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RESEARCH REPORT

**DIDACTIC ACTIVITIES BASED ON EMOTIONAL INTELLIGENCE TO
IMPROVE CHILDREN'S ENGLISH LANGUAGE LEARNING**

INFORME DE INVESTIGACIÓN

**ACTIVIDADES DIDÁCTICAS BASADAS EN LA INTELIGENCIA
EMOCIONAL PARA MEJORAR EL APRENDIZAJE DEL IDIOMA INGLÉS EN
LOS NIÑOS**

PREVIO AL TÍTULO ACADÉMICO DE:

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LINE OF INVESTIGATION

INNOVATIVE DIDACTIC STRATEGIES AND METHODOLOGIES

AUTHOR

IVETH KARINA RAMÍREZ PEREA

ADVISOR

PHD. HAYDEÉ RAMÍREZ LOZADA

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DISSERTATION COMMITTEE

As members of the Dissertation Committee at PUCE Esmeraldas, we certify that we have read the dissertation by **IVETH KARINA RAMÍREZ PEREA** entitled **DIDACTIC ACTIVITIES BASED ON EMOTIONAL INTELLIGENCE TO IMPROVE CHILDREN'S ENGLISH LANGUAGE LEARNING** and suggest that it is approved for satisfying the thesis requirement to obtain the bachelor's degree in Language Pedagogy.

Reader 1

Mgs. José Suárez Lezcano

Reader 2

Mgt. Jonathan Quintero Merlín

School Director

MSc. Marjorie Perlaza Rodriguez

Thesis Director

PhD. Haydee Ramírez Lozada

Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

Thesis Director:

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Yo, PhD. Haydeé Ramírez Lozada, en calidad de directora de esta tesis, certifico haber revisado que el trabajo cumple los requisitos de calidad, originalidad y presentación exigibles y que se han incorporado las sugerencias del Tribunal al trabajo de grado.

PhD. Haydeé Ramírez Lozada

1755930375

STATEMENT BY THE AUTHOR

I, Iveth Karina Ramírez Perea, affirm that the investigation in the present research report is unique, authentic, and personal.

The content of this research is a legitimate legal and academic responsibility of the author and PUCE Esmeraldas.

Iveth Karina Ramírez Perea

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DEDICATION

I dedicate this work to all those who are passionate about education and the well-being of students, to future professionals who are constantly improving their teaching and making their classes a meaningful learning environment. I also dedicate this research work to my grandmother Marlene Ortiz, who takes care of me from heaven, and to my other grandmother Teresa Redrobán, who has always told me to study to be an excellent professional. This work is for you and to show you that your advice is reflected in my years of study.

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Finally, I want to express my gratitude to my friends and family who have been with me since before I started the degree and after finishing it. Their words of support and motivation in difficult times have served me throughout this journey, thank you for your sincere friendship.

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ABSTRACT

This research project analyzes the application of different designed didactic activities based on the components of emotional intelligence to renew the teaching-learning process of a foreign language to children. The research highlights the crucial role of emotional intelligence in the educational field, highlighting how emotions such as fear, anxiety and low motivation influence the development of students to learn a new language. The project was applied at "Nuevo Ecuador" School followed a mixed approach. As an instrument, a survey was applied to seventh grade students to discover the main emotional problems and topics of interest to learn English through activities related to emotions. As a response to the survey, it was learned that students often feel nervous and frustrated when learning a new language, resulting in a lack of motivation and confidence. Therefore, the use of activities such as fun games, songs, storytelling and authentic reinforcement positively helps students' desire to learn English and activates their participation. As a result, a set of pedagogical activities was created to meet the different needs faced by students. The research concludes by analyzing that the activities related to emotional intelligence have a profound contribution to the teaching of English, contributing to the emotional challenges faced by students.

Keywords: emotional intelligence; didactic activities; skills; English learning.

RESUMEN

Este proyecto de investigación analiza la aplicación de diferentes actividades didácticas diseñadas con base en los componentes de la inteligencia emocional para renovar el proceso de enseñanza-aprendizaje de una lengua extranjera a los niños. La investigación resalta el rol crucial significado trascendental de la inteligencia emocional en el ámbito educativo, resaltando cómo emociones como el miedo, la ansiedad y la baja motivación influyen en el desarrollo de los estudiantes para aprender un nuevo idioma. El proyecto se aplicó en la escuela “Nuevo Ecuador” que siguió un enfoque mixto. Como instrumento se aplicó una encuesta a estudiantes de séptimo grado para descubrir los principales problemas emocionales y temas de interés para aprender inglés a través de actividades relacionadas con las emociones. Como respuesta a la encuesta se conoció que los estudiantes a menudo se sienten nerviosos y frustrados al aprender un nuevo idioma, lo que resulta en falta de motivación y confianza. Por lo tanto, el uso de actividades como juegos divertidos, canciones, narración de cuentos y refuerzo auténtico ayuda positivamente al deseo de los estudiantes por aprender inglés y activa su participación. Como resultado, se creó un conjunto de actividades pedagógicas para satisfacer las diferentes necesidades que enfrentan los estudiantes. La investigación concluye analizando que las estrategias de actividades relacionadas con la inteligencia emocional tienen un aporte profundo a la enseñanza del inglés, contribuyendo a los desafíos emocionales que enfrentan los estudiantes.

Palabras clave: inteligencia emocional; actividades didácticas; habilidades; enseñanza de inglés.

INTRODUCTION

Theme presentation

Mastery of the English language has become an essential skill in the globalized world, as it is a requirement to access various opportunities. However, learning a foreign language, in this case English, goes beyond the basic acquisition of grammar and vocabulary. Emotional intelligence, known as the ability, to recognize, understand and manage one's own and others' emotions as indicated by Landry (2019) plays a fundamental role in this process. When socio-emotional skills are developed, students can be stimulated and their motivation, concentration and ability to interact with others can be greatly improved, which in turn facilitates the process of learning a new language.

Teaching English as a foreign language presents numerous challenges such as the diversity of learning styles, which are the strategies that people use to acquire, process, and retain information, to the different emotional barriers that students may present during the learning process. Components such as low self-esteem, fear of failure due to not knowing how to speak a new language, or personal problems can significantly affect academic performance. In this context, the implementation of didactic activities based on emotional intelligence is presented as an opportunity to create a positive and affective learning environment, allowing students to develop their language skills as well as their emotional well-being.

Emphasizing the importance of English nowadays and the different challenges faced by students in their learning, this research focuses on the proposal of didactic activities based on emotional intelligence to improve English language learning for children in the province of Esmeraldas. By linking language development with the strengthening of socioemotional skills, the aim is to achieve meaningful learning.

Problem statement

The process of teaching English as a foreign language presents numerous challenges that obstruct the development of language skills of students in the province of Esmeraldas-Ecuador. Emotional problems such as fear, anxiety, lack of motivation, and personal problems cause students to present difficulties in learning a foreign language in a meaningful way, which generates low academic performance in the English subject, bringing poor results in educational training. Over time, this can affect the student's educational and work opportunities in a real context.

In addition, the lack of didactic and technological resources is another reason why students are not motivated to learn English. Many students are afraid of learning English because it is a language different from their mother tongue, they feel like an object of ridicule if they make a mistake, which makes them feel insecure, and they do not learn easily. In a tense, stressed and heavy environment, it is almost impossible for children to learn, especially a new language like English, because they do not feel motivated.

Given this situation, the following question arises:

Which didactic activities based on emotional intelligence could be useful to improve children's English language learning?

Justification

This research arises from the need to address the emotional problems faced by students in the province of Esmeraldas, specifically in a context of social vulnerability. Previous studies at a global level have revealed that emotions play a fundamental role in the learning process. However, there is a lack of research that addresses the topic in marginalized contexts in the referred province.

After exploring emotional intelligence and its relationship with the learning of a foreign language, it is sought to contribute in a positive way to the void that exists in the field of education and demonstrate the importance of the role of emotional intelligence for the English language

teaching-learning process to children. The results of this research have a beneficial impact on the teachers' daily practice as it offers didactic activities to contribute to the emotional development of students, and consequently, to have better academic results.

The origin of this study is based on the student population of the province of Esmeraldas, which faces multiple emotional and educational challenges. It is hoped that this work can serve teachers as a valuable support for the application of didactic activities related to emotional intelligence for pedagogical practices of teaching English.

Objectives

General Objective

- To design didactic activities based on emotional intelligence to improve children's English language learning.

Specific Objectives

- To identify the emotional challenges that children face when learning English.
- To analyze the types of content and activities that are associated with students' emotional preferences and interests in English language learning.
- To propose didactic activities that integrate the principles of emotional intelligence, adapted to address the identified emotional needs and content preferences of the students.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Scientific Theoretical Foundation

1.1.1 Emotional intelligence

The concept of intelligence is one of the most important topics in the educational, social, and psychological fields. Intelligence can be understood as a level of self-control that man has throughout his life, from birth to death, but many claim that emotional intelligence develops as the human being grows and experiences, but Goleman (1995) defines emotional intelligence as:

The ability to solve problems including the skills of perceiving, judging, and expressing emotion accurately; contacting feelings or generating them facilitating the understanding of oneself or another person; understanding emotions and the knowledge derived from them and regulating them, promoting emotional and intellectual growth. (p. 3)

The author implies that emotions can be mastered and be under one's own control, but it is developed through experiences, and at the same time, it is important to understand the emotions of others and identify their mood through their gestures, expressions, or actions.

There are several concepts about emotional intelligence, but they are all closely related. Other authors such as Salovey & Mayer (1990) define emotional intelligence as *"The ability to monitor one's own and others' feelings and emotions, to discriminate between them and use this information to guide one's own action and thought."* (p.189)

In other words, emotional intelligence is the human capacity to identify their different emotions in different contexts and learn to control them according to the moment. It is also the ability to understand others without judging and to help. Emotional intelligence can be developed in various ways, but it depends on many components. Currently, this topic is very important in the educational field since children can learn to control their emotions from a young age. Once they

know and identify them, it must be recognized that the intelligence quotient (IQ) and the skills to achieve a goal are important for development within education, family, and work.

Goleman (1995), adds that true success depends 80% on this factor, the intelligence one has, since, for him, the more difficult a job or goal is, the more the effort to develop emotional intelligence is developed.

1.1.2 Skills that Integrate Emotional Intelligence

Fuentes (2014) mentions in detail the skills or components that Goleman (1995) stated about Emotional Intelligence. He proposes five skills that make up emotional intelligence, which are divided into two groups:

Table 1

Skills of Emotional Intelligence

Personal aptitude: they belong to one's own domain	Social aptitude: they are the domain with relationships
Self-knowledge	Empathy
Self-regulation	Social skills
Self-motivation	

Note: Author's own elaboration

Personal aptitude:

Self-knowledge: This is based on identifying one's own internal phases while they are happening, knowing how they were caused and how one feels. It is important to teach children self-knowledge because their body and mind develop as they grow and they must have the support

of their parents, relatives, and teachers, in this way they learn to recognize the emotions they experience.

Self-regulation: This involves controlling one's own emotions and feelings, knowing how to act in situations that may arise regarding fear, shame, depression, stress. During the first years, children experience their emotions and learn to identify them, but they must be taught to understand how they occur and allow themselves to feel them. It is not healthy for them to avoid them because this can hinder their development.

Self-motivation: It is the ability that people have to achieve their goals despite the difficulties they may have. It is the desire that they have to achieve a goal and it is closely related to emotional intelligence because with this the person has the ability to do activities and complete them. Children must be taught that feeling the emotions of gain and loss are also valid, this helps them learn better and solve problems. This is why self-motivation consists of the desire to do things because they inspire us.

Social aptitude:

Empathy: Trying to identify, understand, and help with the other person's feelings and emotions in a sincere way. Knowing the needs and how to help are the pillars for creating friendly bonds in the social environment. That is, empathy is the ability of people to understand what other people mean through their tone of voice, gestures, expressions, and other forms of non-verbal communication. Children should know that if they make a mistake, they are not bad people, but that we can all make mistakes, which allows them to be empathetic with others and not judge.

Social skills: These represent relationships with others, the ability to create bonds through conversations is the way to establish connections with others and maintain conversations and dialogues in any social setting. Children learn to develop these skills in large or small groups inside and outside the classroom, wanting to start conversations with others, but with respect and empathy.

1.1.3 Teaching Activities

The UNIR (2023) defines teaching activities as the set of plans previously made by the teacher to impart knowledge to students, referring to the use of different teaching-learning methods and techniques that are used to teach depending on the different topics and level of the student. The main objective of teaching activities is to increase and improve knowledge of the topics, stimulate the development of new intellectual, community and emotional skills and include student participation so that they develop their knowledge in a meaningful way. Added to this, the activities must be adapted to the different needs of students and their preferences.

1.1.4 Children's English language learning

English learning for children refers to the process by which children acquire and develop English language skills, as stated by Revuelta (2024). This concept encompasses several stages of learning, from first exposure to the language to the acquisition of more advanced skills in reading, writing, listening, and speaking.

English teaching programs for children often focus on basic aspects of the language, such as fundamental vocabulary, simple grammatical structures, and everyday communication skills. As children progress in their learning, more complex concepts are introduced and the development of more advanced skills, such as reading comprehension and written expression, is encouraged.

Revuelta (2024) also mentions that the method of learning English for children is developed depending on their age, level of cognitive development, and emerging language skills. Teaching activities often include games, songs, stories, interactive activities, and other strategies designed to make learning engaging and effective for children.

It is essential for English learning for children to be stimulating, fun, and tailored to their individual needs and abilities. Early immersion in the language, through interactive activities and constant exposure to English, is often beneficial for children's language development.

1.1.5 Relationship between emotional intelligence and learning

The relationship that exists between emotional intelligence and learning is very direct since it gives the student access to demonstrate their different emotions that they may present when learning a new language such as English, emotions such as fear, anxiety, frustration, or lack of interest are the main problems that a student presents when learning a new language. The role of the teacher is to be aware of the students' emotions and seek to control them through different strategic activities. If the teacher applies the appropriate ones, the students will be able to pay more attention in class, have more self-confidence, develop emotional skills such as self-knowledge and social skills that help them improve communication Association for Educational Training and Guidance (AFOE) (2024).

1.1.6 Area of development in emotional intelligence

The educational area for the development of emotional intelligence is fundamental, the school is a place where children interact with each other and grow during most of their childhood, it has many changes including social relationships. Helping to learn in a new and creative way is of utmost importance for the cognitive, intellectual, and emotional level of students as mentioned by Fuentes (2014). In recent years, technological materials have been greatly innovated in classrooms to help the teaching-learning process with the student, but important factors such as motivation and commitment to work and goals between teachers and students have been left behind. That is, the mental health of educational roles has not been considered.

Emotional intelligence in the educational field goes hand in hand with activities that allow the development of the student's character, and sensitivity in education where physical, mental, and social development are involved in one. Teaching is focused on the cognitive part of the student, but this is not enough when there are problems with the intellect, since not enough attention is paid to the emotional intelligence that the student can develop, which is based on the management of emotions and feelings, which are very important in learning. There are four stages in which emotions can affect the child's learning:

The first stage is the predisposition for the child to study and learn, based on the motivation and desire perceived in the teacher, who is the image of the child. The second stage, known as intermediate, focuses on the resistance that must be learned, the discipline that is maintained with the study and regularity. In the third stage, the child learns to work with the obstacles that are presented to him when learning, controls his emotions and proposes solutions to problems without getting frustrated. In the fourth and final stage, the child maintains a balance between his emotions and can put his knowledge into practice.

If the child manages to control these four stages, he or she will be able to have excellent academic performance, and this improves in children when sufficient educational and motivating activities are included that manage to awaken in them the desire to learn without expecting a prize or reward, since the objective is for them to feel good about achieving their goal.

1.1.7 The Sociocultural Theory

The sociocultural approach is based on the interaction of society as the most important point for the mental development of children since through the different functions that communication has, they can learn. *“Sociocultural theory focuses on how mentors and peers influence individual learning, but also on how cultural beliefs and attitudes affect how learning takes place”* Cherry (2023) .

Sociocultural theory indicates that interaction in social events and different cultures leads to the development of people's beliefs and values on an individual basis, that is, interacting with other people close to social ties can influence personal learning.

1.1.8 The Zone of Proximal Development (ZPD)

Vygotsky's (1978) theory of the Zone of Proximal Development is:

The distance between the level of actual development (of the student) determined by independent problem solving and the level of potential development determined through problem solving under the guidance of an adult, or in collaboration with more capable peers. (p.86)

Children can expand their knowledge and cognitive skills by observing other children who are more developed, therefore, they learn with their help. They can obtain new learning with a mediator in your environment who has more learning, although there must be motivated and eager to learn.

1.1.9 The Humanistic Approach

The humanistic approach to language teaching is very important in the educational field as it involves the incorporation of the elements of the human being. Maslow (1984) defines as: *"Today, humanistic psychology is many things: a cultural movement, a social network, a set of people's experiences, a set of techniques, a value system, an organization, and a theory. Ideally, each of these interacts with and enriches the others."* (p.3)

This humanistic approach to teaching English to children helps them feel eager to learn a new language and motivated to speak it using their skills without fear and express their knowledge in this teaching-learning process. *"Humanistic language teaching is an approach based on the principle that the whole being, emotional and social, must be involved in learning, not just the mind."* British Council (2019)

1.2 Antecedents

The teaching strategies for teaching the English language to children through emotional intelligence are increasingly improving as many researchers are searching deeper into the topic and demonstrating that there are many ways to teach through emotions.

Mi-Hwa (2014) conducted research on increasing English learner engagement through emotional scaffolding. The author says that the percentage of children learning English is growing rapidly in the United States and English proficiency in the English-speaking school environment contributes to the productivity gaps between students learning English as a foreign language and those who are already proficient in English. He mentions that one way to help improve the challenges teachers have with students in applying positive emotions within the classroom is by

“Positive emotional experiences that enhance learning can be called “emotional scaffolding.” He explains that emotional scaffolding is very important as they have a significant performance for ELL students, therefore, he looked for how a teacher can teach English pedagogical classes through emotional scaffolding to children.

On the other hand, Morilla (2017) in his project on the role of emotional intelligence in bilingual education, looked for the effectiveness of emotional intelligence in the development of oral skills in the foreign language, where he obtained the result after an analysis and comparison between bilingual educational programs that contain emotional intelligence within the AMCO curriculum and with another bilingual educational program that does not include emotional intelligence within its curriculum such as Content and Language Integrated Learning (CLIL), resulting in that students who learn using methodologies that integrate emotional intelligence have better academic performance, and therefore better grades and have a better learning of the L2, it was also proven that these students feel more motivated to speak and communicate within the classroom, they have self-control and this favored and accelerated the communication process for learning a foreign language.

Within another research carried out by Satriani et al. (2022) on the improvement of emotional intelligence and English language ability through storytelling activities, whose objective was to increase students' emotional intelligence and improve their skills in English comment that fairy tales were used by the teachers and it was expected that the instructions to the students would improve since the most of the teachers used the traditional thing like a blackboard and a marker. As a result, the creation of digital storytelling activities in English was achieved, which made it attractive for the student, there was training for teachers to create online activities and they created educational films in English, which achieved an increase in emotional intelligence in children and development of their skills in English as a foreign language.

Flores (2023) conducted research on emotional intelligence in teaching practice. He points out that Emotional Intelligence (EI) can be observed from the responses that are emitted through various behaviors, actions, gestures, among other forms of verbal and non-verbal language. The objective of his research was to analyze the influence of the emotions and emotional intelligence of the teacher to renew the development of teaching-learning the English language to children. As

a result of his research, emotional intelligence provided important and positive advantages in the area of English, which allowed to see changes and advances in the educational field, adding some areas such as the emotional, intellectual and motivational to learn a second language, and that, at the same time, creates a harmonious environment among students, allowing them to communicate in English with each other.

Finally, Ghafournia (2023) presented an article on exploring the predictive role of emotional intelligence in reading comprehension competence. This research demonstrated positive results of reading competence and emotional intelligence including its different subdivisions. Three highest significant positive correlation coefficients were observed between the level of reading proficiency, happiness, problem solving and emotional self-awareness of the participants, successively. The interest that influences psychological mental factors to improve the linguistic competence of students learning English was highlighted. In this sense, teachers must be aware of their very important role in the emotional intelligence process that the student can develop when applying learning development to learn a foreign language.

CHAPTER II

METHODOLOGICAL FRAMEWORK

2.1 Context

This research was carried out in 2024, at “Nuevo Ecuador” school, located in an urban area of Esmeraldas, Ecuador. This institution has a diverse population of students from primary to secondary school and morning and afternoon shifts. Each classroom has between 25 to 35 students.

2.2 Type of Research

The research was delimited with a mixed approach, which according to Hernández (2014) defines as the combination of the processes of qualitative and quantitative methods with the objective of achieving a broader investigation of what is sought.

The quantitative approach was used to obtain numerical data through a survey applied to students and to see the relationship between emotional intelligence and English learning, while the qualitative approach was used to analyze the results of the responses of the dimensions. The scope was correlational because it compares the relationships between the two variables and descriptive because it shows appreciation with the data obtained.

The design of this research was non-experimental because only data from the surveys and fields were collected by applying the survey in an educational place.

2.3 Population and Sample

The population that this research had was made up of 63 7th grade students from the morning session of the “Nuevo Ecuador” school. The sample was chosen and consisted of a group of 21 students, with a specific course being the ones who answered the questionnaire. It is important to mention that the research diagnosis was based on the students who had the most emotional difficulties in learning English.

2.4 Variables

The variables studied were:

- **Independent Variable:** Emotional intelligence-based teaching activities.
- **Dependent Variable:** Children's English language learning.

Operationalization of the Variables (Appendix 1)

2.5 Methods

The methods used for the development of this research were the following:

Analytical-synthetic: allowed the review and analysis of bibliographic source reviews of some theories to better understand them and then be able to synthesize them with the results.

Inductive-Deductive: facilitated the observation of minor details, starting with a survey carried out on students about emotional intelligence and highlighting their interests.

2.6 Techniques and Instruments

The techniques used were survey and documentary review.

Survey: it was applied to gather quantitative data on students' emotional challenges in English learning, preferred types of content, and teaching methods that align with their emotional needs. It was divided into three sections with Likert scale questions.

- Section 1: Emotional challenges in Learning English.
- Section 2: Preferred content and activities for English learning.
- Section 3: Effective ways to integrate emotional intelligence in English learning.

Documentary review: The main objective of this study was to review and analyze the existing literature, educational documents, and previous research studies on the integration of

emotional intelligence in the teaching and learning of the English language. The guiding questions included: Theoretical framework, previous research studies, and existing teaching activities.

2.7 Data Processing

The data obtained through a three-dimensional Likert-type survey were processed using the Microsoft Excel tool. The responses of all respondents at the school were collected and added to a spreadsheet containing the frequency and percentage. They were automatically processed as combined column charts.

In the data processing, the results revealed important aspects of each dimension such as problems in learning English, content of interest in creating activities based on emotional intelligence that help in learning English, and the best ways to feel good about learning English.

CHAPTER III

RESULTS

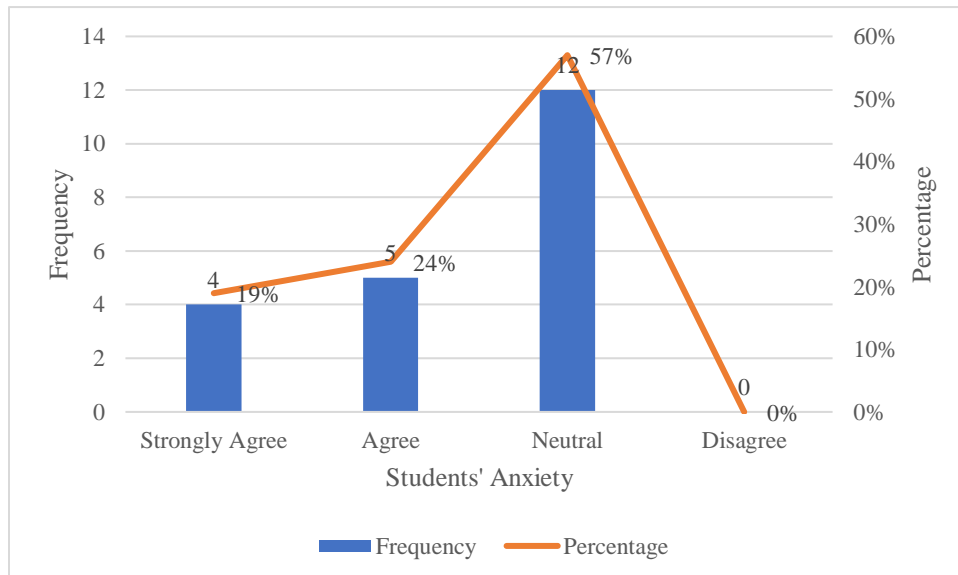
The survey applied in this research was divided into three dimensions; each one based on the specific objectives. In the first dimension the emotional challenges that children face in learning English was identified. In the second dimension the content preferences of the students, and in the third dimension the ways that they can feel better emotionally to learn the English language. The results of this survey revealed the following.

Dimension 1: Students' Emotional Problems in Learning English

Regarding students' anxiety when they must speak English in class (Figure 1), the results revealed that the majority (frequency 12, 57%) selected the category Neutral, (frequency 5, 24%) selected the category Agree, and (frequency 4, 19%) selected the category Strongly Agree.

Figure 1

Students' Anxiety when they have to Speak English in Class.

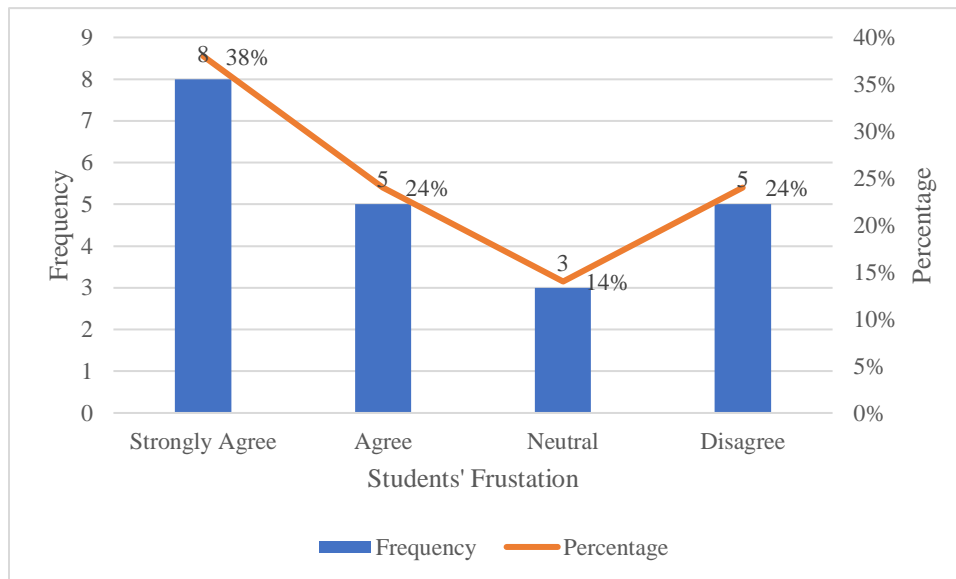


Note: The data were taken from the survey applied to students

In accordance with students' frustration when they do not understand English lessons (Figure 2), the results showed that most of the students (frequency 8, 38%) chose the category Strongly Agree, followed by the (frequency 5, 24%) who chose the category Agree and (frequency 5, 24%) in the Disagree category, the (frequency 3, 14%) chose the Neutral category.

Figure 2

Students' frustration when they do not understand English lessons.

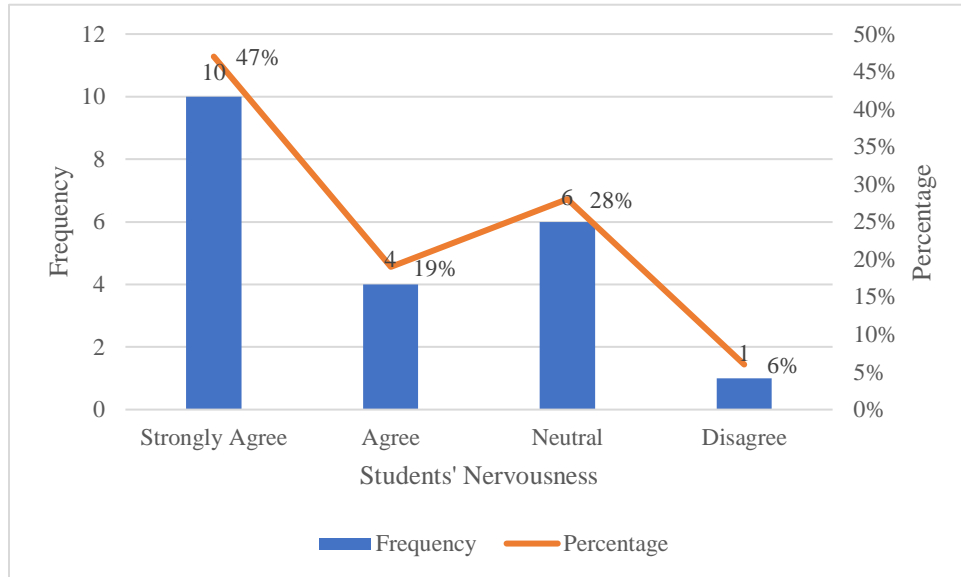


Note: The data were taken from the survey applied to students

In relation to the students' nervousness when they have to take an English test (Figure 3), the highest percentage was for (frequency 10, 47%) that they preferred category Strongly Agree, then the (frequency 6, 28%) chose the category Neutral, and (frequency 4, 19%) selected category Agree, the last one with (frequency 1, 6%) category Disagree.

Figure 3

Students' Nervousness when they have to take an English test.



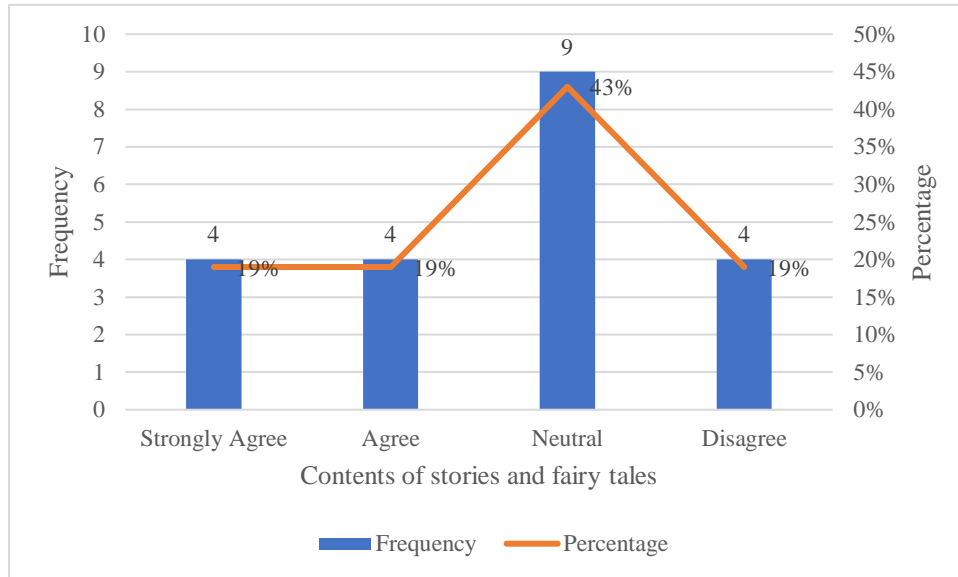
Note: The data were taken from the survey applied to students

Dimension 2: Contents of Interest to Learn English

According to the contents of Interest in enjoying learning English through stories and fairy tales (Figure 4), the results revealed that (frequency 9, 43%) selected the Neutral category, the (frequency 4, 19%) was the same result for the Strongly Agree, Agree and Disagree categories.

Figure 4

Contents of interest to learn English through stories and fairy tales.

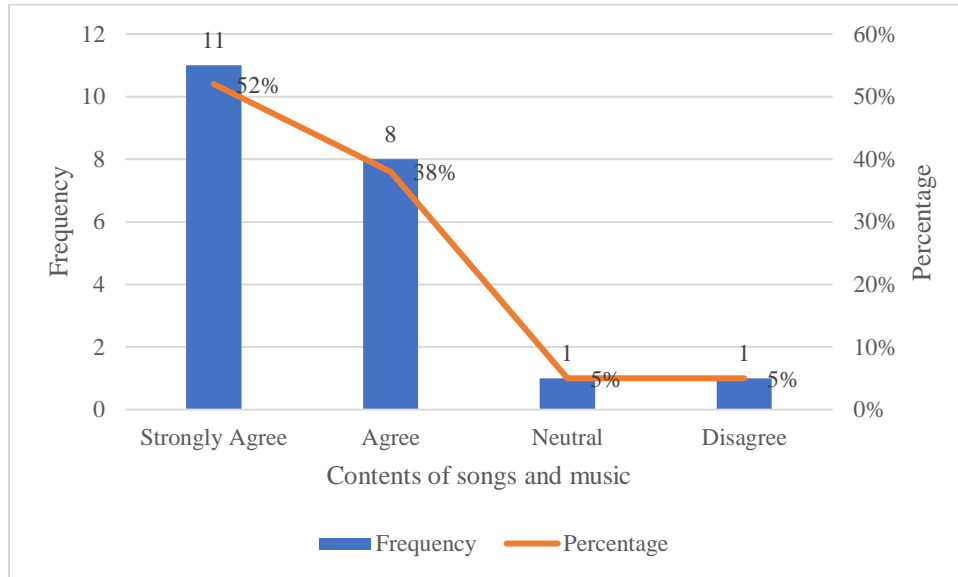


Note: The data were taken from the survey applied to students

Looking at the results in interest in learning English through songs and music (Figure 5), it was obtained that (frequency 4, 52%) Strongly agree, while the Agree category obtained (frequency 8, 38%), the Neutral category with (frequency 1, 5%) as well as the Disagree category (frequency 1, 5%).

Figure 5

Contents of interest to learn English through songs and music.

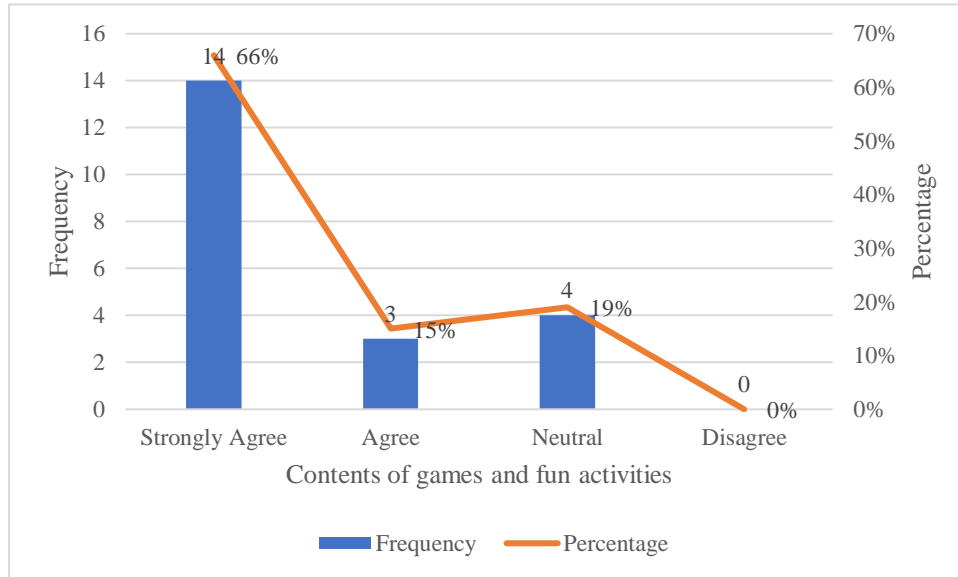


Note: The data were taken from the survey applied to students

According to the students' interests in learning English with fun games and activities (Figure 6), the results obtained were classified as follows, with (frequency 14, 66%) the Agree category being the highest, then (frequency 4, 19%) the Neutral category, followed by (frequency 3, 15%) the Agree category.

Figure 6

Contents of interest to learn English with games and fun activities.



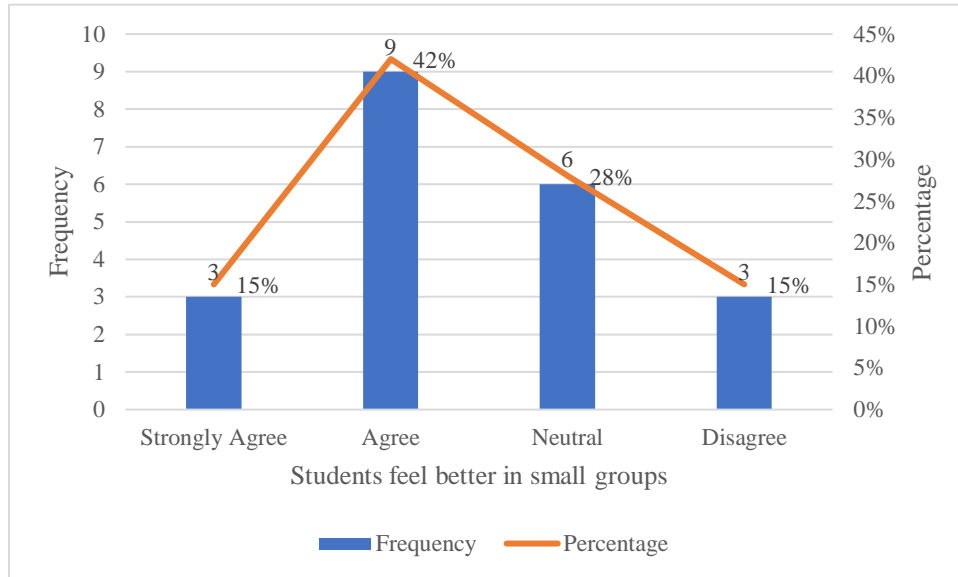
Note: The data were taken from the survey applied to students

Dimension 3: Ways to Learn English so That They Can Feel Emotionally Better

Regarding feeling better learning English in small groups (Figure 7), the majority chose the category Agree with (frequency 9, 42%), then the category Neutral with (frequency 6, 28%), then the categories Strongly agree with (frequency 3, 15%) and the other category Disagree with the same (frequency 3, 15%).

Figure 7

Better student learning in small groups.

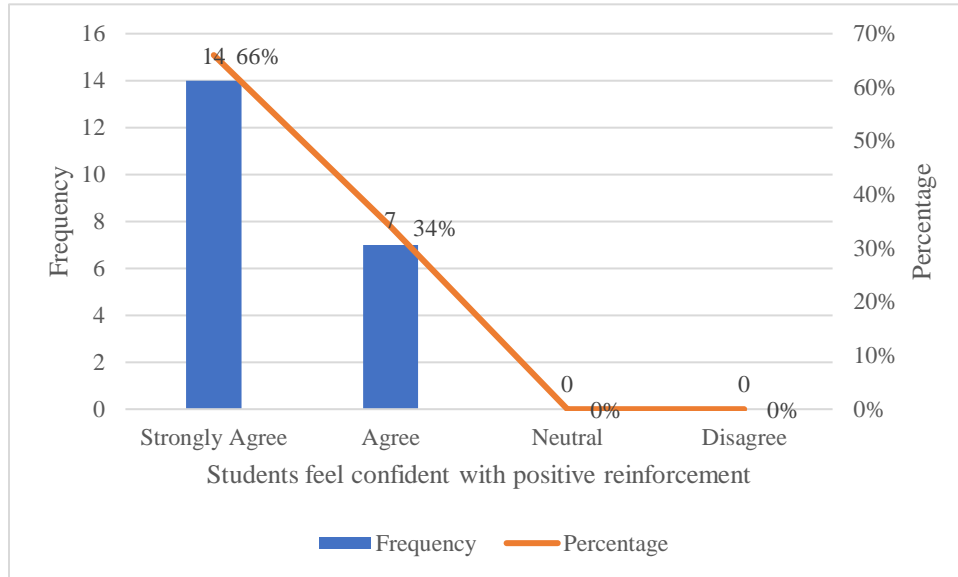


Note: The data were taken from the survey applied to students

Regarding feeling safe when the teacher provides positive reinforcement (Figure 8), it was observed that (frequency 14, 66%) strongly agree with that category, then (frequency 7, 34%) selected the Agree category.

Figure 8

More student confidence with positive reinforcement from the teacher.

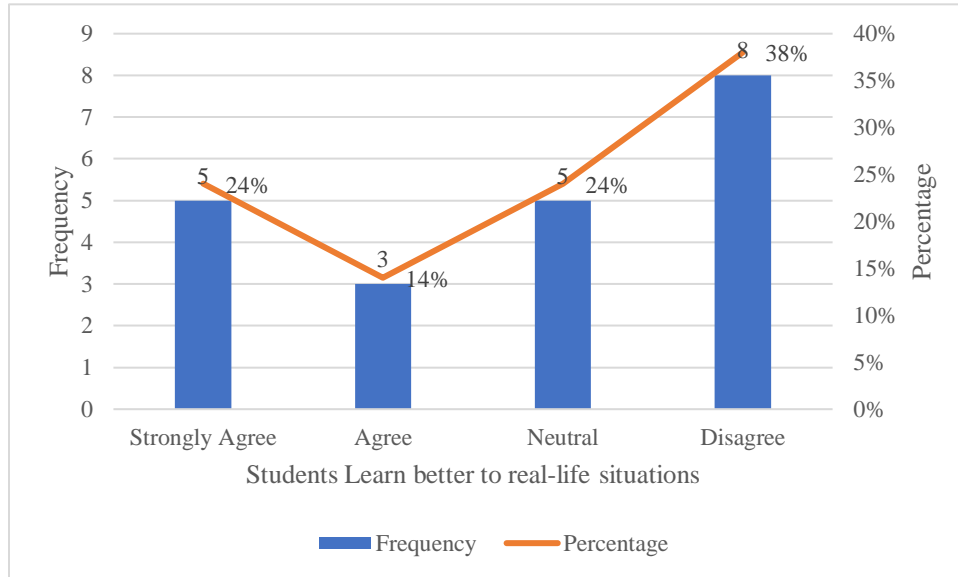


Note: The data were taken from the survey applied to students

Looking at the results of learning better when lessons are connected to real-life situations (Figure 9), the highest percentage chose the Disagree category having (frequency 8, 38%), then the Strongly Agree category had (frequency 5, 24%) as well as the Neutral category with (frequency 5, 24%), and finally the Agree category with (frequency 3, 14%).

Figure 9

Better student learning with lessons connected to real-life situations.



Note: The data were taken from the survey applied to students

PROPOSAL

Introduction

The analysis carried out allowed this researcher to create different educational activities based on emotional intelligence. With the information obtained through the documentary study and the data collected, the main themes were established for the design of the activities that are presented below.

Activity 1: Emotions board

General objective:

To help students control their nervousness in an unfavorable situation and increase their confidence to communicate in English.

Topic: Emotions and basic words in English.

Specific objectives:

- To learn new vocabulary like emotions.
- To learn simple phrases such as *“I feel...”*, *“How do you feel?”*
- To build a calm environment to generate feelings.

Warm-up:

The teacher's presentation to the class begins with cards of different emotion emojis and asking: *“Hello class, could you tell me how you feel today, please?”*. The students respond how they feel in English.



Presentation:

The teacher teaches the new words and provides their meaning in Spanish such as “*Angry means enojado*”, “*Worried means preocupado*”, etc. After this, the students repeat the words out loud.

Development:

- The teacher provides the class with different emojis, and each child chooses the one they identify with and then sticks it on a poster with the name “Emotional Board”.
- The students express how they feel by showing the emoji they have and say, “*I feel happy/ sleepy/ calm*”, etc. and the teacher helps create a calm environment.
- A group activity is carried out: the teacher says different phrases and the students identify what emotion it is, for example “*I feel happy because I have my family*”, at that moment the students raise the emoji card that represents the Happy emotion.

Wrap-up:

The entire class joins together and makes a circle and expresses in short phrases how they felt during the class using “*I feel...*”. After that, the teacher reinforces.

Emotional intelligence focus:

In this activity, students develop self-regulation as they can identify their emotions and express them, while at the same time they practice empathy because they listen to and understand the different emotions that their classmates have.

Activity 2: Stories that make an impact**General objective:**

To develop listening and speaking skills through storytelling that focuses on emotions.

Topic: Vocabulary related to emotions in stories.

Specific objectives:

- To identify the emotions that exist in a story.
- To increase listening and speaking skills.
- To promote empathy by understanding the emotions of the characters in the story.

Warm-up:

At the beginning of the class, the teacher presents images of people who are expressing emotions in different scenes, and asks the question *“Do you think that this person feels like...?”*

Presentation:

After the question, the teacher begins to tell a story related to emotions (for example, about a person overcoming nervousness in a presentation). Along with listening, students recognize the main emotions they heard in the story.

Development:

- Pairs are created in the class to do the activity of retelling the same story in their own words in a summarized manner but mentioning the emotions they heard.
- They make a short presentation in front of the class explaining the emotions of the character in the story and then the students express how they would react to a similar situation.

Wrap-up:

To end the class, the last ones remember a situation in their lives like one in the story and participate by commenting on how they felt, with phrases such as *“I felt nervous when...”*

Emotional intelligence focus:

The emotions of a story are heard and recognized and there is empathy when believing that one is in the same scene as the character.

CHAPTER IV

DISCUSSION

The results obtained from this research discovered different emotional elements that intervene in the English language learning process in children. Elements such as frustration, fear, nervousness, and anxiety were the most prominent. At the same time, preferences for content of interest and preferred activities were discovered to feel better emotionally for better learning. These findings coincide with previous research that has found the influence of emotional intelligence with the learning of a foreign language.

One of the main results obtained was that a large part of the students felt anxiety and frustration when speaking English or when not fully understanding the lessons. This data is related to the research of Mi-Hwa (2014), who mentions that the practice of good emotions within the classroom, through emotional scaffolding, could be effective in increasing and helping the learning process of students having a better performance in the development of the English language as a foreign language. This research, as a result, recommends that if the correct activities are applied where the different efficient emotions are explored, it could reduce the levels of anxiety and frustration that students face and improve their motivation to participate in class.

On the other hand, regarding the preferences for the content of interest, the results of the survey demonstrated the preference of students to learn English through songs and games, leaving story or fairy tale activities in the background. This is related to Satriani et al. (2022), in their research where they indicate that the use of strategies with virtual storytelling increased emotional intelligence and developed English language skills. However, in the present research, fun games and music were chosen more, which proposes that different activities can have different results according to the different preferences of a group of students.

Another important discovery was the selection of feeling better emotionally when the activities are carried out in small groups and when the teacher gives positive feedback, that is, corrects the students, preventing them from feeling bad for making mistakes. This contributes to the research work of Flores (2023), as it indicates that the teacher must also develop the skills of

emotional intelligence in students since this intervenes in a special way in the development of the student within the classroom to learn English. At the same time, it affirms how significant it is to create a trustworthy atmosphere, which provokes the motivation and moderation of the students as mentioned in the research of Morilla (2017) who discovered that students who integrate emotional intelligence in programs stand out academically and demonstrate greater confidence in expressing ideas in different ways in English, and coincides with the idea of Flores (2023), on the emotional support that teachers must provide to students for a better level of trust between them.

Finally, the results showed the low preference of students for activities that are related to real-life situations as a relevant component to better English learning. This is compared with the work of Ghafournia (2023), who stressed the similarity of emotional intelligence with reading competence, where the role of problem solving with emotional self-awareness in learning development is highlighted. The discrepancy of these differences suggests that the results change according to the educational characteristics of the students. Strategies, methodologies, and types of learning can greatly interfere with the student's vision between their emotions and their learning.

It is vital to report that the results of this research affirm and contribute to previous research on the relationship of emotional intelligence with English language learning. Despite this, it is recommended to develop activities related to emotional intelligence skills adapted to the interests of students, creating an environment where emotional problems such as anxiety and frustration are reduced, and motivation is promoted through positively emotional activities.

CHAPTER V

CONCLUSIONS

The different emotional problems that children have when learning English were identified through a survey in the city of Esmeraldas. A bad environment has a significant influence, as well as a lack of motivation to learn a new language. Fear, anxiety, and insecurities are other factors that do not allow the students to have a meaningful learning experience. The lack of confidence does not allow them to recognize their own emotions or understand those of others. Because of this, it can be said that one of the main problems in learning English comes from the lack of control of emotions.

The preferred contents were analyzed, revealing a notable predilection for fun games and activities for a more motivating teaching and with notable emotional factors, followed by activities related to songs, where emotions are expressed while learning English and activities through stories or tales. On the other hand, the best ways to learn English while feeling better are students' preference for having positive reinforcement from the teacher, allowing a better expression of emotions.

Didactic activities were proposed that were integrated with emotional intelligence skills and are adapted to the main emotional needs identified in students. The chosen topics of interest allowed for a better design of didactic activities with the main contents of previously selected interests. The proposal allowed for a positive contribution to the management of emotions when teaching-learning English to children.

RECOMMENDATIONS

For the administrative staff of both public and private institutions. It is essential to recognize the importance of knowing the emotional problems that students face when learning English in class. This author recommends creating an environment of trust through activities and training spaces that allow students to recognize their own emotions and those of others while learning to control them. Nowadays, mental health must be paramount in society and education, and that includes good emotional management when learning new things, such as a foreign language.

For teachers, to teach English classes, and it is very important to have knowledge about the subject of emotional intelligence and how to apply it with students. Learning a new language brings with it many expectations that surely cause fear on the part of students for not feeling capable of mastering it. However, to avoid this, it is recommended to apply teaching practices with emotional content that is aligned with the interests that students prefer to learn English and thus create an environment of motivation and commitment. Create fun activities where games and songs that express emotions are used while learning English and create stories with themes that attract the attention of students and create a more dynamic environment.

For researchers, to continue researching in the pedagogical area on topics related to emotional intelligence for teaching a foreign language and improving the quality of learning in the classroom with students. It is advisable to continue with a more in-depth study of this research and apply it in the educational field to have more solid results with the development of activities based on emotional intelligence.



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ESMERALDAS



APPENDICES

Appendix 1

OPERATIONALIZATION OF THE VARIABLES

OBJECTIVES	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	INSTRUMENT	ITEMS
<p>- To identify the emotional challenges that children face when learning English.</p> <p>- To analyze the types of content and activities that align with students' emotional preferences and interests in English language learning.</p>	<p>INDEPENDENT: Emotional Intelligence</p>	<p>Ability to recognize, understand, and manage one's own emotions and the emotions of others.</p>	<p>Use of techniques and activities that promote emotional awareness and regulation.</p>	<p>Emotional challenges</p>	<p>Task variety, engagement level, alignment with EI principles.</p>	<p>Emotional Intelligence Survey</p>	
	<p>DEPENDENT: Children's English Language Learning</p>	<p>The process by which children acquire and develop English language skills</p>	<p>Implementation of games, exercises, and interactive tasks that incorporate</p>	<p>Types of activities with language skills</p>	<p>Improvement in fluency, comprehension, vocabulary usage.</p>	<p>Improvement in fluency, comprehension, vocabulary usage</p>	




<p>- To propose didactic activities that integrate principles of emotional intelligence, tailored to address the identified emotional needs and content preferences of students.</p>			<p>emotional elements.</p>				
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Appendix 2

Authorization to apply the institution's instruments

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ESMERALDAS

CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Pontificia Universidad Católica del Ecuador Sede Esmeraldas
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Esmeraldas

13 de diciembre del 2024
Mgt. Walter Estupiñán Villacís
Rector de la Unidad Educativa Fiscomisional
Nuevo Ecuador

Estimado compañero

Reciba un cordial saludo de parte de la Pontificia Universidad Católica del Ecuador Sede Esmeraldas y, en particular, de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. Por medio de la presente, deseamos solicitar su amable autorización para que la estudiante Ivette Karina Ramirez Perea, de nuestra carrera, con cédula de identidad: 0850222654, pueda aplicar los instrumentos de investigación correspondientes a su trabajo de titulación en su prestigiosa institución. El título del trabajo es:

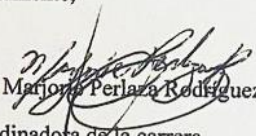
UNA ESTRATEGIA DIDÁCTICA INNOVADORA BASADA EN LA INTELIGENCIA EMOCIONAL PARA MEJORAR EL APRENDIZAJE DEL IDIOMA INGLÉS POR LOS NIÑOS


El propósito de esta solicitud es permitir a nuestros estudiantes recolectar datos de manera responsable y ética dentro de su institución, contribuyendo al desarrollo académico tanto de ellos como de la comunidad educativa en general. Los datos obtenidos serán tratados con estricta confidencialidad y únicamente con fines académicos, respetando los derechos de los participantes y cumpliendo con las normativas vigentes.


Agradecemos de antemano su disposición para apoyar el proceso formativo de nuestros estudiantes y quedamos atentos a cualquier consulta o requerimiento adicional que pudiera tener respecto a esta solicitud.

Quedamos a la espera de su respuesta y reiteramos nuestro compromiso con el fortalecimiento de los lazos académicos entre nuestras instituciones.

Atentamente,


Mgt. Marjorie Perla Rodríguez
Coordinadora de la carrera







REPÚBLICA
DEL ECUADOR

Ministerio de Educación

UNIDAD EDUCATIVA FISCOMISIONAL

"NUEVO ECUADOR"



Ofc.# 094 UEFNE/2024

Esmeraldas, 12 de diciembre de 2024

Magister

Marjorie Perlaza Rodríguez

COORDINADORA CARRERA DE IDIOMAS NACIONALES Y EXTRANJEROS PUCE

Presente.-

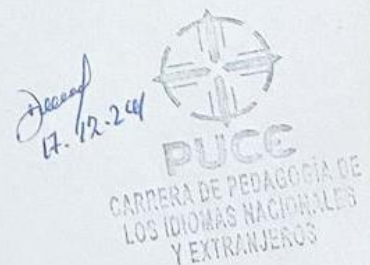
De mi consideración:

A nombre de la Unidad Educativa Fiscomisional "Nuevo Ecuador" le saludo de manera fraterna y comunico a Usted que ha sido aprobada la solicitud de aplicación de instrumentos de investigación previa a la titulación de la estudiante Srta. RAMIREZ PEREA IVETTE KARINA.

Particular que pongo en su conocimiento para los fines consiguientes.

Atentamente,

MSc. Walter Estupiñán Villacís
RECTOR



cc. Archivo
WEV/dap



Appendix 3

Survey: Emotional intelligence-based teaching activities to improve English learning in children

Dimensions	Strongly Agree	Agree	Neutral	Disagree
Dimension 1: Students' Emotional Problems in Learning English				
1.I feel anxious when I have to speak English in class.				
2.I get frustrated when I don't understand English lessons.				
3.I feel nervous when I have to take an English test.				
Dimension 2: Contents of Interest to Learn English				
1.I enjoy learning English through stories and fairy tales.				
2.I am interested in learning English through songs and music.				
3.I like learning English with games and fun activities				
Dimension 3: Ways to Learn English so That They Can Feel Emotionally Better				
1.I feel better learning English in small groups.				



2.I feel more confident when the teacher uses positive reinforcement.				
3.I learn English better when the lessons are connected to real-life situations.				

Appendix 4

Iveth Karina Ramírez Perea
2025



Emotional Intelligence Didactic Activities

Purpose

These activities are based on the different skills of emotional intelligence for teaching the English language. The goal is to help children learn a new language through emotions.



Activity 3: Songs that express emotions

General objective:

To improve pronunciation and fluency through songs that express emotions.

Topic: Emotional songs and words.

Specific objectives:

- To learn new words for emotions through songs.
- To define the pronunciation of words and fluency
- To relate personal experiences through emotions.

Warm-up:

The teacher presents a song about emotions and has the students' repeat phrases like "If you're happy, clap your hands."



Presentation:

The video is shown, and the lyrics of the song are heard, and the teacher explains each of the emotions that are in the video and makes expressions of those emotions to achieve a better understanding for the students.

Development:

- The students listen to the song again while they see the emotions and make the same mimes that appear in the video.
- The teacher carries out an activity separates the students into different groups where each group must think of a different emotion and add it to the lyrics of the song.



Wrap-up:

To conclude the class, the groups present the emotion they added and explain the reasons.

Emotional Intelligence Focus:

Students learn to identify and express their own emotions in a fun way through music.

Activity 4: Emotional mimes

General objective:

To train new words and have non-verbal communication through teamwork.

Topic: Physical language and emotions

Specific objectives:

- To identify and know emotions through physical communication.
- To work collaboratively to recognize emotions.
- To improve words related to emotions.

Warm up:

The teacher makes a presentation demonstrating different emotions with mimes and the students must guess them.

Presentation:

The teacher presents new words related to different emotions and interconnects them through expressions or facial signs.



Development:

- The activity consists of classifying the students in the classroom into different groups. Each participant in the groups must think of and interpret an emotion, but without speaking while the other members must guess the emotion and say the name.
- Each group at the end of the activity must discuss in English how they got the answer and at the same time give a brief description of the name of the emotion with related words.

Wrap-up:

Members of each group express to the class their favorite emotion and the one they identify with when they express it non-verbally, that is, through mime.

Focus on emotional intelligence:

Social skills are one of the main focuses in this activity since students are able to recognize the emotions that are expressed through mime in different groups.

Activity 5: Jar of emotions

General objective:

Recognize and measure the level of different emotions.

Topic: Vocabulary of emotions

Specific objectives:

- To identify different emotions through a video.
- To recognize your own emotions and the percentage of each one.
- To express emotions in a presentation.



Warm-up:

The teacher presents a video to the class summarized video of the movie “Inside Out” where he focuses on the characteristics of each emotion. After this, he gives a brief explanation of emotions and indicates that we all have emotions, and they can be shown in different ways and times.



Presentation:

The teacher asks the students questions such as “*What emotion did you identify with?*” or “*What is your favorite emotion?*”, in this way the students begin to think more deeply about their emotions.

Development:

- Individually, each student reflects on the emotions he observed in the video and self-analyzes to know how he manages his emotions and which ones he identifies with the most. The teacher provides a worksheet with the name “Jar of Emotions.”
- Using colored pencils, the student colors the percentage with which he or she identifies himself or herself according to the emotion. For example, if he or she considers himself or herself a very happy person, he or she will fill the entire jar with “Joy.”





Wrap-up:

At the end of the worksheet, each student shares a short presentation with the class, mentioning at least 3 emotions with which he or she identifies and mentions an anecdote that made him or her feel those emotions.

Focus on emotional intelligence:

Self-knowledge stands out in this activity because its focus is on knowing one's own emotions and their development in different situations.