

Exploring Students' Emotional Intelligence Through Social Interaction Activities

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Abstract

This document analyzes the development of eight elementary students' emotional intelligence in a private bilingual school of the southwestern of Bogota, Colombia through their communication skills. At the beginning of the process, the researchers noticed a lack of communication among students during the classes, where negative social and emotional aspects were identified.

Therefore, the aim of this research is to apply social interaction activities (SIA) that could work on the learners' emotional intelligence (EI) so they could communicate properly. According to this, the Communicative Language Teaching (CLT) approach is the method applied in the planned lessons and the analysis is addressed through three collecting data instruments which were field notes, semi-structured interviews and teacher checklist. Consequently, the researchers looked for the effect of the communicative language teaching approach on elementary students' emotional intelligence by applying social interaction activities. As a result researchers got three categories: strengthening of students' confidence to communicate in class, real life topics enhance students' participation and Enhancement of students' communication when expressing and reflecting on their emotions.

Key words: communicative language teaching, emotional intelligence, social interaction activities, communication

Resumen

Este documento tiene como objetivo analizar la inteligencia emocional de ocho estudiantes de tercer grado de primaria de un colegio privado y bilingüe de Bogotá a través de sus habilidades de comunicación. En ese orden los investigadores notaron una falta de comunicación entre ellos durante las clases, en donde se identificaron aspectos sociales y emocionales negativos. Por lo tanto, la meta de esta investigación es aplicar actividades de interacción social que puedan servir

en la inteligencia emocional de los estudiantes para que puedan comunicarse de una manera apropiada. De acuerdo con esto, la enseñanza de lenguaje comunicativo es la metodología aplicada en las clases planeadas y el análisis es abordado a través de tres instrumentos de recolección de datos que fueron notas de campo, entrevistas semiestructuradas y listas de verificación. Consecuentemente, los investigadores observan el efecto del enfoque de la enseñanza de lenguaje comunicativo en la inteligencia emocional de estudiantes de tercero de primaria a través de las actividades de interacción social con esto los investigadores obtuvieron tres categorías que son: El fortalecimiento de la confianza en los estudiantes para comunicarse en clase, temas de la vida real mejoran la participación de los estudiantes y la mejora de la comunicación de los estudiantes al expresar y reflexionar sobre sus emociones.

Palabras Clave: actividades de interacción social, comunicación, enseñanza de lenguaje comunicativo, inteligencia emocional

Chapter I

Introduction

Since the early educational levels, students' communication is considered necessary to succeed in any academic and personal aspect; however, in some contexts this competence has not been developed accurately and it is concerning to find alternatives and strategies to fortify it day by day. In a foreign language class, we noticed third graders demonstrated low communicative performance at the moment of expressing their ideas with others at different times of the class. As Yousaf, Umar & Habib (2017), explained that students' communicative competences in the language classroom are essential for "collaboration and cooperation". We believed that factor such as social interaction activities and emotional intelligence could improve students' communicative skills. Going through those alternatives and based on the problem of this study, we went deeper and considered the constructs of communicative language teaching (CLT), social interaction activities (SIA), and emotional intelligence (EI).

Ideally, we consider three factors that contribute to the learners' in class. First, CLT as the approach of this research, principally contributes to learning language based on real life topics discussions, where opportunities to learn from different experiences and authentic materials are given (Banciu & Jireghie, 2012). Afterwards, facilitating interaction and communication among students, social interaction activities (SIA) provide relationship strategies working in pairs and groups (Griswold & Townsend, 2012). Further, emotional intelligence (EI) promotes successful students' communication in class (Morilla, 2017). Although the previous ideas are given a meaningful learning context, there is not motivation in the classroom to communicate and interaction issues with others were present as well (Furnham, 2012). For that, we considered a significant connection between CLT, SIA, and EI.

Considering the last concepts and importance of communicative language teaching (CLT), social interaction activities (SIA), and emotional intelligence (EI), we found a relationship among them in this research. In this project, we explored the effect of the communicative language teaching approach on elementary students' emotional intelligence by applying social interaction activities. In this document, the project is presented and developed in five chapters: First, we present the statement of the problem, research question and objectives, and then the literature review. Chapter two demonstrates the theoretical framework from each of our constructs that was implemented. Later, chapter three talks about the research design. Chapter four is about the data analysis and findings. Finally, chapter five presents the conclusions and implications for further research.

Statement of the problem

Teaching and learning in elementary grades should provide positive and strong communication development in terms of language production, interaction and emotional perspectives. Significantly, when elementary students communicate properly in class, they develop “collaboration and cooperation” among themselves (Yousaf, Umar & Habib, 2017). Also, students' role become central. Routman states that "students learn more when they can talk to one another and be actively involved" (as cited in Hurst, Wallace & Nixon, 2013). These students' positives attributes emerge when the context allows them to be sociable, open and emotional. Talking about students' social skills, Griswold & Townsend (2012), specify that “social skills are complex and occur within a context that includes both the environment in which the interaction takes place and the activity in which the person and social partners are engaging.” (p. 710). In the students' behaviors, their emotions can be controlled by their emotional intelligence. In that way, emotional intelligence “is needed to survive and to solve

various problems of life independently and to make the best decision in the most difficult situation” (Leasa, Corebima, Ibrohim & Suwono, 2017, p. 84). Consequently, it is notorious that when elementary students learn in a context where they can work on their emotions and social skills, they are in a meaningful communicative context.

However, in our specific context, elementary students’ communicative skills seem to be affected by their emotional and interaction aspects. We noticed that most of the students of this research presented issues to communicate their ideas. As an example, one of our researchers experienced that some of the learners were “less socially skilled”, passing most of their time alone, passive and anxious. Based on Mavroveli & Sanchez (2010), these factors can affect negatively the students’ self-esteem. For that, emotional improvement might be important in education and this competence has not been considered in schools (Werner, 2013). Moreover, another factor that we could evidence is the way that learners were interacting with others since it has been individualized. Bekker, Sturm & Eggen (2010), highlighted the tendency of students interacting only in the virtual world, so it was needed to work on activities that reinforce back the real communication among students. Based on the previous problematic, we could see that learners’ communication skills have been affected and we could help them by working on their emotions and the way to interact with others.

We identified communication problems through three collecting data instruments. They were used through the elementary students’ activities and performances during their classes. The first instrument was field notes, where the teacher had to explain in a detail way all the events that happened during the class. On the other hand, teacher checklist helped to identify if the students were constantly communicating and socially interacting in different scenarios in class. Finally, the semi-structured interviews allowed us to identify if students were having an improvement

when communicating and expressing their ideas, so they had to answer to some questions related to the planned activities applied in the class. Then, we decided to investigate the root of this problem: Elementary students could have issues to express their thoughts in class since they could face emotional and interaction problems affecting their communicative competences.

Thus, we believed that implementing the CLT with SIA on learners' emotional intelligence, we could see positive results for this study. First, in order to improve learners' communication competences, "the teaching-learning environment in CLT, therefore, entails the choice of teaching strategies that would engage learners in active language production within the classroom" (Sekiziyivu & Mugimu, 2017, p. 8). Thus, we could work on strategies, which are interaction in group and pair work. Also, teachers believe that learning a language using the CLT is effective and meaningful because students have a positive influence on their oral communication competence (Wiyono, Gipayana & Ruminiati, 2017), which is what we were looking forward.

Second, creating an environment where students interact with others through class activities, let students increase their social skills (Griswold & Townsend, 2012), and then, raise their communicative skills as well. Lastly, EI is the competence to manage each emotion in order to succeed in real-life (Werner, 2013). However, we had noticed that learners' performance in personal and educational views have been affected by their emotions. Thus, CLT with SIA could work hand in hand with emotional intelligence to improve learners' communicative competences.

Research Question

Considering the previous statement, we have now a clear research question and objective. We can see that working on learners' emotions is as important as their social skills to improve their

communicative skills. In fact, we consider that the problem in our students is the lack of effective communication in class. Thus, we believe EI would be our key factor where the CLT approach with SIA would give us the way to see how students express and interact among them. Thus, the research question would be "what is the effect of communicative language teaching on elementary students' emotional intelligence by social interaction activities?"

Research Objective

The main goal of this research is to identify the effect of communicative language teaching on the elementary students' emotional intelligence through social interaction activities. The specific objectives are to analyze how the participants could develop their communicative skills working on their emotional intelligence, and to explore whether the planned activities affect positively or negatively on the third-grade students' communication. The reason is to verify how the CLT approach could enhance students to feel emotionally and socially motivated to communicate with others in a real and meaningful learning language classes.

Rationale

Managing emotions and interactions with others at an early age could be a key factor for our students to develop their communication skills. For this reason, we believed that applying the CLT approach through social interaction activities and working on the students' emotional intelligence, communication could come as natural as we expected. Taking this need, we aimed to improve their communicative issues working from their emotional management with social interaction opportunities. Thus, this document provides significant value for educational areas where teachers and researchers could work on their learners' communicative and emotional competence.

The purpose of this document is to identify the effect of communicative language teaching on elementary students' emotional intelligence by applying social interaction activities.

We were interested in this project noticing that elementary students did not communicate properly in their classes and they look frustrated, anxious, unmotivated and confused at the moment of participating and interacting with their classmates. Besides that, their learning process was not significant at all. As a result, this project contributes significantly to the elementary students who participated in the way of exploring new alternatives to engage pupils to learn a foreign language through their communicative competences effectively.

It is important for us, as researchers, to know the challenges and attributes that students present in the classroom. Considering that emotional management is an educational fundament in the world, in Colombia we as teachers had experienced this competence might lack in the teaching plans and this could affect the students' performance in class. For that, we found interesting to work on emotional intelligence applying new tools, methodologies and strategies that help students' efficiency and motivate them during the classes.

Finally, it is relevant to highlight that this type of research enriches the entire educational community. Since this paper is aimed at third-grade elementary students, the activities proposed could be worked with teens and children, taking into account that it needs to have the proper adaptations. As a result, this is not meaningful only for teachers, but students would have the opportunity to experience different learning methods and have the space to face new challenges within the classroom to improve every day.

Chapter II

Theoretical Framework

The purpose of this study was to determine the effect of communicative language teaching on elementary students' emotional intelligence by applying social interaction activities. For that reason, this chapter presents an examination of the research and literature on communicative language teaching (CLT) approach, social interaction activities (SIA) and emotional intelligence (EI), to identify the relationship among them and how those concepts are linked to the elementary participants' context. Therefore, it is relevant to consider the following constructs, considering their backgrounds, meanings, and behaviors to establish a relationship in this study. Thus, in this chapter, the reader will see the information that we analyzed and the important factors that help to understand the constructs of communicative language teaching, social interaction activities and emotional intelligence for this project.

To have a clear order in this chapter and their constructs, this chapter is divided into three parts. The first part shows the importance of human communication, as well as the meaning and relevance of the communicative language teaching approach (CLT). The second part mentions the meaning and application of social interaction activities in educational contexts. Lastly, the third part presents ideas about the meaning of emotional intelligence and its value in educational contexts. Thus, we explained separately these three constructs to understand the importance of each one and their different points of view. In that way, the three parts of this chapter present the relationships among communicative language teaching, social interaction activities and emotional intelligence showing the connection of this research.

Communicative language teaching (CLT)

This part is going to mention the communicative language teaching approach (CLT), which is the approach used in this research. Since communication is vital to humans, students could have a lack of this competence owing to their emotional and interaction issues. It is essential to realize that the "communicative approach refers to the nature of language that has a function of communication not only knowledge but also structure and vocabulary." (Wiyono, Gipayana & Ruminiati, 2017, p. 903). Then, we were concerned about how teachers could create an environment where students could communicate in class. According to this, communicative language teaching (CLT), implements real life discussions creating meaningful communication in class activities (Banciu, & Jireghie, 2012). In order to understand the previous ideas, in this essay, principles, characteristics, strategies and roles will be discussed in order to have a clear concept of CLT and its importance.

It is important to identify the concept of communication and its role in educational contexts. First, Banciu & Jireghie (2012), indicate that "communication is the articulation of sending a message, through different media whether it be verbal or nonverbal, so long as a being transmits a thought, provoking idea, gesture or action." (p. 95). Taking this definition, we can consider that communication is essential in human life as it is the way we can send and obtain information to understand ideas and actions. Second, in education this concept has been seen in many situations such as the communicative competence, in which Richards and Rodgers (as cited in Ju, 2013), proposed communication in real life activities that promote use of language where it is the bridge of learning. In the environment view, Yousaf, Umar & Habib (2017), highlight that "collaboration and cooperation are the main outcomes of communication among people, in this case, the language learners in a language classroom." (p. 117-118). Then, we agreed

communication in classroom allows students to learn cooperating and collaborating in real life tasks.

As there are different communication methodologies, the communicative teaching approach (CLT) is the method we choose to apply in this study. Based on theory, “communicative language teaching approach is to develop students' communication competencies which include the ability of interpreting linguistic forms which is explicitly or implicitly stated.” (Wiyono, Gipayana & Ruminiati, 2017, p. 903). Saying that, we could state that CLT motivates students to use and reflect about the target language. Also, Wiyono, Gipayana & Ruminiati (2017), point that this approach focuses on communication as the language function and not only on grammar, -something that does not happen most of the time inside the classroom-. These principles conduct CLT through social-cultural items set in classroom activities, where students might work in groups sharing their ideas using the target language.

Historically, this term appeared in the 1960s "when language studies and foreign language teaching ideas made big changes in America, Britain, and Europe” (Ju, 2013, p. 1579). The sense of this movement was to promote fluency instead of strict grammar and sentence structures. Furthermore, CLT came from other approaches:

Communicative Language Teaching has been seen as a response to the Audio-Lingual Method and as an extension of the notional-functional syllabus, Communicative Language Teaching places great emphasis on helping students use the target language in a variety of contexts and on learning language functions. (Banciu, & Jireghie, 2012, p. 94).

In other words, Yousaf, Umar & Habib (2017), summarize that CLT approach emerged by Europe experts in the mid-1970s. In that way, they mentioned CLT was influenced by Chomsky

in the 1960s (Audio-Lingual Method), Long in 1983-1996 (Interaction Hypothesis), and Hedge in the 2000s (Communicative Competence). Thus, CLT roots are for eradicate only grammar structures and promote the fluency communication from many influencers and methods.

Consequently, the CLT approach addresses principles and competences that teachers might consider applying in the language class. Firstly, it is important to consider what Richard and Rogers (as cited in Yousaf, Umar & Habib, 2017), indicate that CLT as an approach is formed for different ideas of language teaching where it can be applied in many forms. Having in mind that CLT is the access to test and improve teaching methods in classrooms, we have some meanings and ends from this approach. Starting with Canale and Swain (as cited in Sekiziyivu & Mugimu, 2017), who highlight the CLT competences: Linguistic/grammatical (mastery of language code, syntax, pronunciation, spelling and linguistics); Sociolinguistic (socio-cultural language rules that involve learners in specific contexts); Discourse (combine structures and form on writing and speaking); and Strategic (mastery of verbal and non-verbal when communicator lacks of any of the competences to express fluently). The previous competences and principles allowed us to determine the competence for our context and how to apply it as well.

Furthermore, David Nunan (as cited in Banciu & Jireghie, 2012; Yousaf, Umar & Habib, 2017), indicates some CLT principles:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.

- The provision of opportunities for learners to focus, not only on language but also on the learning management process.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activities outside the classroom.

In that sense, Nunan proposed the CLT framework as the communication goal by interacting (as cited in Sekiziyivu & Mugimu, 2017), which is the way we are going to enhance learners' communication in this study. These CLT principles mean a significant change of the traditional teaching and learning objectives.

Now, having a clear framework of CLT competences, CLT strategies need to be considered extremely important to the communicative skill acquisition (Sekiziyivu, & Mugimu, 2017). First, teachers' actions can transform the class perspective where "they limit the use of conventional grammatical drilling exercises and add other means such as role play, cue cards, activity cards, and other audio or visual forms to practice learner's interactive competence." (Ju, 2013, p. 1580). With this, learners could be involved in meaningful learning doing real-context activities related to their needs, which are guided and supported by their teachers. Those communicative needs are linked to previous and current learners' knowledge (Yousaf, Umar, & Habib, 2017). Lastly, it is necessary to consider elements that are around the classroom, as well as technological objects and internet access since "in recent years, with the fast development of the Internet technologies, language teaching and learning is undergoing a brand-new reform." (Ju, 2013, p. 1582). This strategy allows teachers to be involved in new forms of language teaching in class. Teachers play

a challenging role in CLT where creativity and social-cultural skills should be always in the game; teachers would become recursive and contextual.

As CLT alternates the contents, strategies and methods, it also changes the roles of language teachers, learners and materials as well. Starting from the teachers' role, we could define them as the guides and recursive agents in class: "The more ultimate role that teaching must assume is to generate communication. A language communicates meaning. Grammar instances should be presented and practiced in order to achieve this goal." (Banciu, & Jireghie, 2012, p. 95). Similarly, "teachers change from a knowledge-giver to an organizer, facilitator and researcher. Sometimes teachers turn into a participant in the class activities." (Ju, 2013, p. 1581). Then, teacher in CLT should be a facilitator of materials, communication and interaction in the classroom instead of being an instructor.

Talking about learners, they become active members in class. It can be said that "in an ideal communicative classroom, learners are not mere recipients of the language produced by the teacher, but they are active participants in the actual language production." (Sekiziyivü, & Mugimu, 2017, p. 9). Students are the ones who create knowledge. Yousaf, Umar & Habib (2017), included that "during communicative activities, a classroom is far from quiet. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task." (p. 97). Then, teachers should expect their students to produce knowledge through language interaction among them and teachers as well.

Lastly, resources and materials provide the way in which students start communicating. Richard and Rodgers, refer an important meaning of the resources in CLT in class where "with

regard to the content or the materials of language learning, CLT stresses real and authentic materials that cater to learners' real communicative needs. CLT practitioners believe that materials play a primary role of promoting communicative use." (As cited in Ju, 2013, p. 1580). According to this, we can notice why teachers must be creative and recursive since materials are essential to bring those cultural and social aspects that enhance students' communication through language use. Thus, materials in CLT provide a bridge of knowledge to the students.

Concluding, CLT allows teachers to promote communication through real life activities following its corresponding principles, strategies and roles. In that way, teachers might work on emotional and social competences, which would promote effective communication among the students in class. Those emotional and social competences would be encouraged by the implementation of real-life tasks (Ju, 2013). Also, communicative language approach notably "can improve the communication skills of the students. Students' communication competence can be developed by providing a lot of opportunities for students to practice communication in the learning process." (Wiyono, Gipayana & Ruminati, 2017, p. 906). Considering that CLT is fundamental for this study, it is important to keep in mind the roles of teachers, learners and materials. Clearly, we could say that CLT was suitable for this study since it is connected to students' needs lack of communication.

Social interaction activities (SIA)

Through the CLT approach, the sociolinguistic competence is principally our framework for this study, which facilitates the social interaction activities according to the learners' needs. Social competence is important for adults to prosper; even for kids, since they "interact with others for a variety of purposes and enhance performance at home, in school, on the playground, and in many other settings." (Griswold & Townsend, 2012, p. 709). Then, social interaction

activities (SIA) are the way to enhance the communicative and social learners' skills where communication could be produced. In educational environments, social competences would increase students' communication among them and with teachers as well. For the need to work on the students' interaction, SIA supports effective communication in the classroom. Then, Griswold & Townsend (2012), confirm that social interaction skills could support learners' participation, learning and integral relationships with others. This chapter mentions social interaction activities meaning, functions, and components; the reason why we selected this CLT framework for this study.

First, there are interaction issues between students and teachers that affect the educational objectives. Talking about the communicative channel, Hurst, Wallace & Nixon (2013), found that "the model of discourse in most classrooms is a one-way communication from the teacher to the students." (p. 376). Teachers usually perform their classes by themselves, being the protagonist of the teaching and learning process. Moreover, Frey, Fisher, and Allen, observed that "students are expected to sit hour after hour, taking notes, and answering the occasional question with the little interaction with peers." (As cited in Hurst, Wallace & Nixon, 2013). Currently, learners' interaction might be not enough in class. Moreover, society tends to change young learners' interaction with technology such as video games and television (Bekker, Sturm & Eggen 2010). Although innovating ideas come from educational institutions, teachers might be the ones that really learn in class (Hurst, Wallace & Nixon, 2013). Then, learning through the one-way communication is not enough to students since there are serious expression issues among them. Student interaction allows communication through experiences, feelings and significant knowledge from different contexts, which might be missing in class.

With the implementation of social interaction activities (SIA) we could generate a significant change in students' behaviors in class, talking about communication. Significantly, some SIA meanings are presented here. Vehkakoski (2012), applied social interaction activities in groups where they state that "the part-time special education environment as an example of differentiation through ability grouping may in itself promote students' awareness of ability hierarchies and make their relative performance –as well as that of their classmates –more salient." (p. 167). Also, "social development has been characterized by activities that the child chooses to undertake with peers, seen predominantly in studies of free play." (Kutnick, Brighi & Colwell, 2016, p.4). Then, students would start working with others interacting and developing their social competences naturally. For that reason, implementing social interaction activities in classes, could help with peers and groups having a well-used channel among them and with teachers. In that way, learners would support each other by communicating and generating a meaningful learning process in class.

Consequently, there are three main techniques of social interaction activities we obtained from multiple studies. First, Bekker, et al, (2010), established in their study project the values by applying playful interactions with rules and objects to increase physical activity in learners. Secondly, as we can plan ruled activities, we can also design free tasks since "Social development has associated free play activities and non-practitioner prescribed activities with social competence" (Kutnick, Brighi & Colwell, 2016, p. 3). Free activities motivate learners to challenge their ideas and their relationships with others. At other point, Villalobos (2012), highlights that combining classwork with multi tasks attribute to students' talk and negotiation skills. In that case, we can consider "beneficial tasks" by integrating real life topics that power students' EI and in that way they could communicate accurately. Third, Barrett, Gandhi,

Naganathan, Daniels, Zhang, Onwunaka & White, (2018), explain that different quest activities in groups help them significantly to understand different processes of their content area. Then, with the type of activities mentioned above, students could observe, interpret with others and conclude by themselves, increasing their communicative and social skills creating an engagement class environment.

Social interaction activities may be considered a useful technique that enables students and teachers going through a meaningful communicative and social environment. Applying different kinds of activities (physical, ruled and free activities with objects and two-way tasks with classroom work), would help learners to get engaged in class and share their ideas and feelings with others about any topic considering the learning purposes. Moreover, communicative and social skills are important for every student since they allow a successful learning process. For that, social interaction activities take the participants into real and personalized knowledge. Discussion and searches activities (peer or group) influence learners to talk by themselves and share their ideas with others. Significantly, social interaction activities could help learners to face some communicative and social challenges in their classes; they are essential and appropriate to apply in this study.

Emotional Intelligence (EI)

Emotional intelligence can be considered one of the most important features in life and education for two reasons. First, since our childhood, emotions are the ones that help us to express ourselves, but sometimes it is hard to control all of them. Through emotional intelligence, humans could control their behaviors and improve every aspect of their lives (Leasa, Corebima, Ibrohim & Suwono, 2017). Second, identifying and working on this

intelligence, students and teachers could have a significantly impact in educational success. "EI plays a role in all phases of life, and children who learn or exhibit EI early in life may be well placed for academic and career success." (Fannon, 2018, p. 27). From this competence might not be considered in the academic process, learners are missing to develop this in order to prosper in multiple areas. This section will explore in-depth the meaning and importance of emotional intelligence and its purpose in educational contexts to this project.

To start, it is worth considering that emotional intelligence is one of the most relevant aspects to develop throughout life. There are some definitions and perspectives of emotional intelligence. First, EI is the emotional understanding and communication of oneself and others (Zeidner, Matthews & Roberts, 2009). Further, Méndez & Moises (2017), described this competence as the ability to regulate feelings where one could differentiate them and take further actions. Similarly, Goleman adds that EI is "the capacity for recognizing our feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships." (As cited in Fannon, 2018). In any context, EI means to be aware of each emotion that could drive behavior impacting positively or negatively on someone's life. Moreover, Leasa, Corebima, Ibrohim, & Suwono (2017), represents EI as "knowledge of emotion is indirectly taught in religious education and civic education at different levels of education." (p. 83). Considering the previous ideas, we consider that EI is a fundamental competence, ability and capacity to each human. Said that, many companies and other institutions try to recognize and consider EI as an important skill for adults to succeed (Fannon, 2018). Emotional intelligence is a meaningful factor, which must be trained every day during all life.

Emotional intelligence is valuable in educational spaces since it affects significantly the students. We can wonder if EI has been promoted in adults, and why it is important to work on

young students' emotional intelligence. Based on one of the researcher's experiences, some of the third-grade students did not react accurately in a situation where they had a problem among them playing with an object and they behaved aggressively and desperate instead of talking or asking for help. Kim-Cohen, Arseneault, Caspi, Polo, Taylor & Moffitt, share a similar situation from their research where "students who enter school with elevated aggression will continue to have poor academic and behavioral outcomes well into their elementary career." (As cited in Esser, 2012). Children could have interpersonal and intrapersonal problems coming from home, carrying different issues that prevent them to learn and interact with others. For that reason, helping students to reflect about their self-esteem at the moment of acting to express their ideas with others in both native and second language (L2), to foster their decision-making and to know how to face problems, are aspects that each educational institution should work. Morilla (2017), point that EI is fundamental for second language teaching for the interaction factor. Thus, we could consider working on emotional intelligence in students since they could have a meaningful experience in their learning context.

In elementary students' context, the emotional relationship between teachers and students in class is vital to support the development of EI. Young students are on a key age where they are learning how to express themselves, interact with others and to react from problems that can happen in their real life. Leasa, Corebima, Ibrohim, & Suwono (2017), highlight that elementary students experience emotion interaction with others, and they use to copy what others say and do, especially what adults do; children can copy any behavior. According to this, teachers might not notice the effects that they could have when expressing their emotions in front of their students. Based on our experience, if an elementary student does not have the material to work in class, his/her shyness may hamper the student to communicate and interact with the teacher or

any classmate and ask for extra material. Then, the pupil could not work during the class. In this situation, students could work in activities to express their needs many times so they can feel comfortable, but teachers should integrate and communicate emotional aspects in the class (Morilla, 2017). When having a teacher who transmits and connects good and positive ideas when teaching, students could be emotionally and academically supported.

To sum up, EI has been taking a strong position in educational concerns where elementary students' issues such as communication could be improved working from their emotions. Before, this competence had not been managed in schools "since it is assumed that students will have emotional intelligence automatically if they have intellectual intelligence." (Leasa, Corebima, Ibrohim & Suwono, 2017, p. 84). Currently, EI passes through a fundamental meaning in human life for society problematic where in educational contexts "it is much more of a social or personality variable than a cognitive variable which is more about information processing and accumulation." (Furnham, 2012, p. 4). In that way, teachers are required to promote emotional regulation in their learning and teaching processes. This is because EI contributes to the development of "personal satisfaction" in any workplace (Fannon, 2018). Consequently, EI plays a fundamental role in educational environments since it could foster learners' communication in classes where they can control their feelings.

According to the previous constructs, emotional intelligence and social interaction activities are important factors that could help learners to improve learning processes through the communicative language teaching approach. However, the concept of EI has not been considered seriously in educational environments. For that reason, many studies and projects appeared to contextualize this important ability, especially in children. Many aspects are taken into account about emotional intelligence, social interaction activities, and communicative language teaching

to find their relationship in the educational context. Significantly, the three constructs have an especial connection. We identify that students with low academic outcomes present problems to express and interact with others, and their inter and intrapersonal problems affect their motivation to learn. Besides, learners present issues to develop their communicative and social skills and they do not handle many aspects around their emotions. The three constructs mentioned before are linked according to the participants' context and our research for this study.

Chapter III

Research Design

The purpose of this study is to identify the effect of the communicative language teaching approach on elementary students' emotional intelligence through social interaction activities. We were interested in collecting data from elementary students' experiences searching their feelings and ideas about home, school, and personal situations to identify a common factor that we could work on. Furthermore, we used three different instruments to collect data: Observational instruments such as field notes and teacher checklists, a non-observational instrument such as semi-structured interviews. First, with field notes and teacher checklist, we collected specific and well-detailed information about students' performance. Also, checking communication, social skills and emotional aspects through teacher checklists in every session, we could see the development of these students' skills. Second, the semi-structured interviews allowed us to know the opinion of the participants, and this is important in our proposal. In this case, we applied semi-structured interviews to collect specific information from each participant of this study. Significantly, the characteristics of our action qualitative research, such as the context, data instruments, and instructional design will be considering in this chapter. Then, this chapter points

the methodology and procedures applied in this study in order to analyze the data and answer our research question.

Research Method

We used a qualitative action method to solve the purpose of our research question. Paladina (2015), expressed that action qualitative research supported a focusing space, which helped us to obtain pertinent information that allowed an action plan in the educational context. However, we as researchers were collecting specific data that allowed us to obtain specific information by some instruments. As an example, Boyer (2013), states “with qualitative research, the researcher acts as the data collecting instrument” (p. 61). Furthermore, the techniques that we decided to use, have the purpose to look deeper at every behavior and situation presented in the classroom, which were not easy to identify. Nolan (2014), points that “the goal of qualitative research is to discover patterns, which emerge after close observation, careful documentation, and thoughtful analysis of the research topic.” (p. 41). According to this, qualitative and action research allowed us to be involved in students' context helping to understand better their issues. Then, with the information gathered, we applied the CLT (communicative language teaching) method that could aid us to comprehend the outcomes. Based on this, the action qualitative research method is used to find new knowledge following and developing an idea of being engaged in the sample context.

Considering the meaning of the action qualitative method, we followed this to get in contact with the context as well as other studies did. First, this method worked significantly since us as teachers could share and interact with the students' environment. Plasko (2016), shared that in his action qualitative research, the data helps teachers to reflect on the daily practice on how students are enrolled in the school. Besides, in our project we understood many aspects when working and observing the participants' environment; we related to their behaviors in the

classroom. Also, Bennett and Elman (2006), said that the main goal of a qualitative method and an action research design is to understand how things could happen and what means to students from their perspective. Furthermore, we decided to work with qualitative research because it allowed us to gather better the information of our students; another example is the Paladina's study (2015), in teachers' environment, where the action qualitative research could be appropriate because it provides an approach to understand students' perceptions and experiences. In that way, we could understand that this method is helpful for researchers since there is the chance to experience and share educational facts observing properly the context on our own. For those reasons, we decided to develop our study in an action qualitative research since our principal purpose is to provide knowledge to the educational field and support to next research.

Context and Population

We decided to focus our project on eight third grade students between 8 to 9 years old from a private bilingual school located in the southwestern of Bogota, Colombia; it is among medium and high economic status. Internally, the school has 25 classrooms, 410 elementary students, 68 kindergarten students, and 30 teachers. In third grade, students showed communicative issues since they demonstrated social and emotional issues. Some of those problems could be the need of parental attention, the lack of emotional self-control and social pressure in their context. We chose this population since it was related to one of our research teachers who works with kids, so the teacher could notice students' issues. In that way, the school provided us the opportunity to be involved in the context. Thus, in this context and population we shared similar interests in working challenging population's issues such as elementary students.

On top of that, for ethical considerations, we had delivered the objectives and purposes of this study with the endorsement of the school. According to the law 1098 of 2006 "Ley de

Infancia y Adolescencia” on Article 2, society has the duty of protecting students’ integrity having the guarantee of keeping their information and rights. Also, Article 7 establishes that child integrity refers to the recognition as subjects of rights, the guarantee and fulfillment of them, and the prevention of their threat and security. That is why we followed the necessary steps to protect the students’ personal information. First, we informed the principal and coordinator of the school which validated that students could participate on the research, the next step was to inform the participants. Finally, as our participants were underage, we notified their parents who signed all the consent forms (check appendix #1): “The main thing is to use ethical concepts to put yourself in the position of your participants and be open to thinking carefully about the type of data you really need to collect.” (Burns, 2010, p. 38). According to this, with the information collected in those sessions, we could promote an effective and professional process based on our educational objectives.

Collecting Data Instruments

The first instrument is teacher checklist, it is an observational technique of data collection where the researchers could identify what and when learners’ skills were performed. We used teacher checklists since “these are also helpful in guiding instruction and providing evidence that skills have been covered.” (Johnson, 2012, p. 5). According to this, as our focus in this project was to see how students communicate in class, this instrument supported if each student develops any communicative or social skill during all the planned activities to obtain the information and use teacher checklists carefully, Johnson (2012), indicates that it is important to be focused on a few skill aspects per session. Then, we planned to check some learners’ skills per activity. As an example, when students in groups were doing physical activity, researchers could check skills aspects for each student, such as if they could express their ideas to their group

comfortably and if their partners heard them. In that way, each of the students would have a score 0-3 for each skill aspect being zero (0) as “not at all”, one (1) as “very little”, two (2) as “some” and three (3) as “very much” (see appendix #2.1). Therefore, the teacher checklist was an important instrument for our study, so we could observe learners’ aspects and verify how those skills were developed during the planned lessons.

As the second instrument we selected field notes that is an observational technique for data collection which allowed us to record in detail each aspect that occurs during the class. “They are used to note descriptions and accounts of what happened in the classroom, including – depending on what you are focusing on – the physical layout, verbal and non-verbal information, the structure of the groups, or the sequences of activities and tasks.” (Burns, 2010, p. 67). Based on that, in a designed format teacher took notes of each aspect that was happening in the classroom, such as the student-student and student-teacher interaction (see appendix #2.2). In the end, the information of each session would be reviewed obtaining important aspects comparing participants’ actions. Thus, through field notes, we could detect and make assumptions about students’ communicative issues and discover extra behaviors or events that could happen in the classroom.

For the third instrument we selected semi-structured interviews; they are a classical non-observational technique for data collection. We interviewed each one of the participants about their thoughts and feelings that could have at home and school. Since they are a different type of interviews, we applied the semi-structured interviews. Burns (2010) indicates that “a semi-structured interview enables you to make some kind of comparison across your participants’ responses, but also to allow for individual diversity and flexibility.” (p. 75). That means we could collect specific information and additional information that participants would like to

share. The advantage of the semi-structured interviews is “that you can then compare responses to the same questions across all the people interviewed.” (Burns, 2010, p. 75). Consequently, semi-structured interviews allow conversations with the participant since the teacher could board more questions according to the participants’ responses. In that sense, we could collect and compare information, which guided us to design our methodology (see appendices #2.3.1 & 2.3.2). Using this kind of instrument requires the data percentages and statistics about the interview answers, so we could identify principal aspects of this study problem.

Data Analysis Procedures

In our project, we implemented the instruments along the ten planned sessions, then we used the triangulation that refers to the validation of data sources in this document. Talking about this method, Polit & Beck, state that “triangulation involves the use of multiple methods of data collection about the same phenomenon.” (as cited in Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014). It is the method that usually manages qualitative research studies. Based on that, triangulation allows the limitation of data; it may result in gain a piece of partial information into the fact of interest. To codify the data, we decided to code each one of the instruments and other aspects when taking any kind of information in the planned lessons. The instruments used in this investigation were coded as follows: semi-structured interviews (INT), Field Notes (FN) and Teacher checklist (CH). Moreover, we implemented code for the student with communication issues (ST), a student without communication issues (STB), student’s friends (STF), sessions were codified as (SS), absents (A), and finally the teacher that collected the information was codified as (TEA). We identified fundamental this codification, so we could organize them and establish relative code language in this research group. Thus, instruments and

other aspects were coded to provide a clear and systematic way to obtain and triangulate the information.

Instructional Design

The main purpose of this study is to explore the effect of communicative language teaching (CLT) on elementary students' emotional intelligence (EI) by social interaction activities (SIA). Principally, we decided to use (CLT) approach since it explores and shows the importance of communication in classroom, especially when learning a second language. Besides, CLT focuses on communicative activities that are organized in realistic and meaningful situations to enhance communicative competence (Yousaf, 2017). In that case, through the CLT approach, we could work in language targets and stimulate EI with SIA. Firstly, participants could be in contact with the language in real-life activities. Secondly, as the framework of this methodology, we implemented SIA. From three different studies, we took three different ways to apply SIA: first, sharing and answering a different open question in pairs or groups related to their interests (Myatich, 2014); second, negotiating in groups, doing playful activities with rules and objects (Bekker, Sturm & Eggen, 2010); and third, developing team quest activities focused on conversations (Villalobos, 2012). As we got different SIA, we designed free and task-control lessons to develop in the sessions, through peer and group activities. For that reason, the CLT approach and SIA could stimulate students' EI, enhancing them to speak and share with others.

The ten lesson plans that we created were designed under the PPP concept (check appendix #3), based on three stages: Presentation, Practice and Production. Based on Skehan, "a PPP approach looks on the learning process as learning a series of discrete items and then bringing these items together in communication to provide further practice and consolidation" (as cited in Ray, 2018). According to this, we developed the warm-up to engage the learners. Firstly, in

presentation part, concepts and knowledge are handled; it helped to introduce the topic with different activities that caught their attention. Secondly, practice is where all the necessary materials take space. We aimed to develop the SIA, taking into account the teaching and learning objectives as well. In production, students would perform the assigned and proposed tasks according to the objectives of the class. Lastly, in evaluation the teacher could assess learners' outcomes based on the teaching and learning objectives. Also, our data collection methods were included in each lesson plan and these would be used and specified in different stages and lesson plans. Thus, PPP lessons supported us a well-designed structure to develop the class accurately and to find our research objectives not forgetting the teaching and learning objectives.

Time table

LESS ON	TOPIC	RESEARCH OBJECTIVE	TEACHING OBJECTIVE	ACTIVITY	PROJECT RELATIONSHIP
1	My body, my treasure	<p>To analyze how the participants could work on their communicative skills during the planned activities.</p> <p>To explore if the planned activities affect positively or negatively on the third-grade students.</p> <p>To collect information through semi-structured</p>	To promote in boys and girls the importance of taking care of their bodies.	Socialization about the video and the topic, what can they do face different situations.	Present class contents, rules and socialize some personal opinions to create an engagement environment in the class. Also, working in peers with similar likes through a free playing activity that helped them to interact and connect ideas with each other.

		interviews of three students.			
2	Rehearsal	<p>To analyze how the participants could work on their communicative skills during the planned activities.</p> <p>To explore if the planned activities affect positively or negatively on third-grade students.</p> <p>To take notes observing in general all students' aspects when interacting and communicating in class.</p>	To present students the script of the play about all the topics that they are going to perform.	Share ideas about the play. Socialize their opinion about the play.	Students listen to the script that the teacher wrote of the play, and they have to socialize and give their opinion about the script, the teacher pay attention to their comments and make the necessary adjustments, considering students' opinion.
3	Handcraft with modelling clay and paint	<p>To analyze how the participants could work on their communicative skills during the planned activities.</p> <p>To explore if the planned activities affect positively</p>	To guide them identifying the important parts that they have of their bodies. To promote group work with activities that integrate them when	Share materials work individually and in a cooperative way.	To understand the importance of their bodies expressing through a handcraft with clay, and some words.

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		<p>or negatively on the third-grade students.</p> <p>To take information through the teacher checklist of our students.</p>	doing handcraft.		
4	Handcraft with modelling clay	<p>To analyze how the participants could work on their communicative skills during the planned activities.</p> <p>To explore if the planned activities affect positively or negatively on the third-grade students.</p> <p>To take notes observing in general all students' aspects when interacting and communicating in class.</p>	To involve students as the center of the class	Share materials work individually and in a cooperative way.	To understand the importance of their bodies expressing it through a handcraft with clay, and some words.
5	Handcraft Virtues	To analyze how the participants could work on their	To promote free thoughts, letting them to explore	Free hand making about themselves	What do they like the most about their bodies? What

		<p>communicative skills during the planned activities.</p> <p>To explore if the planned activities affect positively or negatively on the third-grade students.</p> <p>To take information through the teacher checklist of four students.</p>	and show their imagination		can they do with that part that they choose?
6	Rehearsal II	<p>To analyze how the participants could work on their communicative skills during the planned activities.</p> <p>To explore if the planned activities affect positively or negatively on the third-grade students.</p> <p>To collect information through semi-structured interviews to three students.</p>	To develop students' social skills through real-life context	Sociolinguistic activities, practice vocabulary and pronunciation	To practice the play, working on pronunciation, vocabulary, expressions and shyness.

7	Handcraft family	<p>To analyze how the participants could work on their communicative skills during the planned activities.</p> <p>To explore if the planned activities affect positively or negatively on the third-grade students.</p> <p>To take information through the teacher checklist of four students.</p>	To develop students' social skills through different expressions and ideas	Share materials work individually and in a cooperative way.	Identify the kind of family they have, and make a portrait of it with different materials, they have to share what they do with their families.
8	Rehearsal III (Song)	<p>To analyze how the participants could work on their communicative skills in the activities.</p> <p>To explore if the planned activities affect positively or negatively on the third-grade students.</p> <p>To take notes observing in general all</p>	To develop students' social skills through real-life context, and sing a song related to the project.	Sociolinguistic activities, practice vocabulary and pronunciation	To practice the play, working on pronunciation, vocabulary, expressions and shyness. Sing a song about the project, working on pronunciation.

		students' aspects when interacting and communicating in class.			
9	Handcraft (God)	<p>To analyze how the participants could work on their communicative skills during the planned activities.</p> <p>To explore if the planned activities affect positively or negatively on the third-grade students.</p> <p>To take information through the teacher checklist of four students.</p>	To teach the children the importance of God in our lives	Empathy as the center of the activity	To show kids that God has a plan for each one of us and in our lives, and that involves a personal relationship.
10	Socialization about rehearsal	<p>To analyze how the participants could work on their communicative skills during the planned activities.</p> <p>To explore if the</p>	To socialize how was the project and the rehearsal, what they learned and how they can improve	Socialization activities express themselves.	<p>To understand how to be respectful with others.</p> <p>To recognize the meaning of respect.</p> <p>To analyze the importance of being respectful with the opinions of</p>

		planned activities affect positively or negatively on the third-grade students. To collect information through semi-structured interviews to three students.			others.
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Chapter IV

Data Analysis & Findings

The main purpose of this research was to identify the effect of communicative language teaching on third-grade students' emotional intelligence by social interaction activities in a private bilingual school located in the southwestern of Bogotá; this was taken through ten lesson plans using the PPP model (presentation, practice, and production). Furthermore, researchers used three data collection instruments (field notes, semi-structured interviews, and teacher checklist), which were helpful to analyze, obtain and categorize the information to answer the research question and the objectives of this study.

This study emerged from the concerning fact that was happening with a group of students at the moment of developing activities alone, in pairs or groups presented communicative issues, which prevented them to work accurately in their learning process. Therefore, the previous issue could come from multiple factors, but we believed that working on learners' emotional intelligence in hand with social interaction activities, they could enhance their communication with others in class. Thus, communicative language teaching (CLT) as the approach and social interaction activities (SIA) as the framework could help students to foster communication in

language production. Also, working on emotional intelligence (EI) might facilitate advances in students' feelings and thoughts. This study provides findings and analysis through three constructs above to explore how this could affect the students' communication skills in the classroom.

Hence, these three constructs were linked in the way that students could be able to feel important in their social environment, expressing their ideas and recognizing themselves as an important factor in the classroom. Doing that, their communicative skills could increase by interacting and expressing their emotions with others. Thus, to collect information with the three constructs of this study, we used three data instruments (Check appendix #2): Semi-structured interviews, field notes, and teacher checklists. Through the information obtained from the instruments, we could identify relevant data that helped us to conclude this study through grounded theory (Esser, 2012). The researchers codified the data collected to have a clear view of this information. The instruments used in this investigation were coded as follows: semi-structured interviews (INT), Field notes (FN) and Teacher checklist (CH), Student with communication issues (ST), Student without communication issues (STB), Student's friends (STF), sessions were codified as (SS), absents (A), and finally, the teacher that collected the information was codified as (TEA).

Further, the collected data supported the information, where we related and limited through the triangulation method (Polit & Beck, 2012). This allowed us to identify some categories that defined all the information collected from the lesson plans and could help us to explore the effect of the communicative language teaching (CLT) on the third-grade students' emotional intelligence (EI) by social interaction activities (SIA). As might be expected, this chapter contains an analysis from the collected data of ten sessions represented in different categories,

which respond to our research question. In effect, this chapter includes significant analyzed information that was obtained in this data collection process; which is divided into three categories: The first is strengthening of students' confidence to communicate in class, the second is real life topics reinforce students' participation, and the third is enhancement of students' communication when expressing and reflecting on their emotions.

Strengthening of students' confidence to communicate in class

At the beginning, Students had problems when communicating and expressing their ideas on the first session. Participants improved their communication with others around the classroom, for their strengthening of confidence. This category emerged from the registered data where students started trusting others through different kind of activities. That included body expression and partner interaction activities, as Leasa, Corebima, Ibrohim, & Suwono (2017), affirm that "as a result, through the communicative language teaching (CLT) approach, their confidence increases, and their social relationships with others becomes stronger." (p. 87). Thus, it was discovered that interaction among students inspired them to have more confidence at the moment of communicating, expressing feelings and ideas. In this category, we will present the different data and discussions that attempt to answer our research question of this study.

The confidence generated in the planned activities from CLT demonstrated that students could express better their ideas with their classmates and teachers. Having those kinds of activities where they have the chance to interact, they acquire more opportunities to practice and produce the language (Ju, 2013). Owing those activities, we observed that the participants enjoyed interactive classes leading them to raise their hands to talk with less shyness at the moment of expressing their thoughts and ideas with their classmates and teachers. In interviews number one and two from the first session, we perceived that most of the students showed that

they have more confidence when talking about their classmates rather than talking about their parents. Based on the data, they showed confidence when talking about them in terms of sharing moments, playing at school and developing challenging group issues. However, when they were asked to talk about their family interactions, they just answered brief facts about it. For example, in excerpt number one and two:

Excerpt#1: (INT1 SS1 ST1)

TEA: ¿En serio? Me alegra que te hayan gustado, ¿y me puedes contar por qué?

ST1: ¡Sí! Pues porque pude hablar harto con mis compañeros, pude hacer figuras con ellos y pues hablé con varios que casi nunca hablo.

TEA: Y hablando de tus compañeros, ¿te sientes parte de tu grupo?

ST1: ¡Claro! Me gusta

TEA: ¿Sí? y ¿por qué?

ST1: Porque juegan conmigo, les interesa un poco lo que yo hablo, me preguntan cosas y siempre jugamos y nos divertimos.

Excerpt#2: (INT2 SS1 ST2)

TEA: ¿Sí? Muy bien... ¿Y te sientes feliz digamos cuando llegas a tu casa, te gusta estar en tu casa?

ST2: Si

TEA: Si, con quién... ¿Con quién te gusta pasar todo el tiempo allá en tu casa?

ST2: Con mi mamá

TEA: ¿Con tu mamá?... ¿Y tu mamá es chévere o más o menos?

ST2: Chèvre

The participants expressed more when the teacher asked about school and classmates, but when asking about the family they just said a few words about their parents (see excerpt #2). We

could say they just avoid talking about family, as they could not have significant or recent great moments with them. What is more, on the teacher checklists (CH) from the third, fifth, seventh and ninth sessions in students ST3, ST4, STB3, and STB4, it was identified an improvement (see excerpt #3, #4, #5 and #6):

Excerpt#3: (CH SS3 SS5 SS7 & SS9 ST3)

Communicative and social skill Checklist for Third Grade students				
ST3				
Describe the student's progress using the following key: The student:				
3 = very much, 2 = some, 1 = very little, 0 = not at all				
Students Attributes / Session	SS3	SS5	SS7	SS9
Feels engaged in groups communicating his/her ideas	2	3	A	2
Is able to negotiate ideas and decisions in groups	0	1	A	3
Is able to solve problems in groups by communicating accurately	2	1	A	3
Feels socially comfortable in his/her classroom	2	3	A	3

Excerpt#4: (CH SS3 SS5 SS7 & SS9 ST4)

Communicative and social skill Checklist for Third Grade students				
ST4				
Describe the student's progress using the following key: The student:				
3 = very much, 2 = some, 1 = very little, 0 = not at all				
Students Attributes / Session	SS3	SS5	SS7	SS9
Feels engaged in groups communicating his/his ideas	1	2	2	2
Is able to negotiate ideas and decisions in groups	1	1	2	3
Is able to solve problems in groups by communicating accurately	1	1	2	2
Feels socially comfortable in his/her classroom	2	2	3	3

Excerpt#5: (CH SS3 SS5 SS7 & SS9 STB4)

Communicative and social skill Checklist for Third Grade students				
STB3				
Describe the student's progress using the following key: The student:				
3 = very much, 2 = some, 1 = very little, 0 = not at all				
Students Attributes / Session	SS3	SS5	SS7	SS9
Feels engaged in groups communicating his/her ideas	2	2	3	3

Is able to negotiate ideas and decisions in groups	2	2	3	3
Is able to solve problems in groups by communicating accurately	3	3	2	2
Feels socially comfortable in his/her classroom	3	2	2	3

Excerpt#6: (CH SS3 SS5 SS7 & SS9 STB4)

Communicative and social skill Checklist for Third Grade students				
STB4				
Describe the student's progress using the following key: The student:				
3 = very much, 2 = some, 1 = very little, 0 = not at all				
Students Attributes / Session	SS3	SS5	SS7	SS9
Feels engaged in groups communicating his/her ideas	2	2	2	2
Is able to negotiate ideas and decisions in groups	2	2	2	1
Is able to solve problems in groups by communicating accurately	1	2	2	2
Feels socially comfortable in his/her classroom	3	2	2	3

We could identify improvement in the communicative attributes of different students. Both groups of students with communicative problems (ST) and the ones without communicative problems (STB), presented advancements through different sessions. Chronologically, STB students presented positive results since the beginning and most of them progressed in some communicative attributes. On the other hand, ST students were obtaining higher results than the first ones. According to this, we could notice that those results came from the planned activities, where real-life topics were applied, so the students could behave in a natural way using their communicative skills properly (Sekiziyivu & Mugimu, 2017). Therefore, it proved to us the fact that since the beginning of the CLT approach applied in the classes, the participants talked to their classmates and teachers about their likes and dislikes during the class.

We perceived that with social interaction activities, students' confidence has increased significantly. For example, student 2 (ST2), showed low confidence when speaking (see excerpt #2). For that, we considered it because of students' tone of voice, motivation when talking and the actions that they had during the class; however, on the last interview (INT7), ST2 in session

ten (SS10) after all the planned sessions, showed an improvement, we noticed the student spoke more without shyness (see excerpt#7):

Excerpt#7 (INT7 SS10 ST2)

TEA: Sí, yo estuve mirando como lo hacías de bien... y cuando tú llegas a tu casa, ¿te gusta estar en tu casa?

ST2: Sí, sí me gusta estar en mi casa

TEA: Y ¿con quién estás ahí?

ST2: Eh con mi mamá, a veces con su novio

TEA: ¿El novio de tu mamá?

ST2: Es que resulta que mi papá y mi mamá se divorciaron

TEA: Ajá

ST2: Y mi mamá está en la casa de acá de castilla y mi papá está en suba, y los fines de semana, algunos cada quince días, voy con mi papá, y con mi mamá pues ... a veces cada siete días. y pues entonces ella la mamá tiene un novio y el papá tiene una novia

TEA: Ah y ¿te caen bien?

ST2: Si

TEA: ¿Sí? ¿Los dos son chéveres?

ST2: Si, solo que el novio de mi mamá es muy tímido

TEA: Ah ¿es muy tímido?

ST2: Si, es muy tímido

The participant started to talk more about aspects that were not explored in the first interview, where real life tasks and SIA contributed significantly| to the student. “The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.” (Banciu & Jireghie, 2012, p. 95). According to this, after some sessions many students felt more confident at the moment of talking about their

problems in the classroom. Moreover, we could observe that some pupils increase their communicative skills along with the ten (10) lessons. From the first and third field notes here, we could identify similar patterns (see excerpt #8 and #9).

On the other side, ST1, ST3 and STB2 are talking and playing together practicing what they have to do in the play helping each other. (Excerpt#8, FD1 SS2 ST1)

ST1, ST4, STB1 and STB4 worked accurately they talked and help among them to see how can improve in the performance, most of them are paying attention to the play (Excerpt#9, FD3 SS8 ST1)

In both sessions, we noticed that students were talking together, expressing and helping each other. Nevertheless, we could observe that student 1 (ST1), improved their communicative skills since the participant was socializing significantly with different classmates considering that at the beginning of the ten (10) social interaction activities (SIA), the participant just talked with some students. This example is what Yousaf, Umar & Habib (2017) pointed out where “Sociolinguistic competence deals with learner’s ability to use language appropriately in different situations” (p. 199). Based on that, previous evidence demonstrated that creating an environment where students can trust their classmates and themselves, motivate them to communicate different ideas that have a connection with others as well. This affective factor such as confidence might influence learners’ participation in class (López & Cárdenas, 2014). Therefore, students could communicate using correctly the language through the SIA since it allowed them to trust in others and talk about similar and different ideas in class. Because of this, SIA was considered meaningful for students since they could trust in others while learning in the classroom.

Additionally, it was notorious that students' confidence worked hand in hand with emotional intelligence (EI) since they started to behave positively in class for two reasons. The first one was that in the semi-structured interviews the students felt that the teachers cared about their thoughts and what they felt in different situations (see excerpt #10):

Excerpt#10: (INT5 SS6 STB1 & STB2)

STB2: Es que a veces hay niñas que se ríen de las niñas que juegan futbol.

TEA: Ay les voy a contar una cosa, imagínense que yo, cuando estudiaba, cuando era joven y bella... no todavía sigo siendo joven y bella, ¿cierto que sí?

STB1, STB2: Si, si

TEA: Resulta que cuando estaba en tercero, yo empecé a jugar futbol, y cuando estaba más o menos en sexto o séptimo, yo estaba en equipos de fútbol, a mí me encantaba jugar futbol. Así que no te dejes achantar por nadie, que ay, que eres una niña y no puedes jugar futbol, o sea no, si te gusta, has lo que te gusta hacer y punto.

STB2: Es que ella le dice a, a las niñas les dice que, que es malo jugar y a ella no le importa y ella sigue jugando.

TEA: Si, por eso, lo digo es porque ella dijo, ay no yo no digo, no pues dígallo, diga lo que siente, que tal... qué tal yo acá, ay no yo no voy a hacerles preguntas, porque de pronto STB1 se ríe de mi... nooo que tal no, no, no.

STB1: Ajam

It was significant the way students shared personal aspects to work with the teacher. Then, Mayer & Salovey, stated that “people who have developed EI skills can comprehend and express their own emotions, identify emotions in others, regulate affect, and utilize moods and emotions to impel adaptive behaviors” (as cited in Méndez & Moises, 2017). In this case, it is easy to see

that teachers play a fundamental role in students' life. As students observed their teacher as a friend who was interested in them, they started to open their feelings to the teacher. Second, it was the implementation of social interaction activities (SIA). Those kinds of activities pushed them to talk more to each other, to use the target language and act freely to express what they want and what they feel. Due to this experience, we can conclude that through the lessons the students could work on their EI expressing what they feel where confidence and communication were presented in class.

As a result, implementing CLT through SIA in class and based on the data, students communicated and interacted confidently. This allowed them to talk confidently when expressing their opinions. Additionally, students could trust in their teachers talking about personal aspects. "The teaching-learning environment in CLT, therefore, entails the choice of teaching strategies that would engage learners in active language production within the classroom." (Sekiziyivu & Mugimu, 2017, p. 8). According to this, the context activated learners' communication where they could relate more with their friends and at the same time-share those experiences with their teachers. Furthermore, communicative language teaching approach affected positively on the participants since they could create new trusts relationships with partners and teachers. Thus, the students could communicate principally in oral production, handmade tasks and body language activities. We concluded that participants improved their communicative competences demonstrating that students could communicate more where they felt confidence.

Real life topics enhance students' participation

Participants showed an improvement in their social skills when developing the real life (CLT) activities in class. Most of them showed that they enjoyed the classes when participating in groups and pairs with real-life tasks. Activities such as sharing materials, discussions between them about different real cases, body care, and role-plays were tasks that they could work on. In that case, different quest activities in groups help students significantly to understand different processes of their content area. For that, Griswold & Townsend (2012) argue, “social skills are complex and occur within a context that includes both, the environment in which the interaction takes place and the activity in which the person and social partners are engaging.” (p. 710). Also, students could observe, interpret and share with others and conclude by themselves, increasing their communicative and social skills creating an engaging class environment (Barrett, Gandhi, Naganathan, Daniels, Zhang, Onwunaka & White, 2018). According to this, students participated in the class with different tasks that allowed them to play, learn and interact among them in different ways. Like the previous category, we will present the different data and discussions that attempted to answer our research question according to the students' social skills development.

Students showed positive experiences interacting in real life activities. During INT1 of session one (SS1), we noticed that the participants student one (ST1) and student two (ST2) stated that quizzes and dictates were hard and boring exercises for their classes. For example, in excerpt eleven (11) and twelve (12) we noticed what they thought about those type of activities:

Excerpt#11: (INT1 SS1 ST1)

TEA: Ah chévere, ¿no?... ¿te gusta participar en las actividades que se realizan en clase?

ST1: A veces no, pues porque el profe se pone a veces enojado, es que antes él era divertido, pero ahora en sus clases el profe se pone enojado, nos pone puros quizes y dictados en inglés.

Excerpt#12: (INT1 SS1 ST2)

TEA: Al momento de estar en clase de inglés ¿te gusta participar en las actividades que se realizan en clase?

ST2: A veces.

TEA: A veces ¿por qué?

ST2: Pues porque algunas son muy duras.

TEA: ¿Por qué crees eso?

ST2: Es que nos pone muchos quizes de lo que vemos y a veces dictados.

Afterwards, checking data for the session one to six, there was a difference in the class perspective (see excerpt #13), the student one (ST1) showed more interest and enthusiasm as we could detail in the following example of excerpt thirteen:

Excerpt#13: (INT4 SS6 ST1)

TEA: ¿Te gustaron las actividades que hicimos en esa clase?

ST1: Pues... ¡Sí me gustaron!

TEA: ¿En serio? Me alegra que te hayan gustado, ¿y me puedes contar por qué?

ST1: ¡Sí! Pues porque pude hablar harto con mis compañeros, pude hacer figuras con ellos y pues hablé con varios que casi nunca hablo.

TEA: Y hablando de tus compañeros, ¿te sientes parte de tu grupo?

ST1: ¡Claro! Me gusta

TEA: ¿Sí? y ¿por qué?

ST1: Porque juegan conmigo, les interesa un poco lo que yo hablo, me preguntan cosas y siempre jugamos y nos divertimos.

Participants were fostered with real-life topics, selecting their groups and were able to negotiate and take actions in the activities. Also, most of them shared and interact with other classmates. For that, we could say that real life-topics were important since we could see positive results from the participants. For learners, it is important to have different kind of activities from teachers and real-life situations are examples that help them to foster their communicative competences (Sekiziyivu & Mugimu, 2017). Thus, implementing real-life situations in classes carried the students to learning activities where they enjoyed interacting with their friends.

On the other hand, the students demonstrated that they felt engaged and showed an improvement in learning and social interaction. Students had different kind of activities where they observed some images, watched a video and made a craft (see excerpt #14). Then, they interchanged their opinions about the video and worked with the materials individually to develop the craft activity.

They are watching some images of the pregnancy stages and they have to draw and paint on a rock a baby in teams of table, each student has to paint a rock and decorate it, but they have to share the materials, talking and saying what they want, what they would like to do, and sharing ideas with the classmates about the painting rock. (Excerpt#14, FD2 SS4)

With those kinds of activities, students had more time to interact among them. Learners had the chance to negotiate and share their materials in the activities and it was noticed they could collaborate positively. Then, it could be observed that students seemed to be more focus on the class working together, sharing materials and opinions without problem (see excerpt #15):

Most of them are paying attention to the play and the others are working on the handcrafts that they have to finish, sharing the materials and helping others giving opinions and giving material; ST1 is working very good, he is having a good behavior, and STB4 is helping him with the things that he has to finish, and also ST4 is helping him too. Then, they started to show to the class what they had done (Excerpt#15, FD3 SS8)

We could observe that they had more confidence interacting with others since they were socializing ideas without negative response. Learners were talking more between them and helping others to be able to have the activities done trying to make them the best. For that, Banciu & Jireghie (2012), state that real-life simulations help students to find new ways to communicate and desire to learn new things every day. Significantly, we evidenced that students could feel part of the learning experience since they had spaces to share their ideas. In addition, students expressed to the teacher that they preferred to have activities that involve participation and interaction among them. In effect, teachers had to take advantage of those positive behaviors that pupils had when applying social interaction activities (SIA). Moreover, analyzing teacher checklists from students with communicative issues (see excerpts #16, #17, #18 and #19), we noticed learners could have improvement in the attributes:

Excerpt#16: (CH SS3, SS5, SS7, & SS9 ST3)

Communicative and social skill Checklist for Third Grade students				
ST3				
Describe the student's progress using the following key: The student:				
3 = very much, 2 = some, 1 = very little, 0 = not at all				
Students Attributes / Session	SS3	SS5	SS7	SS9
Feels engaged in groups communicating his/her ideas	2	3	A	2
His/her body expresses accurately when communicating with others	1	1	A	2
Feels comfortable participating in class activities	1	2	A	2

Excerpt#17: (CH SS3 SS5 SS7 SS9 ST4)

Communicative and social skill Checklist for Third Grade students				
ST4				
Describe the student's progress using the following key: The student:				
3 = very much, 2 = some, 1 = very little, 0 = not at all				
Students Attributes / Session	SS3	SS5	SS7	SS9
Feels engaged in groups communicating his/her ideas	1	2	2	2
His/her body expresses accurately when communicating with others	1	1	2	2
Feels comfortable participating in class activities	2	2	3	3

Excerpt#18: (CH SS3 SS5 SS7 SS9 STB3)

Communicative and social skill Checklist for Third Grade students				
STB3				
Describe the student's progress using the following key: The student:				
3 = very much, 2 = some, 1 = very little, 0 = not at all				
Students Attributes / Session	SS3	SS5	SS7	SS9
Feels engaged in groups communicating his/her ideas	2	2	3	3
His/her body expresses accurately when communicating with others	2	3	2	3
Feels comfortable participating in class activities	2	2	1	2

Excerpt#19: (CH SS3 SS5 SS7 SS9 STB4)

Communicative and social skill Checklist for Third Grade students				
STB4				
Describe the student's progress using the following key: The student:				
3 = very much, 2 = some, 1 = very little, 0 = not at all				
Students Attributes / Session	SS3	SS5	SS7	SS9

Feels engaged in groups communicating his/her ideas	2	2	2	2
His/her body expresses accurately when communicating with others	2	3	3	3
Feels comfortable participating in class activities	3	3	2	3

We evidenced that the participants showed an improvement in their interaction skills with real life situations where sociolinguistics activities were implemented. In that case, in the third session (SS1), both students ST3 and ST4 presented positive results, which means they enjoyed participating and interacting with their classmates doing different real-life activities. On the other hand, analyzing STB3 and STB4 they could improve notably their interaction with others. We could say that in this category it was evident that students liked having social interaction activities rather than having long time work with workbooks, dictates and so on. As Kutnick, Brighi & Colwell (2016), noted "social development has been characterized by activities that the child chooses to undertake with peers, seen predominantly in studies of free play." (p. 4). Because of SIA, we could observe that students felt engaged in the class presenting improvement of interaction in the different planned tasks focusing on real-life sessions.

As a result, during the planned activities in the different sessions, students were involved in topics that caught their attention where they could interact with others. "This may result in students becoming familiar with diversity, and the difference of assignments becoming a natural part of everyday classroom practices." (Vehkakoski, 2012, p. 167). It was evidenced that students frequently participated in all the proposed activities; we could see that they enjoyed working around the classroom and working with different kinds of materials that were related to the real-life topics. Thereby, students interacted better with their classmates constructing new knowledge, communicating in a better way and working with different materials in class.

Enhancement of students' communication when expressing and reflecting on their emotions.

In this category, the participants enhanced their way to communicate ideas starting to express emotions and feelings about different topics related to their lives. We could see that the participants were not afraid of bullying or criticizing when talking about personal issues. Also, it was clear that during the sessions, students reacted positively when they worked in groups and pairs, but it is necessary to highlight that promoting their emotional intelligence (EI), students had better communication and interaction. As the previous categories, we will present the different data and discussions that attempt to answer our research question.

First, it was evidenced that students could share their feelings with others in the activities. Significantly, students with communicative issues started to improve when they talked about their personal situations. For example, in excerpt #20, from student one with communication issues (ST1), we noticed that in excerpt number twenty that the student had more confidence with the teacher when communicating emotions and thoughts:

Excerpt#20 (SS6 INT4 ST1)

ST1: La profe dijo que, la profe de sociales dijo que, que, pues porque yo tenía una revista de la guía telefónica de muchas hojas de todas las llamadas de Bogotá, y ella dijo que buscara un spa, pero no lo encontré, y después de muchas hojas pasadas, me empezaron a culpar de que yo dije una grosería, pero yo nunca, yo nunca dije eso.

TEA: ¿No? y ¿la miss te regaña?

ST1: No, solo dijo: cuida tu vocabulario, pero yo nunca dije una grosería, STB1 dijo que escuchó que yo dije una mala palabra

TEA: Ay, virgen santísima, ok, ahora, emm te iba a preguntar, y entonces por eso hoy estás, hoy está como triste ¿sí? y ¿por eso estabas solito?

ST1: Si miss

TEA: ¿Sí? y ¿extrañas a alguien? hoy que no vinieron todos tus compañeros, ¿te hace falta alguien?

ST1: a STF1

TEA: ¿STF1?, ¿por qué?

ST1: él es mi amigo, y siempre juega conmigo

Even if it was not evidenced in the transcription, at the moment of the interview, the student showed different body expressions when telling the situation. Along this part, it was meaningful for students and teacher since they could discuss and reflect on issues that they do not use to talk about. In this case, the participants who showed higher communication issues levels, improved the way to understand classmates' feelings and actions.

Working on emotional intelligence (EI) as the motor to generate communication and interaction in the classroom, positively impacted students in the way that they could have support of some personal issues. For that we could reference that:

Primary-school pupils who see themselves as capable of processing emotion-laden information and managing their own and other people's emotions may be better able to

cope with the demands of the social and school contexts, and may, thus, enjoy the direct acceptance of their peers. (Mavroveli & Sanchez, 2010, p. 126).

Having this in mind, students could understand their and other problems when expressing themselves, but it is necessary that they have assistance or guidance from adults (Leasa, Corebima, Ibrohim & Suwono, 2017). Clearly, emotional intelligence is a fundamental factor for students to foster their communication and interaction in the classroom.

On the other hand, participants could behave accurately when expressing their feelings in the planned activities. One of the key factors that helped students to progress in their feeling expression was physical activities in groups and pairs. During the different exercises, we collected the following data in the teacher checklists (CH) (see excerpts #21, #22, #23 and #4):

Excerpt#21: (CH SS3 SS5 SS7 SS9 ST3)

Communicative and social skill Checklist for Third Grade students				
ST3				
Describe the student's progress using the following key: The student:				
3 = very much, 2 = some, 1 = very little, 0 = not at all				
Students Attributes / Session	SS3	SS5	SS7	SS9
Feels comfortable expressing his/her feelings with others	2	3	A	2
Expresses empathy when others express strong feelings	1	1	A	2

Excerpt#22: (CH SS3 SS5 SS7 SS9 ST4)

Communicative and social skill Checklist for Third Grade students				
ST4				
Describe the student's progress using the following key: The student:				
3 = very much, 2 = some, 1 = very little, 0 = not at all				
Students Attributes / Session	SS3	SS5	SS7	SS9
Feels comfortable expressing his/her feelings with others	0	1	2	3
Expresses empathy when others express strong feelings	3	2	2	2

Excerpt#23: (CH SS3 SS5 SS7 SS9 ST4 STB3)

Communicative and social skill Checklist for Third Grade students				
STB3				
Describe the student's progress using the following key: The student:				
3 = very much, 2 = some, 1 = very little, 0 = not at all				
Students Attributes / Session	SS3	SS5	SS7	SS9
Feels comfortable expressing his/her feelings with others	2	1	2	3
Expresses empathy when others express strong feelings	1	1	2	2

Excerpt#24: (CH SS3 SS5 SS7 SS9 ST4 STB4)

Communicative and social skill Checklist for Third Grade students				
STB4				
Describe the student's progress using the following key: The student:				
3 = very much, 2 = some, 1 = very little, 0 = not at all				
Students Attributes / Session	SS3	SS5	SS7	SS9
Feels comfortable expressing his/her feelings with others	2	3	3	3
Expresses empathy when others express strong feelings	1	2	1	2

Checking the evidence, we could see the participants presented improvements through the sessions in activities where they had to express their ideas and emotions at the same time. In that way, physical and kinesthetic tasks play an important aspect on students who tend to express aggressively with others, so they can control and know their bodies: “kinesthetic learners activate the various organs of the body in expressing emotions. As a result, their confidence increases, and their social relationships with others become stronger.” (Leasa, Corebima, Ibrohim, & Suwono, 2017, p. 87). Clearly, some students could integrate and behaved accurately with others when expressing their feelings through different activities.

Another important aspect is how students could talk about their experiences with their classmates, which allowed them to reflect on themselves. We could experience that participants communicated their issues with others including their teachers. In that way, we could support

them on how to manage those problems and how to understand them; this developed more communication and interaction among them (see excerpts #25 and #26). We identified that empathy is important for emotional intelligence:

Excerpt#25: (INT4 SS6 STB1 & STB2)

STB1: Miss, pero es que nosotros le decimos a la miss, y ella nos dice que lo ignoremos

STB2: ST1 si lo ignoramos y le decimos que no existe y él se hace como que ¡ay no!

TEA: Pero ven, si tú te portas mal y la miss dice que lo ignores, y tú lo ignoras y tú le dices a él “ay no”, vamos a hacer como que tu no existes, ¿tú cómo te vas a sentir?

STB2: Mal

TEA: Mal... entonces ¿cómo creen que se va a sentir ST1 cuando ustedes le dicen “tú no existes”?

STB1: Pero es que él nos pega

TEA: Pero es que se trata de hablar y no decir que no existe, porque ahí tú lo estás ignorando

STB2: Porque le decimos que no existe y al rato ya nos está haciendo zancadilla.

TEA: No se preocupen... cual va a ser la tarea de ustedes... van a tratar de manejar la situación con ST1 de la manera más adecuada ¿Entendido?

STB2: ¿y si él no quiere?

TEA: Pues es que la idea es ver cómo reacciona él, pero no alejándose al contrario integrarlo. ¿Listo?

STB1: Listo miss

Excerpt#26: (INT5 SS10 STB2)

TEA: Bueno, entonces... ¿te acuerdas de que yo te había dejado una tareíta para el trato de ST1? ¿Qué ha pasado con ST1?

STB2: No pues se fue de viaje a Armenia, creo

TEA: Ajá

STB2: Sí, Armenia... Y se fue a lo del café, algo del café

TEA: Al parque del café

STB2: Eso

TEA: ¿Y cómo les ha ido ahí, con ST1 en el salón?

STB2: Si, hoy ya llegó y bien

TEA: ¿Bien?

STB2: Pero un poquito rojo

TEA: ¿Un poquito rojo? pero ¿cómo las has tratado?

STB2: No, bien

TEA: ¿Bien? a bueno, chévere, muchas gracias

Although the way to express those feelings could not be given by their communicative issues, it indicates that teachers could work more on the students' communicative competences. This is said because "elementary school students have unique characteristics, and they require special treatment regularly and sustainably regarding their emotions. They need the assistance or guidance from their parents and teachers." (Leasa, Corebima, Ibrohim & Suwono, 2017, p. 84). Working on the students' emotional intelligence means important chances in the way teachers teach every time. Consequently, it was possible to know that EI contributed students to talk with others about their problems to find a solution or reflection about it.

As a result, the participants could express their feelings allowing a better communicative

environment. The data demonstrated that the participants were important in terms of their emotional management, where there was the need to develop this ability. After working in this intelligence, we could see that students could work better with their classmates in terms of participation, expression of ideas and feelings:

In the foreign language classroom, where students interact, solutions should be provided in order to avoid tense relationships between them and foster a suitable atmosphere for learning through the interpretation of signs to prevent conflicts and to refrain from giving threats or demands. (Morilla, 2017, p. 34).

It was evidenced that participants were going to need someone else to talk about their problems, however, they could not be attended by the institutional objectives. According to this, it was meaningful to work on the students' EI for they could teach us important aspects to consider at the moment of designing a class, so we could prevent learning and interacting risks. For that, students could develop their EI through the planned activities showing their feelings with others.

Concluding this chapter, we could observe that the students who participated in this study had a significant enhancement during the different sessions answering to our research question. Taking into account the three categories (Strengthening of students' confidence to communicate in class, real life topics enhance students' participation, and enhancement on students' communication when expressing and reflecting on their emotions), in the first category, students' confidence increased in order to join in the class without shyness and with an evident progress of communication during the sessions. This pattern presented positive results where students could express their feelings and ideas by participating in different activities. The second category indicated that students improved their interaction. Thus, their communicative and social skills

showed positive results in terms of the produced language and engagement in real life activities. Lastly, the third category demonstrated that emotional intelligence is fundamental for the participants to behave properly in class and showing that they could improve their communicative competences working on their feelings and thoughts about themselves and others. Furthermore, we stated that through different evidence and theory, CLT and SIA played an important factor in the learning process of these students and working on their EI supported them to be engaged in the classes.

Chapter V

Conclusions and Implications for further research

The purpose of this study was to identify the students' emotional intelligence through social interactive activities. The problem addressed was that learners showed communicative issues in class, which prevented them to perform accurately. For that reason, we designed ten lesson plans based on the communicative language teaching (CLT) approach through social interaction activities (SIA), taking into account the learners' emotional intelligence (EI). We considered that CLT supported the way that we planned the activities in class as the approach and methodology, where learners could focus on their communicative skills while learning a foreign language. Nevertheless, SIA and EI played important roles in this study because learners felt comfortable sharing their ideas and feelings with others in different activities (Mavroveli & Sanchez, 2010). As it is mentioned above, the purpose of this chapter is to present the conclusions that we found about the impact of CLT on the elementary students' EI applying SIA. This chapter presents the general results of this research where it is identified the effect of the CLT on elementary students: how the participants could work on their communicative skills during the planned activities and explores the effect on students' communication with the planned activities.

The first category that helped in this study was *the strengthening of students' confidence to communicate in class*. We observed that some of the selected students had problems when communicating with each other in the classroom. For instance, learners were using their bodies in some activities as a way of communication. Then, this generated reinforcement in their confidence at the moment of express their ideas. Significantly, the students' confidence helped them to share ideas and feelings easier without shyness. Thus, there was no doubt that learners' confidence improvement fit as the first category: we could identify that students could develop their confidence when they are heard and, in that way, they could be more expressive in class.

The second category in this study was *daily life topics that enhance students' participation*. In this category, participants showed an improvement in their social skills after implementing real-life activities or situations in which they could have significant learning and more interaction with others. Keeping that in mind, real-life topics let students think and solve different problems. In addition, the students had an advance interacting with each other and sharing thoughts and learning about their partners' experiences that allowed them to construct new knowledge. Those kinds of activities motivated students to participate and express while they were learning in class.

The last category was *the enhancement of students' communication when expressing and reflecting on their emotions*. One of the main results that we noticed in this category was that students were able to talk and share their feelings with others. The activities that we proposed during the sessions helped them to be active members in the classroom not only in their social and communicative skills, as we mentioned above, they began to share and manage better their emotions. As an example, we identified the improvement of some learners who through the different sessions could relate with their partners by identifying similar feelings. Then, they

started to feel heard by their classmates and teachers and were able to receive feedback to work on their emotions as well. In that way, the learners' feelings and thoughts took importance in each session, helping them to develop their emotional intelligence. According to the last ideas, the planned activities helped students to develop their EI and understand better how to manage and communicate their emotions.

In conclusion, we could say that our research showed three important factors that answered to our question providing significant outcomes to our profession as researchers and teachers. Our main objective was to explore the effect of the communicative language teaching approach on elementary students' emotional intelligence through social interaction activities; at the moment of collecting data, we could conclude three aspects. First, applying different social interaction activities (SIA) the students participated more in class when work among them. For instance, we experienced that the population in which we work showed an interest in learning inside the classroom when they feel safe to speak and work with their classmates. Second, the communicative language teaching approach (CLT), routed and supported us to implement the activities following the Presentation, Practice, and Production (PPP) method. With this, students could participate and generate communication working on the topics that were part of their reality and situation. Lastly, the learners' emotional intelligence (EI) is important in the class. We can say that working on students' emotions and thoughts could solve most of the issues that prevent them to perform accurately in the classroom. Significantly, this study allowed us to enrich our knowledge as researchers and teachers obtaining value from the three different aspects already mentioned.

Reviewing the three found categories of this study, here we share our assumptions considered during and after concluding this research. First, we want to invite future researchers to continue

working on students' EI, especially in the contexts where EI is not considered in the educational curriculums. We noticed that this ability is vital for everyone's education and it should not be forgotten. Moreover, we think that the techniques that we implement with third grade students could work with other types of population. In that way, we strongly invite researchers and teachers to walk through new and more realistic ways to teach students considering their realities and needs as well.

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Appendices

1. Consent forms

CIRCULAR PARTICIPACIÓN PROYECTO

Bogotá, septiembre 11 de 2019

Señores Padres de familia

Cordial Saludo.

Por medio de la presente, permitimos informarle que su hijo(a):

ha sido seleccionado(a) para hacer parte del proyecto de investigación "Exploring the Effect of the Communicative Language Teaching by Applying Social Interaction Activities on the Elementary Students' Emotional Intelligence" (Explorando el efecto de la enseñanza del lenguaje comunicativo mediante la aplicación de actividades de interacción social en la inteligencia emocional de los estudiantes de primaria) el cual se llevará a cabo por un grupo de investigadores de la Universidad del Bosque quienes han allegado esta propuesta a nuestra institución.

Las herramientas de investigación tales como: Entrevistas, Checklist, Fill notes entre otras serán aplicadas durante las clases de Classroom Project lideradas por la docente: Alejandra Castellanos.

La participación de su hijo(a) en la investigación es voluntaria; es importante resaltar que ningún dato de identidad de los participantes será compartido en dicho proyecto de investigación.

Una vez finalizada la investigación en el mes de Noviembre socializaremos con ustedes el reporte de los hallazgos.

Atentamente,

COORDINACIÓN ACADÉMICA

Yo, _____ identificado (a) con la cedula de ciudadanía No. _____ expedida en _____.

AUTORIZO: SI ____ NO ____ la participación de mi hijo(a) _____

En la investigación "Exploring the Effect of the Communicative Language Teaching by applying Social Interaction Activities on the Elementary Students' Emotional Intelligence" (Explorando el efecto de la enseñanza del lenguaje comunicativo mediante la aplicación de actividades de interacción social en la inteligencia emocional de los estudiantes de primaria).

Firma del padre o acudiente

2. Instruments Formats

Teacher Checklist format (CH)

Communicative and social skill Checklist for Third_Grade students				
Student #				
Describe the student's progress using the following key: The student:				
3 = very much, 2 = some, 1 = very little, 0 = not at all				
Students Attributes / Session	SS#	SS#	SS#	SS#
Feels engaged in groups communicating his/her ideas				
Feels comfortable expressing his/her feelings with others				
Is able to negotiate ideas and decisions in groups				
Expresses empathy when others express strong feelings				
His/her body expresses accurately when communicating with others				
Is able to solve problems in groups by communicating accurately				
Feels comfortable participating in class activities				
Feels socially comfortable in his/her classroom				

Field notes format (FN)

Research Project
Observational field notes template

Date: _____

Observation Number : ____

Context: _____

Location: _____

Biographical information:

Notes:

Semi-structured interviews format (IN)**Number of session:** _____ **Number of interview:** _____ **Student:** _____

SIC: the word is quoted exactly as it stands in the original audio

Transcription of the interview	Analysis of each answer of the student

Semi-structured interview questions format

Semi- structured interviews third grade students	
Student's name: _____	Date: _____
Para nosotros es importante saber cómo te sientes en el colegio, para esto es importante que contestes las preguntas que aparecen a continuación.	
¿Te consideras un niño o niña feliz al momento de llegar al colegio? ¿por qué?	
¿Cuándo llegas al colegio a quien buscar para contarle lo que te pasa?	
¿Qué actividades te gusta realizar cuando estas en la hora de descanso en el colegio?	
Al momento de estar en la clase de inglés, ¿te gusta participar de las actividades que el profesor propone?	
¿Te sientes parte de tu grupo en el salón de clase? ¿por qué?	
¿Disfrutas estar solo o prefieres estar acompañado en el colegio? ¿por qué?	
¿Te sientes bien hablando con otras personas acerca de lo que sucede?	
¿sentiste que tu profesor fue empatico con tus compañeros y contigo en clase, cuando expresaban sus emociones de algun acotamiento en sus vida?	
¿Lograste comunicar lo que querias con tus compañeros de grupo en la actividad realizada?	
¿Tuviste problemas para conseguir tu grupo de trabajo? ¿por que? /¿como lo lograste? / ¿Hisiste algo para mejorar la situacion?	
Al momento de realizar la actividad, lograste expresar tus ideas frente a tu curso?	
¿Fuiste empatico con tus compañeros en clase cuando expresaban sus emociones de algun acotamiento en su vida?	

3. Lesson plans

LESSON PLAN No. 1

Lesson Number	1
Class time	45 minutes
Theme	My body, my treasure
Learning objective	To know the importance of caring and valuing your body To establish differences between boys and girls.
Teaching objective	To promote in boys and girls the importance of taking care of their bodies.
Materials and resources	Video, questions, cases, papers, video bean.
Research objectives	<ul style="list-style-type: none"> - To analyze how the participants could work on their communicative skills during the planned activities. - To explore if the planned activities affect positively or negatively on the third-grade students. - To collect information through semi-structured interviews of three students. - To promote students' social interaction by negotiation produced and taking decisions about personal aspects in groups. - To collect information through semi-structured interviews from three students about their feelings and perspectives of communicating in class.

Warm up
After greeting the students, the teacher is going to give them some questions (ANNEXE 1) where they have to discuss with all the class about body care and what they think about the topic. In that case, what are the aspects to consider when taking care of their bodies, the recognition that not all the bodies work in the same way, personal hygiene, etc.
Presentation

Teacher is going to show them a short video about kids' bodies treasure "Mi cuerpo mi tesoro". (ANNEXE 2) Then, the teacher will teach them vocabulary related to their body. Topics about how to take care of it and ways to communicate the things related to their bodies, how to greet, to say no, their different kind of caress, the secrets, kind of menace, people they can trust on, and their protection. Those aspects are going to be mentioned in the video. After video ends, teacher is going to highlight the important ideas of those situations providing more examples and/or answering students' doubts.
Practice
In this part, teacher is going to provide to students some papers with cases of real-life situations. (ANNEXE 3) Learners have to organize in free groups of four and discuss about the topic given using both languages (English and Spanish) and think about a solution having in mind the solutions given on the video. Topics are related to boys and girls body changes and differences.
Research objective <i>semi-structured interviews</i>
<i>While, students are talking in groups, the researcher will call three selected students, and will interview one by one applying the semi-structured interview format.</i>
Production
For this part, students are going to be in the same groups and are going to act the case that they had. They have to explain it after the presentation with a significant message about their body care. The idea is that students can negotiate and create a phrase about the topic. Teacher is going to be monitoring each group in order to help and impulse their ideas to express and communicate their own concepts.
Evaluation
Teacher will assess the participation in presentation and production according to the engagement and attention provided to the topics and teachers' instructions.

Notes:

Semi-structured interviews are going to be the instrument of this lesson plan.

ANNEXES

ANNEXE 1

Questions:

How can I personally take care of my body?

What can I do if I feel uncomfortable with my body on any situation with an adult, friend or a renowned?

Which are the private parts of my body?

Which parts of my body are public?

ANNEXE 2

Video “Mi cuerpo es un tesoro“ https://www.youtube.com/watch?v=Z7KTObOg_II





ANNEXE 3

Cases:

- Johan is a 3rd grade student who has to stay with a tutor every afternoon after school. He is watched by his parents; One day his tutor wanted Johan to show him his private parts meanwhile his parents were not present in the room.
- Ashley is a 3rd grade student who loves to play in the park with her friends when she finishes her homework; One day, one of her friends invited her and the other girls to eat something in her house, when they were there, Ashley's fathers' friend obligated the girls to see inaccurate TV programs.
- Robert is a guy who enjoys doing sports, he loves to play soccer, basketball and athletics. One day, when he arrives at home, his smell was not fine. His sister told him to take a shower, where which his response was "No I don't like to take showers".
- Nicolle has a family meeting where all her aunts were, but later, her aunt touched her chicks (that is something that Nicolle does not like at all).
- One night, Richard was putting on his pajamas and he noticed that his big brother was spying on to him.
- One day Daniel goes to a park, and his big cousin asks him to touch the private part of a little guy who was playing.

LESSON PLAN No.2

Lesson Number	2
Class time	45 minutes
Theme	Rehearsal
Learning objective	<i>To interact and learn new vocabulary.</i>
Teaching objective	To present students the script of the play about all the topics that they are going to perform.
Materials and resources	Script.
Research objectives	<ul style="list-style-type: none"> - To analyze how the participants could work on their communicative skills during the planned activities. - To explore if the planned activities affect positively or negatively on third-grade students. - To take notes observing in general all students' aspects when interacting and communicating in class.

Warm up
Students listen to the script that the teacher wrote for the play, and they have to socialize and give their opinion about the script, the teacher pays attention to their comments and makes the necessary adjustments, considering students' opinion.
Research objective <i>Field notes</i>
<i>Since the beginning of the class, researcher is going to be observing any aspect that happens in class specifically to other three selected students.</i>
Presentation
Students are going to take the roles that each one will have within the work; they have to choose what character they want to represent according to the script
Practice

The students will start with a basic practice, so that some of them could have the process of losing fear in front of groups of people, this process is always guided by the teacher.	
Production	
The teacher will divide the students into small groups so that they can practice some of their lines and thus interact with the rest of their classmates. These groups must change every 5 minutes until each of the students has had contact with all their classmates.	
Evaluation	
At the end of the session, the teacher will ask some questions (ANNEXE 1) to the students, so they can express if they enjoy or not.	

Notes:

In this lesson the instrument will be field notes, where the teacher observes every aspect in class.

ANNEXES

ANNEXE 1

What do you think of Berta's story?

Did you like the story?

Did you like your character that you got?

Do you feel comfortable acting like that person?

LESSON PLAN No. 3

Lesson Number	3
Class time	45 minutes
Theme	Handcraft with modeling clay and paint
Learning objective	<p>To know the importance of caring and valuing your body</p> <p>To establish differences between boys and girls.</p> <p>To recognize body parts.</p> <p>To mention the different parts of the body.</p> <p>To identify how to take care of the body.</p>
Teaching objective	To guide them identifying their principal body parts.

	To promote group work with activities that integrate them when doing handcraft
Materials and resources	Cardboard, colors, markers.
Research objective	<p>To analyze how the participants could work on their communicative skills during the planned activities.</p> <p>To explore if the planned activities affect positively or negatively on the third-grade students</p> <p>To take information through the teacher checklist of our students.</p>

Warm up
<p>After greeting the students, teacher will start the class with a little recap about the last topics in the previous sessions. In that way, teacher and students are going to remember body parts vocabulary, body care and the importance (appreciation) of their bodies. In order to keep the ideas discussed, teacher is going to draw some key points on the board and ask students to keep their notes as well to the next part of the session.</p>
Presentation
<p>In this part, students will have some printed images posted on the board. In that case, each one is going to reflect, and think individually about some of them and take them into account. Teacher is going to say some examples about some pictures. Then, students must form groups of three people where they can choose who to work with.</p>
Practice
<p>In this part, the students will be working in groups of three. They will have to discuss about previous ideas teacher posted on the board. The idea of this activity is that they can join their ideas and create a significant phrase about their body's concepts seen in previous classes. They can use their notebooks as well.</p>
Production

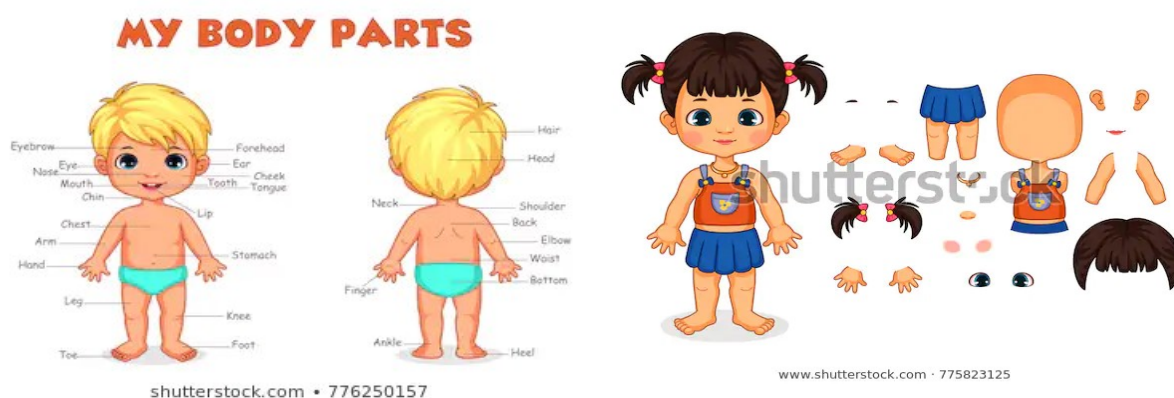
Research objective <i>Teacher checklist</i>
<i>Since the beginning of the class, researcher is going to be observing specific aspects in three selected students.</i>
After having the phrase, teacher is going to provide each group with materials like markets, colors, pencils, etc., in order to create a poster. Teacher is going to highlight to the learners that the poster has to be creative, with drawings, signals, words, etc. On the poster, they must include the most important information about the care of the body such as the private and public parts and the importance of self-care of them. It is important that teacher promotes this exercise as a positive competition where each group do the best to win this activity since it would be recognized by teacher and students as well. Teacher can use any kind of tip that could promote students' attention.
Evaluation
Teacher is going to evaluate each poster, considering the aspects to include on it.

Notes:

Teacher checklist is the instrument that is going to be in this lesson.

ANNEXES

Printed pictures



LESSON PLAN No.4

Lesson Number	4
Class time	45 minutes
Theme	Handcraft with modeling clay
Learning objective	To understand the importance of their bodies expressing through a handcraft with clay, and some words
Teaching objective	To involve students as the center of the class
Materials and resources	Paper, clay, colors, markers
Research objectives	<p>To analyze how the participants could work on their communicative skills during the planned activities.</p> <p>To explore if the planned activities affect positively or negatively on the third-grade students.</p> <p>To take notes observing in general all students' aspects when interacting and communicating in class.</p> <p>To enhance students' participation communicating their ideas in groups.</p>

Warm up
<p>After greeting the students, the teacher will make a review of the parts of the body and is going to explain that each person has a favorite body part, used for a specific activity to develop. She will give some examples with famous people.</p>
Presentation
<p>The Teacher is going to show a video about different people developing different activities (ANNEXE 1) and students have to discuss what should be the favorite part of those people.</p>
Practice
<p>After the video, students have to tell the classmates what their favorite body part is, and why they like that part the most.</p>

Production
After sharing personal opinion, students have to develop an activity using clay, paper, markers and colors, the idea is that they have to do with the clay their favorite body part, paste it on the paper, decorate it and write why did they chose that part.
Research objective Field notes
<i>In this part of the class, researcher would be checking important aspects about four students' skills when communicating and interacting with their partners.</i>
Evaluation
In that case, teacher is going to organize students in groups, and they have to share their final work with the rest of the class.

Notes:

Field notes is the instrument for this session.

ANNEXES

ANNEXE 1

Video: <https://www.youtube.com/watch?v=-UybwoT0DEw>



LESSON PLAN No. 5

Lesson Number	5
Class time	45 minutes
Theme	Handcraft Virtues
Learning objective	To promote free thoughts, letting then to explore and show their opinion about others
Teaching objective	To promote free thoughts, letting then to explore and show their imagination
Materials and resources	Video, pictures, markers, paper, colors.
Research objectives	<p>To analyze how the participants could work on their communicative skills during the planned activities.</p> <p>To explore if the planned activities affect positively or negatively on the third-grade students.</p> <p>To take information through the teacher checklist of four students.</p>

Warm up

After greeting students, teacher is going to ask students randomly what they know about acceptance. Then, teacher is going to play a video in YouTube called “acceptation “(ANNEXE 1). After looking at the video, students are going to discuss about it with their classmates for some minutes.

Research objective *Teacher checklist*

Since the beginning of the class, researcher is going to be observing any aspect that happens in class specifically with the same three students observed before.

Presentation

In order to present the topic, students will be divided in groups of five formed by themselves. Then, they have to rotate around the classroom. Where some printed images are pasted on the wall about people’s differences, and they must analyze and take notes about each picture. After that all the groups are going to be in the center with the teacher. Teacher is going to explain each picture and socialize ideas with students about what they think.

Practice
<p>After the teacher explanation, students are going to select specific pictures and they are going to plan in each group how they are going to illustrate with their opinion that information of the selected pictures. Teacher would provide them materials so they can put on their creativity and interact with their classmates designing this activity with a brochure, poster or triptych, explaining the importance of acceptance of others.</p>
Production
<p>After doing this practice, teacher is going to provide the next step, which is that each group would have its own way to illustrate or explain its creation. Students would have some minutes to present in order to let the other groups present as well.</p>
Evaluation
<p>Teacher will evaluate behavior and commitment with the activities, also she is going to check ideas working on these activities including creativity and group cooperation.</p>

Notes:

Teacher checklist is the instrument that we are going to use in this lesson plan.

ANNEXES

ANNEXE 1

Video: <https://www.youtube.com/watch?v=Yo4LnccRIs8>



LESSON PLAN No. 6

Lesson Number	No. 6
Class time	45 minutes
Theme	Rehearsal II
Learning objective	To practice the play, working on pronunciation, vocabulary, expressions and shyness.
Teaching objective	To develop students' social skills through real-life context.
Materials and resources	Script
Research objective	<p>To analyze how the participants could work on their communicative skills during the planned activities.</p> <p>To explore if the planned activities affect positively or negatively on the third-grade students.</p> <p>To collect information through semi-structured interviews to three students.</p>

Warm up
After the teacher greets the students, teacher will make a count since the last rehearsal, and will ask who remembers what practicing is about. There will be a quick activity, where the students talk to each other about the work.
Presentation
Teacher will let the students act freely, moved and express themselves, so that the learner will lose that fear of participating.
Research objective <i>Teacher Checklist</i>
<i>While, students are talking in group, the researcher will call three selected students, and will interview one by one applying the semi-structured interview format.</i>
Practice
Students will practice half of the play, they must be clear about the behaviors of their characters to be able to handle the vocabulary well, the group divides into two and after this,

each time they have time to present a specific scene from the play.
Production
When the students finish with the two assigned presentations, they will have to carry out a general rehearsal and after this rehearsal all the students will have to sit in a round table to share the experience of the session.
Evaluation
Finally, the students will have a time to share in small groups as they believe that the story being practiced is progressing, in each essay the opinion of the students will always be asked, so that the teacher sees if they should make any changes.

Notes:

The instrument to be used in this lesson would be semi-structured Interviews.

LESSON PLAN No. 7

Lesson Number	7
Class time	45 minutes
Theme	Handcraft family
Learning objective	To develop students' social skills through different expressions and ideas
Teaching objective	To develop students' social skills through real-life activities and share materials, work individually and in a cooperative way.
Materials and resources	Images, poster materials
Research objectives	<p>To analyze how the participants could work on their communicative skills during the planned activities.</p> <p>To explore if the planned activities affect positively or negatively on the third-grade students.</p> <p>To take information through teacher checklist for four different students.</p>

Warm up

After the teacher greets the students, he will start with a question: what is your family like? Students who want to participate must say at least three things they think about their family.
Presentation
Through images, the teacher explains the family vocabulary (annex 1), after this he will practice pronunciation of each word so that the students can practice them, after this students must walk around the room and choose a partner with whom they have never worked, to develop a future activity.
Practice
The students are in pairs, they must ask to the classmate a series of questions such as, how your house is. How many people live with you? After this, they must describe the family member they want and since they have already asked themselves some questions, the partner will try to guess how familiar they are.
Production
The teacher will be delivering materials, so that with these students can represent the family in their own way, after doing this, they must show their partner and explain their final work with details.
Research objective <i>Teacher Checklist</i>
<i>In this part of the class, researcher would be checking important aspects about four students' skills when communicating and interacting with their partners in groups.</i>
Evaluation
At the end of the session, the teacher asked all the students how they felt about this activity and working with a new partner, and if it was very difficult to talk about the family with their partner.

Notes:

The teacher checklist would be the instrument for this session, evaluating specific aspects.

ANNEXES

ANNEXE 1

**LESSON PLAN No. 8**

Lesson Number	8
Class time	45 minutes
Theme	Rehearsal III (Song)
Learning objective	To practice the rehearsal, working on pronunciation, vocabulary, expressions and shyness. Sing a song about the project, working on pronunciation.
Teaching objective	To develop students' social skills through real-life context, and sing a song related to the project.
Materials and resources	Rehearsal materials and clothes, speakers, projector
Research Objective	<p>To analyze how the participants could work on their communicative skills during the planned activities.</p> <p>To explore if the planned activities affect positively or negatively on the third-grade students.</p> <p>To take notes observing in general all students' aspects when interacting and communicating in class.</p>

Warm up

To start the class, teacher is going to ask recap last topic review and the specific vocabulary students should practice.

Presentation

Teacher is going to present the next steps to practice the rehearsal with the students. Teacher will provide the necessary materials and resources to the students and provide visual aids to practice the song of the rehearsal.
Practice
Students will practice the rehearsal part; teacher will motivate them and help them with any doubt or vocabulary to practice. Students will be supporting themselves.
Production
Students will socialize the part practiced for the production phase. Students will receive feedback and reflect about their challenges to work on.
Evaluation
Teacher will be checking students' communication and how they manage their emotions since they could feel pressure facing their challenges.

LESSON PLAN No. 9

Lesson Number	9
Class time	45 minutes
Theme	Handcraft (God)
Learning objective	To understand that each one has a purpose in their lives and that involves a personal relationship with God.
Teaching objective	To teach the children the importance of God in our lives To teach the children they have a purpose to find for their lives.
Materials and resources	Printed images, color paper.
Research Objective	To analyze how the participants could work on their communicative skills during the planned activities. To explore if the planned activities affect positively or negatively on

	<p>the third-grade students.</p> <p>To take information through the teacher checklist of four students.</p>
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Warm up
Teacher will show different printed images of societies and culture, students have to discuss with the class what they think about each image, and what would they do if they face those situations in real life.
Presentation
The teacher will show to students' different images about different difficulties in real life an in different situations, but also is going to explain them that God has a purpose with every life of each person and country. Also is going to explain the salvation plan through colors.
Practice
Students have to explain what means God for them, and what kind of things they must thank, and what kind of thing they want to ask God to help them.
Production
Students are going to develop a handcraft of the salvation plan (ANNEXE 1) the idea is that they can present the plan to more people explaining the grace of God losing shyness.
Research objective <i>teacher checklist</i>
<i>In this part of the class, researcher would be checking important aspects about four students' skills when communicating and interacting with their partners in groups.</i>
Evaluation
After production part, teacher is going to the students what they understand about the topic Checking students' reflection can guide the teacher to be aware of activities that could help students to foster their communication.

Notes:

Teacher checklist would be the instrument

ANNEXES

ANNEXE 1



LESSON PLAN No. 10

Lesson Number	10
Class time	45 minutes
Theme	Socialization - rehearsal
Learning objective	<p>To understand how to be respectful with others.</p> <p>To recognize the meaning of respect.</p> <p>To analyze the importance of being respectful with the opinions of others.</p>
Teaching objective	To socialize how was the project and the rehearsal, what they learned and how they can improve

Materials and resources	Board, markets, device.
Research Objective	<p>To analyze how the participants could work on their communicative skills during the planned activities.</p> <p>To explore if the planned activities affect positively or negatively on the third-grade students.</p> <p>To collect information through semi-structured interviews to three students.</p>

Warm up
Students are going to act out the play and the teacher will record them so that they can watch themselves in action
Research objective <i>semi-structured</i>
<i>While, students are talking in group, the researcher will call three selected students, and will interview one by one applying the semi-structured interview format.</i>
Presentation
Then, teacher is going to recap important aspects for the whole rehearsal activity with the students. Topics such as respect, friendship and feedback will be present in the discussion. Students would be around the teacher and will participate without any problem.
Practice
The teacher is going to explain students an activity where they have to put into practice the respect value, the activity consists in having some candies on the table (those candies are not theirs) the teacher will go out for a moment and they would have the opportunity to take a candy if is correct or not, then she will come back and will count the candies.
Production

The teacher will give them some papers with cases that they have to act. There are different roles performed for the rehearsal, they are going to work in groups of 6 people. The idea is that each student could value his/her roles and respect each other.

Evaluation

The teacher will ask students how they can put in practice the value of respect in their daily life.

Notes:

This is going to be the last semi-structured interview.