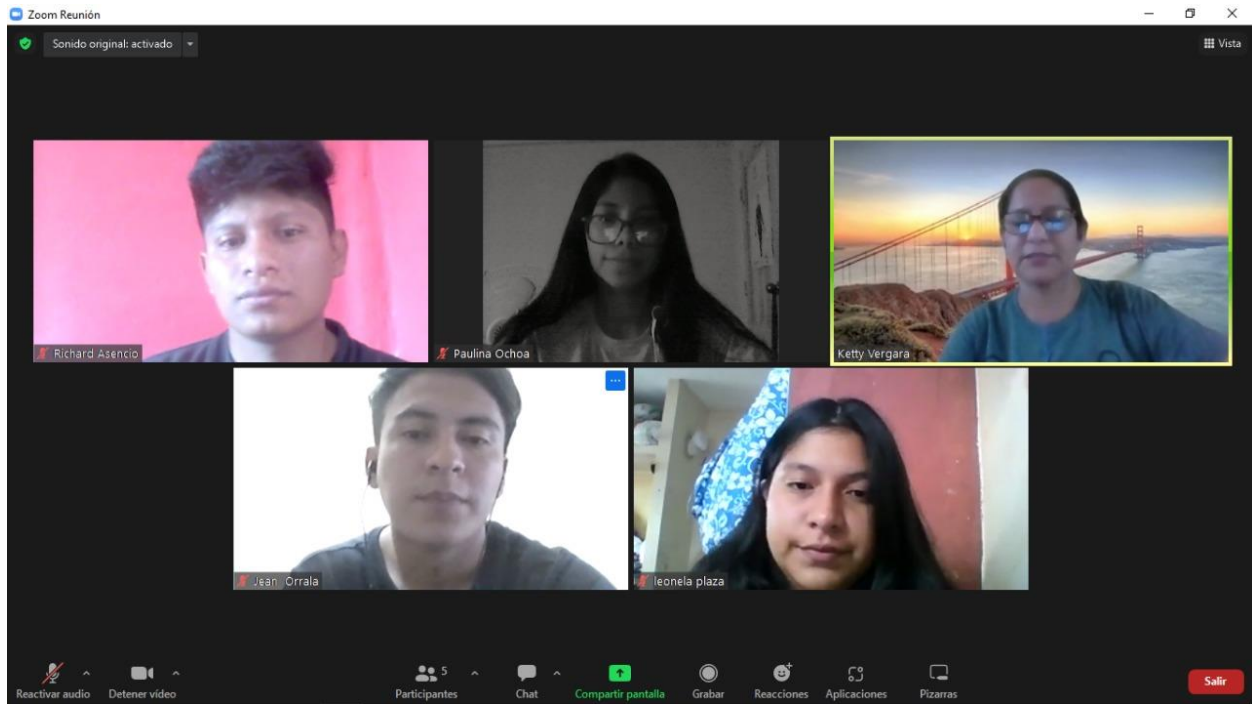
c/c Archivo

Dirección: Campus matriz, La Libertad - prov. Santa Elena - Ecuador
Código Postal: 240204 - Teléfono: (04) 2-781732
www.upse.edu.ec

Focus Group with the Sample



Meetings with the Advisor



Focus Group Transcript

1.- According to you, what is the importance of learning in a good environment?

1.- En este caso mi opinión es que si es necesario un buen ambiente porque por ejemplo un estudiante se siente cómodo vivir sus ideas pueden ser mucho mejores a las que generalmente estaba acostumbrado en un ambiente no adecuado entonces así se siente libre de expresar mejores cosas mejores ideas y sí mismo tener un buen entendimiento de lo que está diciendo en concordancia de lo que se está aprendiendo.

2.- Con respecto a la primera pregunta yo estoy totalmente de acuerdo con lo que dijo mi compañero anteriormente y porque un buen ambiente propicia todas las características para que un estudiante verdaderamente tenga un aprendizaje integral qué es lo que estamos buscando a nivel de lo que es universidad y en sí en todas las etapas de la educación ya que de esta forma si el estudiante presenta alguna duda o tiene algún problema a la hora de tocar un tema de aprendizaje lo hará de una mejor manera porque tendrá la confianza de decirlo y de esa manera se aprende mejor

3.- La parte del ambiente de donde nosotros tenemos el estudio debe ser silencioso no tiene que haber ninguna obstrucción en nuestro tiempo, en nuestra carrera nos han enseñado que los decibeles o sea el nivel de ruido tiene que ser mínimo para poder uno concentrarse en sus trabajos así que pues yo diría que es mejor este tener un buen ambiente en lugar de nosotros tres porque nuestras ideas van a fluir

4.- Estoy de acuerdo con gran parte de lo que han mencionado mis compañeros porque un buen ambiente como tal te asegura el aprendizaje que tú puedas tener y como lo pueda demostrar

a futuro en lo que quieras hacer, y todo parte desde que uno entra al aula, entonces uno es observador en ciertas ocasiones y si es un buen ambiente nuestro asegura un buen aprendizaje y mientras más concentrados estamos dependiendo del ruido de alrededor como tal pienso que no tendríamos problemas en aprender y poner en práctica lo que lo que tenemos

5.- Si es de suma importancia lo que es la infraestructura los materiales y los recursos y apoyos que se pueden tener en el aula o en el ambiente donde estemos recibiendo las clases, pero también dependerá de lo que es la esencia de las personas que vamos al proceso de enseñanza en sí si no hay un buen ambiente de aprendizaje no hay quien aprenda entonces hay relación entre el ambiente y los individuos que en este caso somos los estudiantes que eso debe ser lo primordial.

6.- Considero que en cuanto al ambiente se busca un lugar óptimo, un lugar capaz de darnos la comodidad necesaria para estar durante largos periodos de tiempo pero al mismo tiempo ser capaces de concentrarnos prolongadamente en el tema central que estamos estudiando, tratar de evitar cualquier tipo de distracción o confusión es bastante importante durante este proceso y nos ayuda a desempeñar mejor todo lo que aprendemos en la clase así que citando a mis compañeros creo que es necesario buscar la comodidad pero no irse demasiado por el lado de confort sino más bien un área de trabajo o dinámica donde la colaboración implícita de los estudiantes también los haga crecer y desarrollar más habilidades.

7.- La importancia de un buen ambiente significa buscar un lugar óptimo en donde uno se sienta cómodo pero que la comodidad no sea en exceso porque la comodidad tiende a relajarnos demasiado entonces si nos relajamos puede provocar más distracciones lo que conllevaría a no poder aprender cómo se debería y entonces yo lo que diría sería de que hay que encontrar un

punto de equilibrio entre la comodidad y el ambiente para tener un rango de aprendizaje aún mayor.

2.- Based on your experience, what are the feelings that predominate when practicing speaking skills?

1.- En mi caso yo creo que existe más que nada el sentimiento de inseguridad y nerviosismo al principio, porque por ejemplo cuando había las tareas de videos con speaking me ponía muy nervioso ya que me tenía que grabar mi hermana entonces considero que en mi caso sí me afecta eso a un poco, porque estar en frente a una cámara y de una persona es como que si uno se pone muy nervioso lo que hace difícil expresarse bien y pronunciar bien.

2.- En un inicio se tiene igualmente el nerviosismo , la inseguridad, el miedo de si saldrá bien y tomando como referencia las tareas de speaking lo que se proyecta en sí es hacerlo lo mejor posible y por ello conlleva este sentimientos negativos, pero luego después de llevar una práctica esta habilidad conllevaría sentimientos buenos como satisfacción; de que uno puede demostrar y practicar esta gran habilidad porque eso es lo que nos hace ser humano al final de cuentas, tener esa habilidad de podernos comunicar con otros seres con otras personas y expresar nuestros sentimientos.

3.- Todo el mundo dice que el inglés nos abre puertas y es verdad porque al fin y al cabo es un idioma que predomina en la mayor parte del mundo, ya que es lo que se necesita para comunicarse de manera de manera internacional, así que si esos sentimientos que generan pues pueden ser de orgullo pero antes de eso siempre es la inseguridad porque uno no sabe cómo se pronuncia las palabras, o cómo expresar bien la acentuación en inglés así que el sentimiento

primordial al inicio es el desentendimiento, el no saberse explicar no saber si lo estamos haciendo bien quizás sí sea una pequeña parte de ansiedad y el resto ya cuando uno ya lo maneja solo vienen cosas positivas.

4.- Al principio cuando uno hace un speaking, sea en este caso por una tarea pienso que el nerviosismo nunca va a faltar, pero en lo personal pienso que ya cuando uno hace esto queda esa satisfacción y esa alegría de que de que se pudo, te sorprendes y te preguntas que si sigues practicando o si sigues mejorando en un futuro podremos hacerlo mucho mejor, nos podremos expresar libremente, también es la emoción de saber un idioma que te abre muchas puertas y que te da mucha estabilidad. En conclusión, creo que la emoción sería satisfacción.

5.- Es normal que todos tengamos ese nerviosismo, pero por otro lado yo creo que sería por lo de la pronunciación y la formulación de cuando tú quieres hablar y obviamente no sabe si realmente está bien formulado o si te van a entender lo que quieres decir. Por otra parte, yo creo que es divertido porque ya después sientes satisfacción de que te pudiste expresar en inglés.

6.- Considero dos emociones como las que más intervinieron durante todo el resultado de aprendizaje, siguiendo lo que decían mis compañeros primero es el grado del nerviosismo sobre todo cuando uno está empezando a darse cuenta de la técnica del habla y está aprendiendo la memorización de las palabras. Siempre existirá ese rango de nerviosismo que nos afectará al principio, pero también está su contraparte de la cual no puedo negar que yo también me he visto afectado que es la sobre confianza; cuando uno ya se confía un poquito de sus habilidades piensa que las desarrolló completamente o que las domina en un grado superior tiende a dejarse llevar por estos conocimientos que no siempre pueden estar del todo bien.

7.- Considero que el sentimiento que más que más predomina cuando practico el speaking son los nervios, sobre todo cuando estoy con un grupo muy grande porque me da vergüenza equivocarme en público, pero cuando practico en privado se me hace mucho más fácil y ya no siento tantos nervios porque sé que, aunque me confunda puedo corregir ya que en esos momentos nadie me va a ver. También he llegado a sentir la satisfacción que mencionan, a lo que logro decir las palabras correctamente y logro plantear ideas en inglés de manera adecuada.

3.- What aspects do you consider are involved when you feel bad emotions at the moment of speaking?

1.- La inseguridad de saber si lo estoy haciendo bien o mal, si en verdad mi tonalidad o mi pronunciación es la correcta o incluso porque no me gusta que me corrijan.

2.- El desconocimiento porque si en el caso de la inseguridad o el miedo equivocarse si nosotros tuviéramos el conocimiento de cómo se pronuncian aquellas palabras o cómo se formulan ciertas oraciones entonces no tendríamos ese miedo ni esa vergüenza. Otro factor que yo pienso que sería fundamental sería al estar en un buen ambiente ya que, si por ejemplo, en el caso de sentir vergüenza al equivocarse o hablar ciertas palabras en público -si llegamos estamos en un ambiente en el cual no hay respeto quizás hay cierto bullying o cierto acoso por parte de los compañeros cuando se equivocan o quizás bromas de mal gusto- entonces obviamente estaría ese miedo de equivocarse o de decir ciertas palabras entonces en otro de los factores que influyen mucho en ese sentido

3.- Los aspectos que puedo considerar que intervienen aquí sería el perder la noción de las partes que nosotros estamos hablando, es decir en ese momento uno se equivoca tiende a

sentirse nervioso y en ese momento uno pierde el hilo de la conversación podríamos perder la parte gramatical o la parte estructural de la oración lo que haría que nosotros dijéramos mal la oración directamente, podríamos cambiar el tiempo gramatical de la nada por haber tenido ese pequeño error en una pronunciación. Por ese pequeño nerviosismo podría ser que nosotros caigamos en cambiar la estructura gramatical, y eso provoca ansiedad.

4.- Considero que los factores que pueden intervenir es que antes de hacer un speaking se sobre piensa el qué dirán las personas que nos van a escuchar, creo que de alguna u otra manera ese puede perturbar lo que ya sabemos, y confundirnos, eso son los factores que a la larga desencadenan malas emociones.

5.- Creo que influye lo que es el miedo, la inseguridad, y la timidez de las personas y en sí sería por la pronunciación porque tal vez estamos expensos a pensar que si pronuncio mal cuántos puntos perderé o cuánto me calificarán, eso nos intimida aún más.

6.- Considero la desconcentración como un factor bastante importante. Generalmente nos concentramos tanto en memorizar o aprender algún tipo de diálogo, que cuando lo estamos hablando si es que tenemos algún tipo de interrupción, por ejemplo en la modalidad virtual que por momentos fallaba la cámara e incluso el audio mientras estábamos hablando, a la final terminaremos por caer en muletillas, repeticiones de palabras etcétera, en sí vamos a perder el hilo de lo que viene siendo la conversación, por lo cual no vamos a desenvolvernos correctamente a la hora de estar hablando.

7.- En mi caso lo que más afecta y lo que más interviene es la cantidad de personas que me están escuchando, porque el pánico escénico influye bastante al querer uno comunicarse y

sobre todo si es en otro idioma, ya que uno tiende a confundirse por los nervios que tienen en el momento y sobre todo cuando hay una cantidad inmensa, es decir una cantidad de más de 15 personas que son las que suelen haber en las aulas que te están escuchando y están pendiente a lo que dices.

4.- According to you, what is the relationship between confidence and speaking skills?

1.- Creo que la relación que existe entre ambas es muy importante ya que mientras mayor confianza tengamos en el speaking evitaremos todo este tipo de malas emociones, no existiría la inseguridad, ni el miedo, ni el pánico escénico entonces podemos desarrollarnos de mejor manera e incluso lo podremos hacer como en nuestra lengua nativa.

2.- En la parte de la confianza y la habilidad del speaking, es importante saber si las personas son confianza, personas que sabemos que no nos van a hacer sentir mal y también el profesor, ya que el maestro debería tener ese pequeño orden de no hacer sentir mal cuando te equivocas. Esas partes harían que te desenvuelvas mucho mejor en la parte del speaking y sería un factor importante para el ambiente de los estudiantes y maestros.

3.- La confianza como tal sería el hecho de que cuando estés haciendo un speaking las personas que estén noten esa confianza y esa seguridad de temas, creo también que es sobre creer en ti mismo al momento de hacerlo.

4.- Por mi parte lo primordial sería sentirnos seguros y así disfrutar del mismo speaking, así poder conmovier y convencer a los estudiantes o a los maestros y así lograr una atención para poder lograr el objetivo.

5.- Establecer un ambiente de confianza y entendimiento no solo con el docente sino con los demás estudiantes nos puede favorecer aún más a un mayor desenvolvimiento en expresiones o lenguaje durante las presentaciones. Creo que es bastante fundamental conocer al resto de las personas con las que estamos colaborando, para poder desenvolvernos en más de un sentido. La confianza nos ayuda a desarrollarnos lentamente y al mismo tiempo mejorar nuestras habilidades, pero un exceso de confianza nos va a hacer caer en rutinas repetitivas y errores que hemos cometido en el pasado y no nos dejarán avanzar en cuanto a entendimiento.

6.- Considero que la confianza se relaciona con la habilidad porque no importa que tanto uno sepa inglés, sino que dependiendo de la persona con la que uno se encuentre ya sea un compañero o un docente o cualquier persona. Uno suele hablar de forma informal con conocidos, en cambio cuando son personas desconocidas uno no puede hablar de esa forma al momento de iniciar la conversa; uno tiene que ya hablar de forma formal y estar pensando constantemente en que decir y qué no decir a esa persona afecta mucho a la habilidad que uno tenga al momento de comunicarse.

7.- La relación entre la confianza y la habilidad de speaking es muy importante, ya que puede determinar si un estudiante se desarrolla de manera óptima en el ambiente en el que se encuentre, por ese motivo también se dice que mientras más seguro uno es, es mucho más probable que no sienta miedo de preguntar o equivocarse.

5.- How important is it for you to have emotional intelligence when developing speaking skills?

1.- Considero que es muy importante porque al sentirse mejor se consigue una mejor expresividad, es decir, puede expresarse mejor y pronunciar mejor, entonces creo que cumple un papel muy importante y hace que incluso la comprensión tanto estudiantes como docentes se vea de mejor manera.

2.- La inteligencia emocional va ligado a lo que son las emociones en sí mismas debido a que el aprendizaje es algo integral, si en este caso el alumno o el estudiante no siente que está en un buen ambiente, es decir, siente que está rodeado de tantas emociones negativas un aprendizaje por muy buen docente que tenga en este caso será más difícil, se le dificultará ya que lleva consigo todos estos tipos de emociones negativas y no lo dejarán desarrollarse de la forma que debería.

3.- Uno tiene que saber pedir ayuda cuando siente que no se encuentra en las óptimas condiciones. Si hablamos en la parte de la enseñanza, los docentes y estudiantes, en cuanto a inteligencia emocional, se deberían perder aquellas barreras entre ellos para que la persona que esté aprendiendo puede captar de mejor manera el aprendizaje. Este cierto grado de confianza puede hacer que entendamos de mejor manera.

4.- Pienso que la inteligencia emocional que una persona puede tener es cuando esa persona o uno como estudiante aprende a controlar, asimilar, y manejar sus emociones como tal, entonces a partir de esto ya cuando tratamos de que el miedo no neutralice ni influya en la acción del speaking de gran manera la habilidad se desarrolla aún más y podremos – de alguna u otra manera- alcanzar un nivel que nos permita lograr objetivos, es decir controlar las emociones como tal y saber limitar otras

5.- La inteligencia emocional se trata de conectar con otras personas o de tener una relación empática o sabernos comunicar, esto nos ayuda a poder expresar las emociones o los sentimientos y en este caso tener un buen desenvolvimiento en lo que queramos expresar.

6.- Creo que la inteligencia emocional se trata de la habilidad de controlar nuestras emociones, entenderlas de mejor manera las nuestras como las de los demás. De esta manera podremos mitigar los efectos del nerviosismo de las malas ideas que tenemos al momento de expresarnos, una vez que lo controlemos creo que seremos capaces de desenvolvernos y dar a conocer mejor nuestros criterios e ideas de una manera más sencilla y que se ajuste mejor al mensaje que de verdad queremos transmitir a nuestra verdadera idea

7.- La inteligencia emocional se trata de como uno controla sus emociones, ya que esto influye al momento hablar porque hay que saber controlarnos para poder interpretar de una mejor manera todas nuestras ideas. Todo lo que queramos comunicar al resto de personas es necesario, ya que uno no puede hacer gestos que vayan en contra de lo que uno está diciendo ya que esto afecta al mensaje que el nuestro oyente está recibiendo en su subconsciente.

6.- How would your attitude towards speaking skills change whether teachers shift from a traditional way to provide the class to a perspective where students are the most important aspect throughout the process?

1.- Mi actitud cambiaría mucho, porque generalmente y tradicionalmente cómo se hacen las clases en -este caso de inglés- la profesora generalmente dicta una clase o simplemente escribe en el pizarrón. Sin embargo, muy pocas veces se deja participar a los alumnos, y se concentran casi totalmente en el Writing, por lo que las habilidades de speaking son muy poco

practicadas. Ese es un gran problema, porque como sabemos, un idioma no sólo se escribe sino que a su vez también se habla, se entiende, se interpreta por lo que se ve muy afectado y pienso que si se cambia este paradigma sería de gran beneficio para los estudiantes, incluso para el docente porque se darán cuenta que ellos están participando, y por lo tanto dudas o algún problema como pronunciación o aspectos así serían solucionados de una mejor manera.

2.- Sí cambiaría bastante la parte de cómo uno aprendería el speaking, ya que al fin y al cabo el speaking es una parte muy importante, ya que uno también debe saber las pronunciaciones, la acentuación, debe saber todo ese tipo de partes que son primordiales para el inglés. La manera tradicional si tiene bastantes partes negativas que podrían ser cambiadas y dándole una prioridad mayor al estudiante que solo andar escribiendo directamente en la pizarra daría un gran cambio.

3.- Creo que muchas veces los maestros se concentran en hablar, incluso los docentes siempre nos dicen yo puedo enseñar, pero también puedo aprender, porque es una mentalidad distinta pienso que cambiaría mucho y si relacionamos con la del speaking considero que esa habilidad o esa fortaleza se incrementaría.

4.- Sería favorable que las clases sean más didácticas más dinámicas en este caso como más actuaciones, talleres para que así con las participaciones ya tengamos más seguridad de que lo que estamos aprendiendo.

5.- Yo por mi parte he tenido la fortuna de que la mayoría de mis profesores tienen una forma más dinámica de dar sus clases, incluyendo la participación de los estudiantes, pero estoy de acuerdo en que los métodos tradicionales se enfocan más en una en una forma de expresar

solamente lo que quiere decir el profesor; la asimilación de los estudiantes se deja muy por la parte de cada quien. Por lo cual, no tenemos un seguimiento adecuado de lo que va a pensar cada uno de nuestros estudiantes; puede que tal vez no tengan ciertos conocimientos, es decir tengan áreas grises durante su proceso de aprendizaje, y los problemas no pueden ser cambiados debido a que no ha habido un seguimiento de mejora durante todo este proceso, por lo que es más importante la cooperación entre estudiante y profesor para desarrollar mejor estas habilidades.

6.- Yo lo que considero que cambiaría sería la facilidad con la que nos expresamos ante el público, porque cuando en una clase gran parte de los estudiantes actúan, se hace mucho más fácil expresarse porque la presión social disminuye, ya que uno ya no se siente el centro de atención cuando es el único que participa, siempre y cuando haya más personas que están participando y no solamente el profesor.

7.- Si las clases fueran más dinámicas definitivamente el aprender o desarrollar la habilidad de speaking sería mejor, ya que al participar gran parte del tiempo hace que poco a poco la confianza mejore y por lo tanto seremos capaces de expresarnos mejor.

7.- Based on your experience, how have nervousness and anxiety prevented you from expressing as you would really like?

1.- Recuerdo cuando estaba en la escuela y tuve que presentar una exposición en inglés, al momento de estar en frente de todos no pude evitar sentir pánico escénico; por varias cosas, quizá pensé que se burlarían de mí, ya que éramos más pequeños. Eso afectó a mi exposición, sin embargo, no lo hice mal.

2.- En mi caso fue el tener que hablar en frente de un desconocido que sí conocía sobre el idioma, esa persona simplemente quería mi ayuda, pero quedé paralizado por los nervios que no fui capaz de ayudarlo con lo que quería. Por lo tanto, tuvo que pedirle ayuda a alguien más.

Hasta el día de hoy aun pienso en eso y como perdí el hilo de todo por aquello

3.- Mi experiencia se basa en un spelling bee, mis maestros consideraban que era bueno para el idioma por lo que me motivaban a participar. Lo que sucede es que, uno se puede preparar mucho y muy bien, es que de todas formas los nervios y la ansiedad te pueden tocar. Con el tiempo me impulsaron a participar en otro spelling bee, no quería aceptar por la experiencia pasada, además eran compañeros nuevos y colegio nuevo, simplemente tenía miedo. Fui capaz de hacerlo, a la final quedé en segundo lugar, pero el sentimiento de ansiedad y nerviosismo estuvieron presentes.

4.- Mi historia se relaciona con un familiar, pues tengo un pariente que ha vivido muchos años en un país de habla inglesa, por lo que él conoce el idioma. Cabe recalcar que yo sabía un poco sobre el inglés. Sin embargo, aquella ocasión él quiso probar mis habilidades, entonces me hizo una pregunta muy sencilla en inglés; sin embargo, por los nervios no fui capaz de entender, por ende, tampoco pude responder; quedé paralizado.

5.- Mis experiencias siempre suceden en clases, cada vez que tengo que participar, simplemente no puedo, los nervios son más fuertes y las palabras simplemente no salen. Principalmente, si estoy en un grupo de gente bastante grande.

6.- Por mi lado, cuando nos mandan a grabar speaking, por lo general mi hermana me ayuda, y el hecho de verla ahí en frente de mí, viendo como hablo otro idioma simplemente me

provoca nervios y miedo porque no quiero que se burle de mí. Incluso cuando tengo que participar en frente de otros, me da ansiedad equivocarme, por lo que simplemente evito participar.

7.- Yo recuerdo mi experiencia en otro concurso de deletreo, decidí participar porque me sentía totalmente capaz de hacerlo bien, y estuve seguro gran parte del tiempo previo al concurso. Sin embargo, aquel día antes del concurso se me acercó otro profesor que no era de inglés, él simplemente vino y dijo “no sabes ni hablar bien en español, ya vas a poder en inglés”, desde ese momento los nervios y el pánico escénico me atacaron y no pude hacerlo bien, simplemente por ese tipo de comentarios por parte de un docente.