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**ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC**  
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**THESIS**

**TITLE:**

**“DEVELOPMENT OF EMOTIONAL INTELIGENCE ON  
EDUCATION OF ENGLISH FOR THE 8<sup>TH</sup> GRADE  
STUDENTS AT THE SAN JOSÉ LA SALLE EDUCATIVE  
UNIT DURING THE PERIOD OF 2012-2013”**

Thesis presented prior to obtaining the Sciences of Education Degree with major in the English language.

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## THESIS DIRECTOR'S ENDORSEMENT

I, as the thesis director of this investigative work about:

**“DEVELOPMENT OF EMOTIONAL INTELIGENCE ON EDUCATION OF ENGLISH FOR THE 8<sup>TH</sup> GRADE STUDENTS AT THE SAN JOSÉ LA SALLE EDUCATIVE UNIT DURING THE PERIOD OF 2012-2013”**, develop by PanchiQuimbitaKleverWaldemiro, applicant of the English Career, consider that this investigative report contains the methodological and scientific requirements which are enough to be evaluated by the thesis validation court at Honorable Academic Board from the Academic Unit of Administrative and Humanistic Sciences, for its study and qualification.

Latacunga, March 2013

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## **AUTORSHIP**

The criteria of the present investigation: **“Development of Emotional Intelligence on Education of English for the 8<sup>th</sup> Grade Students at the San José la Salle educative unit during the period 012-2013”** is the author’s exclusive responsibility.

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## **THANKFULNESS**

My warmest gratitude and appreciation to my mother who has been an example of devotion and hard work in order to get her children into the right path of life, and with her wise knowledge, I have been able to go up one more ladder on the stairs of personal and professional growth

I am also thankful to the teachers and authorities of the Technical University of Cotopaxi who have helped to achieve one of my most expected goals in my life.

Klever

## **DEDICATION**

This investigative work is dedicated to my mother, who has always wanted the best for all her children, it is a result of her motivation and encouragement, two factors that were given by her since I was a toddler.

Klever



# UNIVERSITY TECHNICAL OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

Latacunga – Ecuador

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**THEME:** “DEVELOPMENT OF EMOTIONAL INTELLIGENCE ON EDUCATION OF ENGLISH FOR THE 8<sup>TH</sup> GRADE STUDENTS AT THE SAN JOSÉ LA SALLE EDUCATIVE UNIT DURING THE PERIOD OF 2012-2013”

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## ABSTRACT

The present studies focuses on the use of emotional intelligence as a support for teaching support for the English teaching-learning process of the students of the eighth grade of basic education at the San Jose La Salle Educative Unit.

The concern on elaborating this investigative work originated from the need to use new updated-techniques which lead to a meaningful learning in the classroom. The investigation attempts to improve the emotional states, which are enormous barriers that impede quality learning, no wonder English learning has been considered as something impossible to get.

The proposal of the investigation is an innovative way of learning English; it consists of activities destined to acquire the language with up-to-date motivational approaches, which have been very useful in other areas of life.

## INTRODUCTION

English has become the most used language through the world, its teaching and learning has been subjected to several changes in methodologies, but there has not been a notorious improvement. So, it is obvious that the main obstacle does not only lay on the external factors but also in the internal factors students factors.

All over the world on these years, there have been attempts to improve English but the situation is the same. That is why, one of the best alternatives to change that reality is to use emotional intelligence in the classroom.

Every student comes from different backgrounds, some come from oppressive environments; as a result, they develop negative emotions that impede excellence in education in general.

Either positive or negative emotions create empowering or disempowering learning environments. Unfortunately, negative emotions are predominant in the classroom which makes the educative process a tedious endeavor.

Emotions like boredom, apathy, frustration, lack of focus on the task, and anger have been noticed to be predominant in the midst.

In Ecuador, the emotional situation of each student is not appropriate for getting a quality education. What is more, the current Ecuadorian system has not established a program for improving the emotional state of the students, to make things worst teachers are not aware of the influence in the teaching-learning process, even though the new constitution in the well-being plan guarantees an affective education for all children and teenagers.

The problem lies on the fact that there is a great gap on the knowledge on how to create a harmonious emotional teaching-learning environment.

The emotional setting is established at home, and Ecuadorian parents have a common belief that results in physical and verbal punishment. Therefore, the majority of individuals do not have a proper management of negative emotions.

The new trends in education must develop programs to make the process more affective and inclusive, only by doing that, it will possible to have revolution in education.

In Latacunga, particularly, learning English has become a boring and tedious activities, the English text books contain activities which do not promote emotional well-being, which has made learning English a static subject. Students look like robots doing mechanical activities.

Emotional intelligence offers a great change in the field of motivation and education of English. It attempts to improve the emotional well-being of student without leaving aside academic work.

In this context, it is important to say that emotions is the force that make people take different decisions, even bad decisions are determined by negative emotions.

English language teaching at the San Jose La Salle Educative Unit has improved in many ways, but it keeps using traditional methodologies.

In consequence, the teacher's guide for developing emotional intelligence is a good alternative to improve English education since it contains up-date motivational technique that have been proved to effective in other fields.



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# CHAPTER I

## THEORETICAL BACKGROUND

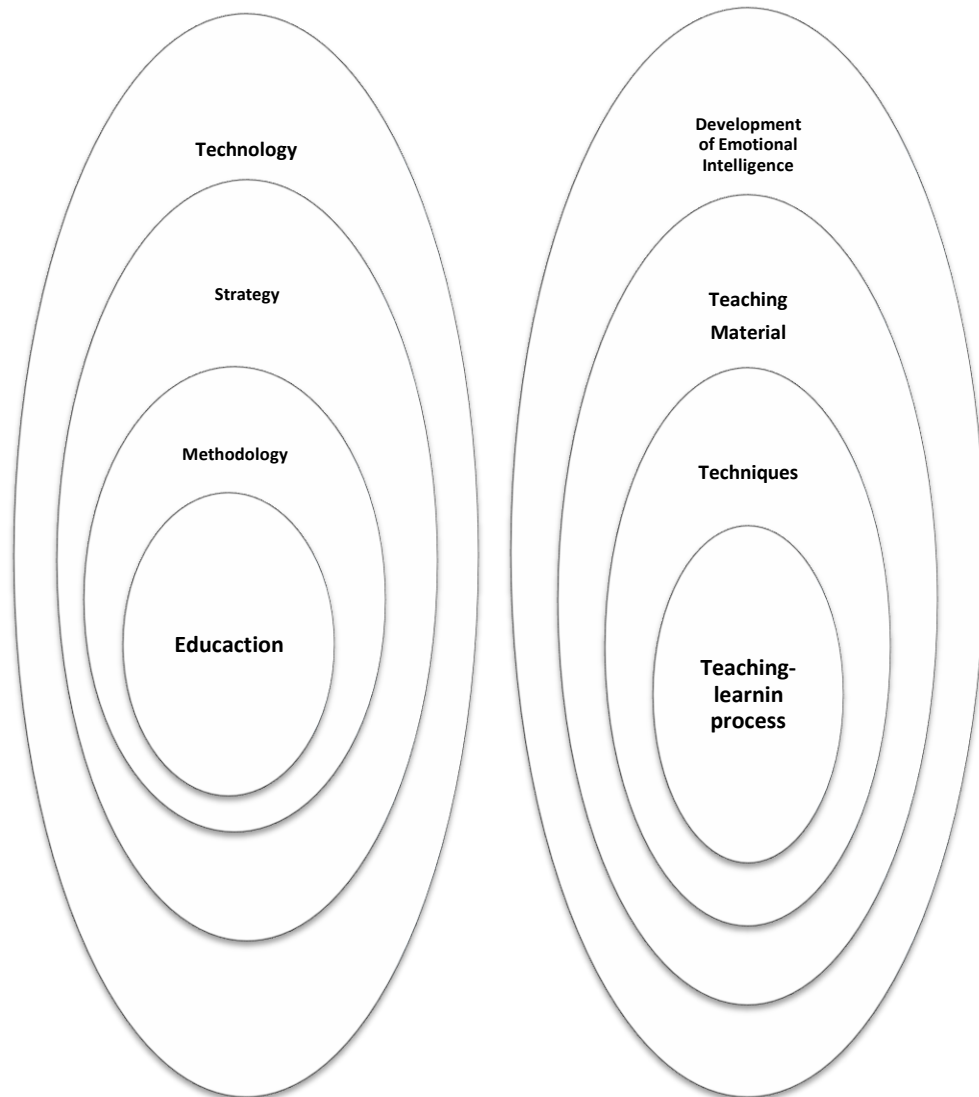
### **Investigative antecedents**

After doing a complete bibliographic investigation, it was possible to find out that there is not any other similar work; so, the present investigation is original. Such information can be checked at any time anywhere.

One of the most important aspects of the following investigative work is the approach to the educative process on the English teaching and learning process something requiring more than methodologies, which focus on the attention of external factors surrounding the learner of the second language, while the type of meaning change is based on internal aspects of the student, since all process and action start in the mind, so, education needs a transformation in the thinking process and emotional aspects of the second language student. From this point of view, there is great need to search all the possibilities for the solution to one of the most important problems.

This reality is presented in all levels of education, especially on the students of the eighth grade of basic education of La Salle School of Latacunga. In order to contribute to this educative problem, the present investigative work aims at finding solutions that can lead us to an atmosphere which facilitates the English language learning process.

## 1.2. FUNDAMENTAL CATEGORIES



## **1.3 THEORETICAL BACKGROUND**

### **1.3.2 EDUCATION**

Education is considered as something essential in today's society since it is a synonym of personal and professional growth; in fact everyone needs to get education in order to be part of an ever increasing more competent world.

DEWEY, J; (1998; 3) says "The main purpose or objective is to prepare the young for future responsibilities and for success in life, by means of acquisition of the organized bodies of information and prepared forms of skill which comprehend the material of instruction".

The author believes that education is indispensable for individuals so that they can solve their future needs and problems, when he mentions the word responsibilities and for success in life; he refers getting an occupation or profession.

Traditional education is a system that ends when a degree is obtained on any field; however, as humans are living in an increasing globalized world, professionals have to go beyond the classic limits. Therefore, we do not need an education in which the students are a passive element, but an emotionally motivated student is needed to achieve a modern meaningful education.

Indeed, the world has become globalized with the modern technological advancements, so education has to meet the new educational needs of every individual. Nowadays, education needs to be inclusive and affective so that every individual can get an education of quality based on the solidification of knowledge.

### **1.3.2 EDUCATION IN ECUADOR**

The Ecuadorian education is founded philosophically on the rationalism, positivism, pragmatism and evolutionism; all these currents are variants of idealism, which have carried knowledge to a place where it is not really useful to meet students' needs due to its visible lack of effectiveness

Throughout the years, little has been done to improve education in general; and the educative system in general has suffered a huge setback, and to get out of it, a great effort is needed.

With the same diagnoses, in order to typify the Ecuadorian education, the following statements are used by the system is rigid and formal; teachers have a poor professional background with a low knowledge of general culture, besides an authoritative figure is imposed in all levels of education. There is also a strict immersion into official programs, an exaggerated concern for grades and passing to the next grade rather than the learning itself. so, teaching has become instructive rather than formative, the student affective life has never been important.

On the other hand, there has been a great interest by the current government to improve education in Ecuador. As a result, there has been an increasing evaluation to teachers who worked in public schools. There has also been training programs for teachers so that they can up-date their knowledge in many fields.

### **1.3.3 EDUCATION IMPORTANCE**

Since humans became civilized, education has been very important for survival in an ever increasing economic society.

KEZAR A. considers “Education is often the best tool for creating wealth and happiness. Education can help your long-term economic prospects and help you to obtain, keep, and maintain a home or a business in the future.”

It is by means of education that people prepare themselves to be able to survive in the society. It is easier for a person to get a good job, to learn to live, to overcome problems with the help of education. On the other hand, an uneducated individual will not be able to succeed in any field of life. Nowadays, being competitive is being required. Not only knowledge is necessary but there is a great need to personal growth as part of modern education.

## **1.4 TEACHING LEARNING PROCESS**

### **1.4.1. DEFINITION**

The teaching-learner process is the most important aspect in education, without it, any educative institution would exist. Hence, it is considered as the heart of education.

**LANGFORD Glenn (1978, p.2); concerning to what the teaching learning process is, the author comments: “To teach is to help (or, strictly, to try to help) someone to learn something, and what is learnt need make no contribution to the learner’s education. For example, people teach their dogs to walk, to heel, their friends to play pontoon and their children to make daisy chains, without thereby necessarily contributing in any way to their education”.**

According to the author’s criteria teaching is to pass knowledge on to others, however such endeavor is only an important aspect of education since besides teaching, students need to understand, remember and consolidate what is being taught, which is called teaching learning process. In fact, in order to get knowledge,



teaching and learning go hand and hand, and students must retain in their minds such information not only for a short term but for a long term.

The teaching-learning process involves transferring not only information but also knowledge from a teacher to a student. It is a form of communication in which there is a transmitter of information and the receiver of such information.

This process has three fundamental elements which make teaching and learning process possible in all instances. The following are the three fundamental elements of the process:

The teacher is considered to have the main role in the process, is the one who is in charge of using methods, techniques as well as his/her knowledge to fulfill academic aims and goals. She/he controls and leads teaching to the learning.

The student is considered as the most important element of the teaching-learning process because since they are the reason of learning. Each one of the learners has different modalities of learning for that reason, there always be fast and slow learners. The third element is the environment, which has to be a place where there is harmonious communication between the teacher and the learner; it must not have barriers that impede learning nor teaching.

### **1.4.2. TEACHING**

**LOTT, J. (2008) expresses “Teaching is a contract between a student and a teacher. This implies that teachers and students have an agreement and some distinct obligations to each other. There is also an agreement to give the obligation your best shot, and to expect the same from all the learners.”**

According the text above, teaching is an interaction activity that requires a teacher and a learner. The teacher passes on his knowledge to the receiver of the knowledge

(the student). Teaching does not have to be a static way of transmitting information but rather, it has to be a dynamic social interaction which includes rapport among the participants.

The main purpose of teaching is the transmission of information by means of direct communication supported by auxiliary means, which present a major or lesser degree of complexity or effort. As a result of such action, a trait of this process must be left in the student, a reflex of the objective reality, of the surrounding world which forms knowledge, abilities and capacities, which allows students to face new situations with a creative, adaptive and appropriate attitude.

The teaching process produces a set of systematic transformations in the individual, a series of gradual changes whose stages take place in ascendant order. Hence, it is a progressive, dynamic and transforming process.

As a consequence of the teaching process, successive and uninterrupted changes occur in the cognitive activity of the individual. With the assistance of the teacher who leads a teaching activity which aims at mastering knowledge as well as developing abilities and habits according to the scientific conception of the world; the pupil acquires a new vision of the material and social reality, which implies a transformation of the personality of the individual.

Knowledge is synthesized by the teaching process, which goes from no-knowledge to knowledge; from imperfect knowledge to perfect wisdom, which is near logical reality.

Teaching proposes gathering facts and to classify them, compare them and to discover their regularities necessary to inter-dependency internally and generally.

Teaching is closely related to education which is subjected to the changes conditioned by the historical and social development, to material and spiritual needs

of the communities, whose supreme objective is to reach the mastery of all the knowledge given by cultural experience.

Teaching exists so that learning takes place, without it, it is impossible that an individual learns something academically. Therefore, these two aspects are related to a same process. They keep their unique particularity separately, but make up a unit between the leading function of the teacher-student and the student's activity.

### **1.4.3. LEARNING**

**According to WENGER Etienne (1998): “Learning is this sense is not a separate activity. It is not something we do when do nothing else or stop doing when we do something else. There are times in our lives when learning is intensified: when we are challenged beyond our ability to respond when we wish to engage in new practices and seek to join new communities.”**

The author means that learning occurs all the time, it is a natural process which is extremely complex, whose essence is acquiring a new knowledge, ability or capacity. For that process can be considered a real learning instead of a simple trait or temporary idea, it has to manifest itself in the future, thus contributing to find a solution to concrete problems, even in different circumstances which originally was intended to.

Learning is for some individuals more than an active construction process that takes place in their brains.

The students' brain and the neuronal net is not only a photocopy system that functions automatically and in an accurate manner. But it is a complex process which has not been explained thoroughly.

The information that the brain receives turns into the reality by means of personal experiences. That is every individual has a different way to understand the surrounding matter. If the information received is not relevant to the brain or to the personal experience, learning will not take place. Only fragile knowledge will dwell for a short period of time.

Today's learning must be dynamic not only a mere solid knowledge. The brain has an enormous capacity; it has the ability to make us accomplish anything that is desired. The brain waits for every command, ready to carry out anything. It is capable of processing up to 30 billion bits of information per second, and it has the equivalent of 6,000 miles of wiring and cabling.

Understanding how the brain learns sounds to be challenging. One of the new sciences that are contributing to understand how an individual's mind works is Neuro-Associative Conditioning, which studies how learning process are conditioned by thinking patterns. It is said that an individual is the only responsible for how deep knowledge will go in the educative process.

#### **1.4.3.1. Learning Modalities**

Each individual has different learning characteristics, which can be influenced by genetics, the environment or personal choice. That is why some students are good at specific endeavors.

**The authors DEPORTER, B; HERNACKI, M, (1992) believe “In some primary and secondary schools in the United States, teachers are realizing that every person has an optimum way of learning new information. They understand that some students need to be taught in ways that vary from standard teaching methods.”**

These authors say learning is a biological experience because each student has a unique genome and background which forms the basis for a certain way of learning; therefore, classes must be arranged according to their particular way of learning, if all students are given the same teaching, only a few of them will learn a certain topic.

Getting to know what type of learning style each student has, is a great tool to enhance learning, and to take it to excellence, not only in school, on the job and in interpersonal situations. When teachers know this fact, learning and teaching become easier.

Each student should be taught according to their learning styles, that is because each individual is unique, most students will never discover their true potential if their learning styles are not discovered.

<b>Visual learners</b>	<b>Kinesthetic</b>	<b>Auditory learners</b>
<ul style="list-style-type: none"> <li>• <i>Are neat and orderly</i></li> <li>• <i>Speak quickly</i></li> <li>• <i>Are good planners and organizers</i></li> <li>• <i>are observant of environmental details</i></li> <li>• <i>are appearance-oriented in both dress and presentation</i></li> <li>• <i>are good spellers and can see the world in their minds</i></li> <li>• <i>memorize by visual association</i></li> <li>• <i>are not distracted by noise</i></li> <li>• <i>describe pictures and flash cards in accurate manners</i></li> <li>• <i>identify structure patterns of the language easily</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Speak slowly</i></li> <li>• <i>Respond to physical rewards</i></li> <li>• <i>Touch people to get their attention</i></li> <li>• <i>Stand close when talking to someone</i></li> <li>• <i>Are physically oriented and move a lot</i></li> <li>• <i>Have early-muscle development</i></li> <li>• <i>Learn by manipulating and doing</i></li> <li>• <i>Memorize by walking and seeing</i></li> <li>• <i>Are stimulated by touch and feelings</i></li> <li>• <i>Like stories that have deep feelings</i></li> <li>• <i>Organize ideas based on feelings and emotions</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Talk to themselves while working</i></li> <li>• <i>Are easily distracted by noise</i></li> <li>• <i>Move their lips and pronounce the words as they read</i></li> <li>• <i>Enjoy reading aloud and listening</i></li> <li>• <i>Can repeat back and mimic tone pitch and timbre</i></li> <li>• <i>Find writing difficult, but are better at telling</i></li> <li>• <i>Speak in rhythmic patterns</i></li> <li>• <i>Are frequently eloquent speakers</i></li> <li>• <i>Like music more than art</i></li> <li>• <i>Learn by listening, and remembering what was discussed</i></li> <li>• <i>Are talkative, love discussion, and go into lengthy description</i></li> </ul>

#### **1.4.4 LEARNING ENGLISH**

Learning English has been under many attempts of improvement but all the efforts have been fruitless. That is the reason why students have English classes for almost eighteen years, and they do not finish the university speaking it fluently, what's more most of students end up forgetting what was learnt during their whole school life.

Therefore, the present investigation will focus on internal aspects of the individual since the external aspects have failed notoriously and shamelessly

##### **1.4.4.1 Learning English with affection**

There is a wide number of researchers who believes that affective learning is very important in order to learn English fluently.

**ARNOLD, J.(2005) comments “A broad understanding of affect in language is important for at least two reasons. First, attention to affective aspects can lead to more effective language learning. When dealing with the affective side of language learners, attention needs to be given both to how we can overcome problems created by negative emotions and how we can create and use more positive, facilitative emotions.”**

The author confirms that emotions play a great role for the learning of English, when she mentions the affect side in language; she refers to emotions and their relation with acquiring excellence in teaching and learning English. In fact, every English class has its own set of emotions that interfere with the learning process. Hence, it is important to start teaching English with positive emotions.

Scientific studies show that humans learn out of pleasure and pain, one of the most important characteristics of the brain is to protect us. The brain is programmed by nature to avoid pain and search for what makes feel well.

When something is learned out of pleasure, such knowledge lasts forever. On the other hand, if something is learned using memorization, the corresponding information passes only to the temporal brain, in this part of the brain, the information vanishes in the short term.

That is the reason; most of us do not remember what we learned previously.

Lasting knowledge occurs when information is passed to the subconscious mind, in order to get such modality of learning, a stimuli of the senses is required. Personal observations show that as adults, people tend to remember events that had a great involvement of emotions and feelings.

Human mind stores everything and recalls only what is needed and what has a meaning in life. When humans live life fully, new memory links are created and the ability to remember facts, events, and new information is increased.

With increased ability to recall details, and individual develops creativity and is more successful at problem-solving.

Real learning takes place when sight, sound, touch, taste and emotion take place in the classroom. That is to say when more than a sense is involved, the experience learnt becomes easier to recall.

If the teacher says something aloud, and act it out with gestures, tonality of voice; sensory and kinesthetic senses are involved. If five senses are involved, learning will be more lasting.



## 1.5. METHODOLOGY

IRNY, S; ROSE, A. (2005) consider “A methodology is usually a guideline system for solving a problem, with specific components such as phases, tasks, methods, technique and tools”.

According to the authors methodology is a well-organized system that helps to achieve a certain goal or objectives by means techniques, methods or certain tasks. Methodology is used in every field of human activities. In education methodology plays an important part of the educational system. There are many factors that determine the type of methodology that a teacher has to use.

Methodology is a basic component of the educational system; they determine how we are going to apply the different methods and technique.

## 1.6 METHODS

During the educative process, it is possible to utilize a vast number of teaching methods which have different teaching objectives to develop knowledge, attitudes or abilities and by the degree of participation of the student in the teaching-learning process.

### 1.6.1. TYPES OF METHODS

#### 1.6.1.2 Reasoning methods

**Deductive Methods.**\_ knowledge goes from the general to the particular.

**Inductive Method.**\_ the studied matter is presented by means of particular cases, it is suggested that the general principle be discovered.

Analogic or Comparative Method.\_ when the particular datum allows establishing comparisons that lead to a conclusion by similarity

### **1.6.1.3 Methods related to coordination of the subject**

**Logical Method.**\_ the datum or facts are presented by order of antecedents; it obeys to a structure of events that go from the least to the most complex.

**Psychological Method.**\_the presentation of methods does not follow a logical order but it deals with the needs, interests and experiences of the students.

### **1.6.1.4 Methods related to the concretization of teaching**

**Symbolic or Verbal Method.** - It is the type of method that takes place when school work is given by verbal communication. Written language acquires decisive importance, which are the unique methods in the class.

**Intuitive Method.**\_it is given when the class takes place by the help of objectiveness and concretization.

### **1.6.1.5 Methods related to the systematization of the subject**

Systematization:

- a) **Rigid.**- it takes place when the class plan does not allow any flexibility by means of Occasional Method logically assembled topics, which do not give any chance of being original when the class is being taking place

- b) **Semi-rigid**- it takes place when the class plan allows certain flexibility in order to improve adaptation to class' the real conditions, and in the social environment in which it serves

.-it is the kind of method that takes advantage from the motivation, as well as from important events of the mist. Students' suggestions and the occurrences lead the class.

#### **1.6.1.6. Methods related to the students' activities**

**Passive Method.**-the class is lead only by the teacher, he is the starring of the class while students get a secondary role. Students are limited to receive:

- a) Commands
- b) Lessons given by school text book, which are learned by heart
- c) Answers and questions are learnt by heart
- d) Dogmatic Presentation

**Active Method.**-this kind of method focuses on the student's performance, who is the starring of the show, the teacher becomes just a guide, a motivator and not a mentor.

#### **1.6.1.7 Methods related to knowledge globalization**

**Globalization Method.**\_It is created when the focus of attention is the group of disciplines given according to the natural needs that originate with the class activities.

Non-globalized method.-this method is present when subjects are treated individually, without any interaction among them.

**Concentration Method.**\_this method is a mixture between the globalized and the non-globalized method, it is also called *method by époque*. It turns a topic into a main subject only for a certain period of time; the others have the role of functional aides. Another modality of this method is focusing only in one single subject in order to get a greater concentration of effort, which is believed to get a beneficial learning.

#### **1.6.1.8 Methods related to teacher and student's interaction**

**Individual Method.**\_aims at teaching one single student. It is recommended for reciprocal Method.\_ it is called that way to the kind of method in which a student teaches the rest of classmates

**Collective Method.**\_ it takes place when there is one only teacher for many pupils. It is not only economic but also it is more democratic.

#### **1.6.1.9 Methods related to the student's work**

**Individual Work Method.**\_ it attempts to reconcile individual differences, school work takes place by means of managed studying, differentiated tasks, and the teacher is the one who is in charge of leading students to get out of their difficulties.

**Collective Work Method.**\_ it is the one that supports group learning. A study plan is distributed among the group members, who have an assigned task. By means of students' efforts and their collaboration, work becomes total and accurate. It can also be called Socialized-Teaching Method.

**Mixed Method.**\_it deals with socialized and individual activities, it is highly recommended since it gives an opportunity to reach a socialized action, and then an individual one.

**Dogmatic method.**\_ it is the type of method in which the student accepts what is being learnt without any critique. Everything is not question by the student; the teacher is the ultimate owner of the truth.

**Heuristic method.**\_from the Greek “I find”, it consists of the awareness that the teacher gives to the students using logic justifications and theories that can be presented by the teacher or searched by the student.

## 1.7 STRATEGIES

One of the most recent innovations in the teaching-learning process is the introduction of the term strategy in the educative realm.

The term *strategy* was used first in the military field, then in the entrepreneurial field, and finally in the educative field.

Strategy constitutes the pedagogical arsenal that allows teachers reach educative objectives, teaching methods and evaluation techniques of learning.

It is important to clarify that an instruction, which is recognized as a process which leads learning to be embedded into the student’s mind considering the expected results as well as the characteristics and phases of the process.

The methods will always be subjected to the strategy; so the execution of a specific objective of task must be brief, which requires some teaching hours, and that are conducted by means of teaching methods.

### 1.7.1. ENGLISH TEACHING STRATEGIES

There have been many English strategies through all these years, but the most common, modern and valuable strategies are the following:

**Accelerated or individualized work:** It is a system of having students work at different levels individually in one classroom. They progress by passing tests for each unit and move at their own pace.

**Acting out a story:** It is based on having the students act out a part of a story. Using physical movement to demonstrate and improve comprehension of the story. Could also be used on a smaller scale with puppets, etc. but includes physical movement of any kind.

**Adjusted speech:** the teacher changes speech patterns to increase student comprehension. It includes facing the students, paraphrasing often, clearly indicating most important ideas, limiting patterns, etc.

**Book on tape:** It uses books on tape to enhance reading development in some way. Students use the tapes to go over the story after partner reading, to make sure they have not missed a vocabulary word, etc.

**Chunking and questioning aloud:** The process of reading a story aloud to a group of students and stopping after certain blocks of text to ask the students specific questions about their comprehension of the story and some key features of the text.

**Collecting anonymous student generated questions:** During, or at the end of a lesson, the teacher makes students write any questions that they might have on a card. Collect the cards and answer the questions without identifying a student.

Students might be more willing to ask questions they have anonymously, instead of in front of their peers.

**Combine kinesthetic and phonemic awareness:** Associating different movements with phonemes in order to anchor sounds during practice drills in order to build phonemic awareness and remembering of sounds by the students.

**Cooperative learning:** It is a range of team based learning approaches where students work together to complete a task.

**Cross-disciplinary teaching on themes:** Teaching similar vocabulary and themes in different classes.

**Curriculum based oral reading probe:** the teacher has students read aloud three basal reader passages for 1 minute. Teacher marks the place where the student stops and then asks comprehension questions and continues to give probes until students reach frustration level as defined by reading rate and median score.

**Daily re-looping of previously learned material:** It is a process of always bringing in previously learned material to build on each day so that students have a base knowledge to start with and so that learned structures are constantly reinforced.

**Decodable text:** The teacher uses readings that contain only words the students can decode and build on that. Decoding is the ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondences; also, the act of deciphering a new word by sounding it out.

**Directly teach vocabulary through short time segments:** It is about teaching vocabulary directly through listening, speaking, reading, and writing each used in

short blocks of time. Students are exposed to vocabulary in different ways and movement of activities helps to hold attention.

**Ecological approach:** It involves all aspects of a student's life, including classroom, family, neighborhood, and community, in teaching the child useful life and educational skills.

**Explicit teaching of text structure:** It teaches the parts of different types of text and making sure students understand the text structure before reading. This would include basics such as text in English is read from left to right, and also more sophisticated structures such as the structure of a fairy tale.

**Explicit vocabulary building through random recurrent assessments:** It use brief assessments to help students build basic subject-specific vocabulary and also gauge student retention of subject-specific vocabulary.

**Fluency building:** The teacher helps students build fluency in frequently occurring words through short exercises that give increased exposure to high-frequency words.

**Graphic organizers:** The teacher uses visual displays to organize information into things like trees, flowcharts, webs, etc. They help students to consolidate information into meaningful learning, they are used to improve comprehension of stories, organization of writing, and understanding of difficult concepts in word problems.

**Hands-on, active participation:** It is based on designing activities so that students are actively involved in the project or experiment. Hands-on participation is as important as verbal participation in the activity.

**Individual conferencing:** The teacher listens while the students read, talk about a book, read every other paragraph, during independent reading time. Journal of the senses:



**Mnemonics:** They are association techniques used to help students remember some aspect of reading. Ex: Associating a list of irregular verbs with each of the letters in a familiar name.

**Model-lead-test strategy instruction (MLT):** 3 stage process for teaching students to independently use learning strategies:

- 1) The teacher models correct use of strategy;
- 2) The teacher leads students to practice correct use
- 3) The teacher tests' students' independent use of it. Once students attain a score of 80% correct on two consecutive tests, instruction on the strategy stops.

**Modeling/teacher demonstration:** Teacher demonstrates how to do a lab or experiment before having the students try it on their own.

**Oral sharing on a related topic:** Students share their written or prepared responses with the class so that students can share their answers to prompts with the class, but have had time to prepare them.

**Paraphrasing:** it based on working on specific skills to orally retell or summarize what happened in a story.

**Partner reading:** The teacher has students work together in pairs to read a text to each other and discover the main ideas of the story.

**Peer tutoring:** The teacher has students working pairs with one student tutoring the other student on a particular concept.

**Picture word:** It is based on replacing key vocabulary words of a text with pictures and then adding the words back in, and also bringing in visuals of key vocabulary words in a text.

**Pictures to demonstrate steps:** Using a series of pictures to demonstrate the steps in a project or experiment so that students get a visual image of what they need to do.

**Prediction:** Have students predict what is going to happen in a story based on a title, headline, illustration, or initial sentence or paragraph.

**Pre-reading strategies:** Give an overview of unit, previewing main ideas, connecting subject to the background knowledge of the students, etc.

**Pre-teach vocabulary:** It is based on teaching key vocabulary words prior to working with the lesson or unit.

**Pre-teaching the organization of the text/unit organizers:** The tutor points out and gets students to discover the different parts of the text that can be used in learning: captions, headings, etc. Also the teacher familiarizes students with the layout of the text, glossary, etc., beforehand.

**Problem solving instruction:** it is based on explicit instruction in the steps to solving a mathematical or science problem including understanding the question, identifying relevant and irrelevant information, choosing a plan to solve the problem, solving it, and checking answers.

**Recurrent, random vocabulary assessment:** Students recycle vocabulary words that have been discussed in class and randomly choosing words from this list to have random assessments on so as to reinforce the already “learned” vocabulary words.

**Reference skills:** It is based on teaching students how to use reference items, dictionary, glossary, etc. for a certain type of text.

**Relate reading to student's experiences:** It consists of having students talk about connections in the reading to their own experiences.

**Repeated readings:** the method of having students read passages orally three times in a row and each time try to achieve a faster speed and fewer pronunciation mistakes. If comprehension is being targeted, students answer some different comprehension questions after each reading or retell the story.

**Response cards:** The teacher has students write brief answers to teacher questions on cards. Teacher asks a question and all students hold up cards. Teacher can scan answers of all students for understanding. Sometimes cards just have “yes” or “no” on them and can also be prepared by the teacher.

**Response journal:** Students record in a journal what they learned that day or strategies they learned or question they have. Students can share their ideas in the class, with partners, and with the teacher.

**Retelling:** Students verbally rehearse important story information by retelling a story to a partner, using an outline. The outline guides them to pick out important ideas and back them up with supporting information.

**Simplified text:** Students using science texts that have simplified language for second language students.

**Students generate word problems:** Have students create word problems for a specific

**Summarize lesson:** The teacher has a summarizing activity as to what was learned in each lesson

**Visualization:** The teacher makes the students draw a scene of a story, the plot, etc. to demonstrate student comprehension of the story or to have students organize ideas. This may encourage students who have strong artistic talent, but emerging reading skills.

## **1.8. TEACHING MATERIAL**

Teaching material is also known as teaching aids, they are design to help students to learn quickly and completely.

These materials can be very simple or sophisticated, a simple teaching material can be a flash card, a chalk, etc. a sophisticated teaching aid can be the internet and modern gadgets. The more sophisticated, the better the teaching material.

### **1.8.1. IMPORTANCE OF TEACHING MATERIAL**

Teaching material is very important during the teaching-learning process because they are a great support for teachers and students, they can significantly increase student achievement by supporting student learning. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class.

This process aids in the learning process by allowing the student to explore the knowledge independently as well as providing repetition. Learning materials, regardless of what kind, all have some function in student learning, thus the use of teaching material is very important for every subject, in English, teaching material is even more important because the language requires more interactive activities.

## **1.8.2. TYPES OF TEACHING MATERIAL**

### **Visual**

These types of material are those that require student's visual attention that is why they are called visual aids. They have the capacity to impregnate in our minds easily because our mind records visual images from the outside quite easily; it is a very useful teaching material in the classroom. For example; actual objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalkboard, overhead projector, slides etc. Out of these black board and chalk are the commonest ones. However, in the last years, the screen of the computer has been also been considered as a visual teaching material and it is also very interactive for both teachers and students.

### **Audio**

Audio teaching material is very important for teaching and learning English, that is because, we need to get familiarized with the natural sounds of the language. Hearing is considered as an input sense, humans record information which is perceived by our hearing system. As audio tools for teaching English; for example; radio, tape recorder, gramophone etc.

### **Audio - Visual Aids**

This type of material is more complete than the another because it does not only involve audio information but visual at the same time, in this way, the information come through our sense using the auditory and visual senses, which is a great help for the long-term memory. For example: - television, film projector, film strips etc.

## 1.9. TECHNOLOGY

Technology has become part of human's daily lives, it makes work easier. It is the use of any tangible and intangible resources in order to perform a certain activity. Every time, technology becomes more sophisticated, this urges humans to be updated with the corresponding knowledge.

KUMAR, k (1996, p. 2) establishes "Technology refers to the techniques as also the technological contrivances. A systematic way of applying the techniques to achieve an objective is as important as the use of technical equipment for the same."

The above mentioned writer argues that technology is not only the use of any gadget but it also requires techniques to achieve a specific goal in any field. In fact, technology and techniques have to be cleverly manipulated so that the outcomes be appalling.

Educational technology is the proper use of any educative tool in order to reach educative short and long-term goals. The adequate use of technology in class depends on goals, and the different characteristics of the learners.

As it can be seen, educational technology is very important for the teaching-learning process of any subject. These technologies can be non-human or human resources which are destined to identify and solve educative problems.

The use of teaching material has made the learning of English language easier and entertaining, even though there is a wide debate over which has to adapt the educative environment; either the technologies or the learners.

## **1.10. DEVELOPING EMOTIONAL INTELLIGENCE IN THE CLASSROOM**

Emotional intelligence was developed in the 1990's by Goldman, and it has been applied in most fields of human activities with tremendous results. But what emotional intelligence is?

**SANTOS D, (2011, p.20) states “Emotional intelligence is the ability to understand, discipline, and express emotions (impulse management) and to respond to the emotions of those with whom we live. Learn and work. Emotional intelligence determines our personal patterns of interactions and the quality of the relationships we develop. When we are emotionally intelligent we have the ability to control our emotions, which affect the way we relate to others, the quality of our relationships, and our sustained success in the diverse workplace.”**

The author values the importance of emotional intelligence; in fact an emotional intelligent student will have excellent relationships with classmates and teachers. Besides, he will also be able to handle negative emotions that affect his performance, instead positive emotions are used intelligently to achieve any goal in life.

Effective management of emotions is the ultimate change in education, since traditional education has been focused on external factors such as syllabus, educational paradigms, trends and environment.

According to some studies in the field of personality, success in every aspect of life depends on emotional intelligence. An emotionally-intelligent person is able to manage stress in a better way and cope with everyday problems. Such person is able to achieve educational goals because he/she will be able to make full use of his/her potential.

**The famous author MARSHAL, C (2004, p. v) comments “Emotions are central to classroom learning. Strong emotions compel our intentions. Unexpressed emotions can lead to irritation and distraction. Emotional connection to a subject can be a powerful motivator for performance. Conflicting emotions can prevent us from being able to pay close attention to our work. Remember some of your best and worst moments in the classroom. Chances are these moments elicit emotional reactions from you even now.”**

Researchers and scholars are starting to realize that emotions do influence in academic performance, negative emotions obstruct creativity and uniqueness. Unfortunately, this topic has never been considered in education even though the current constitution guarantees the emotional well-being of students.

It was believed that academic intelligence was the key factor to achieve academic success in life. But later studies have shown that emotional intelligence is the missing key factor in education.

Some observations have revealed that boys and girls, who had higher levels of IQ tests (Intelligence Quotient), were not able to perform well in schools. In fact, those students with high IQ's failed some courses because of emotional disturbances such as deep stress, lack of social skills, low self-esteem, abilities to solve personal and educative problems, and insufficient mechanism to deal with the environment.

These facts have made researchers to consider emotional intelligence as an innovative educational tool for achieving academic success.

### **1.10.1 EMOTIONS AND HUMAN BEHAVIOR**

Emotions are the most important component in one's personality that is because humans take decisions based on their predominant set of emotions. Positive emotions facilitate the consecutions of goals and objectives in any area, while negative



emotions lead us to failure. Negative emotions affect the student's creativity, and success in academic matters.

#### **1.10.1.2. Nature of emotions.-**

Every student is a unique being; each one of us has a different way of seeing things that is because they were raised in a specific environment. Each student has different dreams, expectations and goals. Therefore, a general educative method is not successful because the students are treated in a general aspect. In order to have success teaching something to them, we need to individualize the teaching. An important factor that makes students different is emotions; everyone has a unique set of emotions. Emotions have a great influence in determine decision making, which is because emotions influences in the thinking process, perception of the environment and one's self.

#### **1.10.1.3. Emotional illiteracy.-**

In this point is important to make an important distinction. There are two types of people. The first group includes people who are driven by their emotions; unfortunately almost 99.9% of people are driven by their emotions. When a person is driven by an emotion, such individual is subjected to make a huge mistake. In the educative field, there have been many cases in which the student is driven by negative emotions. When a student gets mad in the classroom, the teacher has been the victim of violence; as a result, the student has been dismissed from school. That is a clear example of a student who is not emotionally intelligent.

## **1.10.2 NEGATIVE EMOTIONS IN EDUCATION**

After making personal observations in the educative field, it has been proved that there are some very important negative emotions that blockage excellent learning, they are as follows:

### **Boredom**

This is may be the most negative emotion that students have. This emotion is related to the lack of enthusiasm, the class has become repetitive. It is important to say that teachers are not enthusiastic but they are authoritative and serious, subjects are tedious and imposed. Even though, games and dynamics do not solve the problem. When this emotion has become common in the educative environment, neurological networks have been created, which will make the student feel the same way even when they are adults. Boredom is very contagious, that is the reason students are very serious and bored. Just only one student is needed to make the whole class boring to death.

Boredom blurs creativity, and a student without creativity is like a robot. As a result of boredom, students do not develop individuality. According to some studies, every student has unique talents and abilities

### **Apathy**

This emotion is related to the lack of sociable skills, a student with this emotion generally does not get on well with all the students, and a classroom is composed of certain groups of students. It is also common that most of the teachers caused empathy in the class, which is caused by strict rules in the class and rigidity. When the teacher forms group with different students, they do not feel comfortable doing

such class work with student they do not get on well with. One of the effects of apathy is bullying, which has become common in all educative social environments.

### **Favoritism**

Even if we do not believe it, favoritism is more common and negative than we think, it occurs when a teacher is more congenial with a student or students letting others behind. Students who are not treated equally develop a very low self-esteem, which is a primary cause of failure in the short and long term. Every teacher shows a different level of favoritism to a certain student, as ours is multicultural country, there are different cultures and types of people, some of them are treated in a different manner. Indigenous people are not fairly treated; social classes is another factor which determines favoritism; a high class student will be treated with respect than a middle or low class individual. According to some observations, racism has been a great problem in all fields of life, especially in education. Lower classes will always be treated unfairly; most of the dropping-out students have been victims of favoritism.

### **Frustration**

Most of students feel frustrated in the classroom, it takes place all the time. It is not notorious by the average teacher. But it can limit the teaching-learning process.

It generally occurs when a student does not get the grade she/he has expected to achieve, every student feels the same way when is graded unfairly. Another cause of frustration happens when a student is ridiculed in the class. According to some professionals of Psychology, adults who have fear of public speaking reported that the major cause of the problem took place when they were ridiculed by their classmates during an academic presentation, and fear of public speaking is very common phobia in all societies.

Besides negative emotions, there exist some important blockages of learning. They impede or interfere completely in the educative process. Next are the most common:

### **Teachers' stress**

Teachers' stress has become part of the everyday educative environment. Maybe one of the major causes of stress in teachers is the increase of teachers' work. The current education system requires teachers to work eight hours a day. Besides that, teachers have to carry out extra-curricular activities such as preparing the next class in advance, planning, grading, they have to attend seminars and training courses. Some teachers have developed some negative emotions due to this fact, anger is very prejudicial in the class, an angry teacher influences immediately in the classroom harmony. During the years, another important cause of teachers' stress is the low salaries that teachers are paid.

It is common sense that if a teacher is not well-paid, he/she will not perform with enthusiasm. Stressors are many in today's regimen, it has been notorious that due to the evaluations that teachers are required to take, they feel great stress. The modern regime threatens teachers that if they do not get an excellent scores in such tests, they might be discarded from their jobs.

Stress in teachers is also created at home due to different, and most of them do not have time to relax, or to walk walking or running.

Teacher's stress impedes students' creativity and well-being. Students, especially children, imitate authoritative figures like parents and teachers, and when the teacher is stress, so are their students. As a result, students will be the next generation with chronic stress, and the vicious cycle will be repeated.

## **Students' stress**

As it was pointed out above, one of the stressors in the classroom is caused directly by the teacher's stress. So, in this point is important to say that there are two types of stressors.

### **External stressors**

It is caused by the others who are already stressed, and we are constantly in touch with such individuals we are likely to get stressed, too. That is because stress is very contagious. In every class in our country, there are even teachers and students with chronic stress, imagine a class with such bad energy, the teaching- learning process becomes chaotic.

### **Internal stressors**

Internal stressors are the mind states produced in our own minds, a student can be stressed when he/she has difficulties at home, in the school, or it can be caused by any other source. One of the major causes of internal stress is Test Anxiety, according to psychologists; all students develop this disorder early in the school process. A student with this condition can also develop some physical problems and affection of the body; such students feel tension, anxiety and lack of concentration clarity of purpose, irritability and insomnia.

Human minds remember events which have a high charge of emotions. Everyone remembers when they fell in love for the first time; they are able to give exact details of the person, events, dates, music, places and so on. That is because love and joy were involved, love is a great catalyst for enhancing all kinds of relations among humans. On the contrary, intense sorrow has a tremendous sensory recall, that is the way the brain protect us from pain.

### **1.10.3 POSITIVE EMOTIONS AND LEARNING ENGLISH**

Learning English fluently requires positive attitudes towards the language since is considered as a long term achievement. Therefore, in the realm of personal growth, there are important factors that help to achieve giant goals, especially for Latin American students. That is because, since Spanish comes from Latin roots, it takes longer to learn English than to a German student.

German and English come from Germanic languages. For that reason, students spend at least eighteen years studying English and fail. The most negative attitude is considering as only one more subjects, with this attitude; they study the language just to pass the academic school year. Emotional intelligence offers us a powerful emotion to learn English fluently and more rapidly. Passion to learn English is the most powerful positive emotion, unfortunately, no English schools do not know its importance in learning English.

#### **Passion to learn**

The greatest men and women who have achieved greater things in life had a tremendous passion to do what they did. For example, Beethoven became one of the greatest composer of all times despite his deafness, which almost made him give up playing piano, but the great motivator was his high passion to compose, he never give up but such adversity was used as a compelling force. When an English student has the passion to learn English, he will take advantage of all the resources he has to learn English, he will not have enough with activities carried out in school; he will become self-perpetuated and search for other sources of information besides the curricular topics.

Having passion to learn English is the most powerful tool which makes students to get to their highest performance.

## **Being aware of our unique potential**

Another important aspect of emotional intelligence and learning English is to be aware of our own mental and physical capacities that each individual has to learn a language fluently. In fact, the human mind has the capacity to record millions of bits of information, which is why John Paul the Second was able to speak at least fifteen languages easily. When the English student has an outstanding passion to learn English, is aware of his capacities, will learn English fluently and rapidly.

## **Empathy**

Empathy is also considered as social intelligence, it can be developed by good social interactions with others.

**SAMPSON, J; ELROD, C, (2010, p.3) argue “Just as our biology and physiology have developed overtime, so too have our social skills. And we know that living and working together well takes time, effort, experience, and education. The process is neither automatic nor guaranteed-nor is it ever really finished. Each of our interpersonal interactions influences subsequent interactions.”**

The above mentioned author agrees on the idea that empathy is very important so that people can get on well with each other, which lead to succeed in fields in which an individual has to study or work with others. Unfortunately, these social skills have to be shaped by means education or training since we are not born with those abilities. When a student has shaped his social skills, success is guaranteed in the educative process.

Emotional intelligence helps to have better relationships with others, if a student is emotional intelligence; he will be friendlier, won't have social prejudices and will be happy with himself.

Teachers are starting to realize that having a good relationship with students is as important as academic knowledge.

When students have an excellent rapport with each other and with the teacher, they will be more open to learning, more creative and more prone to work in groups, which facilitates English learning radically.

**SANTOS, D. (2011, p.17) gives his opinion about this topic “the level of your emotional intelligence or authentic power determines the quality of your interactions and relationships (social intelligence) capacity for collaboration, and success in life and at work. Systematic power (also called authentic power) defined by authentic relationships is generated by emotionally intelligent, authentic, and interdependent individuals who live, learn, and work in the same organization and community.”**

Emotional intelligence has become an important tool. That is because, in every place where people have to interact with each other, and having a good connection determines the success or failure. In education, students have to get on well with each other so that the English learning process advance with excellence. Therefore, it is important to consider this formidable personal growth issue.



## **CHAPTER II**

### **2. ANALISIS AND COMPARISONS OF THE RESULTS**

#### **2.1 BRIEF CHARACTERIZATION OF THE “ SAN JOSÉ LA SALLE” EDUCATIVE UNIT**

According to the documents reviewed, San José La Salle School is everywhere in the world, it started in the 1970's, but in Latacunga the building which has survived until today was constructed in 1867, and it started to educate the first students in September 1875. It began as Catholic- Christian institution.

The above mention school is one of the most important since its Christian values and principles lead students to live a life out of evil. Such values include respect for the life of others and nature, as well as love for the neighbor, which is accompanied with academic education.

The vision's school is to offer a quality education along with Christian values and principles so that La Salle students are able to face a competitive and corroded world using love and respect to others and to life as its main methodology.

#### **2.2.METHODOLOGICAL DESIGN**

The methodological design is of uppermost importance in order to carry out the investigative work.

## FODA ANALYSIS

<b>Strengths</b>	<b>weaknesses</b>
<ul style="list-style-type: none"> <li>• Willingness by authorities, teachers, and students to apply the emotional intelligence guide</li> <li>• Affective based teaching</li> <li>• Counseling for students with personal and learning difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Negative emotions are not managed adequately in the classroom</li> <li>• Lack of motivation for learning English</li> <li>• Teacher’s trainings do not focus on emotional intelligence</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• English-Teaching improvement based on emotional intelligence</li> <li>• Emotional environment adequate to learn English and other subjects</li> <li>• Better relationships among teachers, students and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Skepticism by teachers, students and parents since it is a brand-new educational methodology</li> <li>• There is not educational programs in Ecuador that can support the proposal in the long term</li> <li>• Humans are hardwired to stay in the routine patterns, therefore teachers, and students might return to the old teaching-learning patterns</li> </ul>

## METHODS

### General methods

The present investigative project uses the inductive-deductive method, since the problem will be demonstrated until reaching the conclusions and the formulation of a practical model that will allow to keep the emotional motivation in the classroom during the English teaching-learning process

Along with the previously mentioned method, the Analytical-Synthetic Method will be utilized, since an analysis of the emotional intelligence techniques will be carried out.

## **PARTICULAR METHODS**

The method to be used is the Descriptive Method that describes the most important Emotional Motivational Techniques for the English teaching-learning process

## **COLLECTION TECHNIQUES**

### **a) Bibliographic techniques**

- ✓ Visit to libraries
- ✓ Scientific readings
- ✓ Filing techniques

### **b) Recollection of field data**

- ✓ Observation
- ✓ Surveys

Questions by sample have been selected ( it has open, close, and multiple selection questions), and it concludes with the analysis of the obtained surveys.

Surveys were applied to 140 eight grade basic-education students at the San José La Salle School, to three English teachers and to the director of such educative unit.

**c) Investigation instruments**

- ✓ Questionnaire for students
- ✓ Questionnaire for teachers
- ✓ Questionnaire for the director of the educative unit
- ✓ Information cards

**d) Statistical procedure**

The information process was applied using the Descriptive Statistics, by means of it, tables with their corresponding percentages were elaborated and the analysis and the interpretation of data.

## 2.3 ANALYSIS AND INTERPRETATION OF THE RESULTS APPLIED TO STUDENTS AT THE SAN JOSÉ LA SALLE EDUCATIVE UNIT

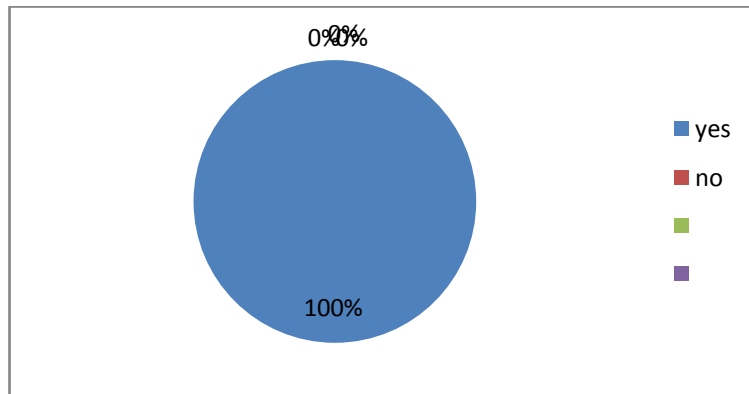
### 1.-Do you think learning English is very important?

**TABLE No.1**

Question	#Students	%
Yes	140	100%
No	0	0%
<b>Total</b>	<b>140</b>	<b>100%</b>

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbata

**GRAPHIC No1**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbata

In the first question, 140 students answer that English is very important, which represents the 100%, they think that it is a useful resource to communicate with many people around the world, it is also part of a globalized world, which has become more competitive. So, every professional needs English to be successful. In consequence, it's necessary to improve the teaching-learning process by means of emotional intelligence.

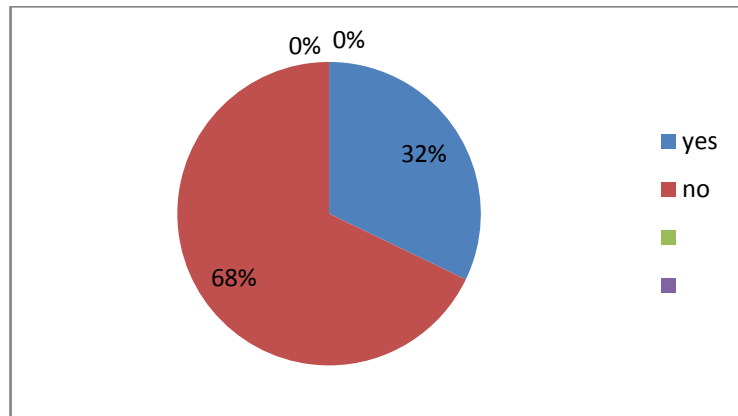
## 2.-Do you like English?

**TABLE No. 2**

Question	#Students	%
Yes	45	32%
No	95	68%
<b>Total</b>	<b>140</b>	<b>100%</b>

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbata

**GRAPHIC 2**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbata

This question indicates that 45 students like English which represents the 32%, while 95 students said that they do not like English, which represents the 68% of students. Students who said that they did not like English reported English has become tedious, mandatory, which creates boredom, anxiety during tests or fear of speaking in front of the class since they do not like to be ridicule. They also reported having a high fear of the English teacher because children do not feel loved or respected in the class. Therefore, this fact shows that the classroom needs emotional intelligence in order to improve learning English.

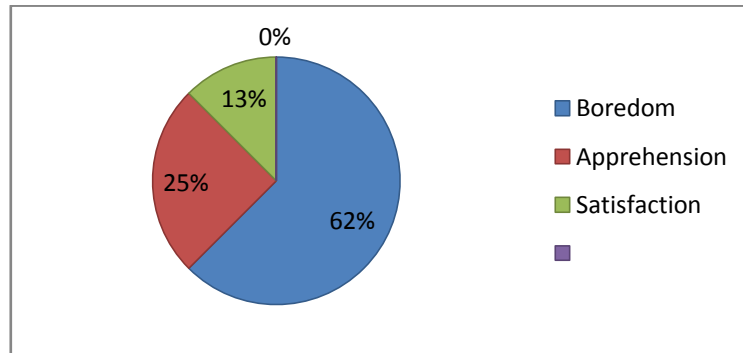
### 3. Which emotions do you have when you learn English?

**TABLE No 3**

Question	# students	%
<b>Boredom</b>	90	62%
<b>Apprehension</b>	30	25%
<b>Satisfaction</b>	20	13%
<b>Total</b>	140	100%

Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC No 3**



Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbita

Question number three confirms that 90 students feel bored when they learn English, which represents 62%. While 30 students reported feeling apprehensive, this equals the 25%. And only 20 students reported feeling satisfied when they receive English classes, which means the 13%. According to the poll, students get bored because of repetitive teaching methods, one important fact is that the teacher also passes on this negative emotion to the students, boredom indeed is highly contagious in a group of people, especially when members of the group gather together very often. Students who feel apprehensive say that they feel incapable of learning English; they have been excluded from the so-called good learners. For that reason, it is important to apply emotional intelligence in the classroom.

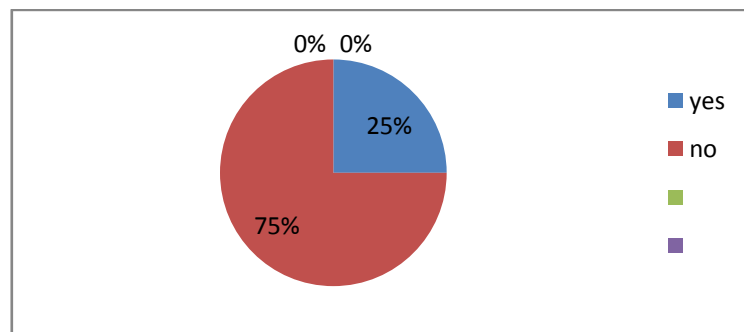
**4. Do you think that when you are bored or apprehensive you can learn English well?**

**TABLE 4**

Question	# students	%
Yes	35	25%
No	105	75%
Total	140	100%

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC 4**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

In agreement with the question, 105 students reported that when they are bored they do not learn English, which represents the 75% of the whole population. On the other hand, 35 students said that they can learn English because they are accustomed to learn by pressure, representing the 25% of the whole population. According to the information given above, the most part of the population believe that it is not possible to learn English when they are bored, they have to be constantly motivated to reach any academic goal. Only few of students think that they can learn English in spite of being bored that is because these students can learn by pressure. This fact confirms that negative emotions do interfere with optimal learning.



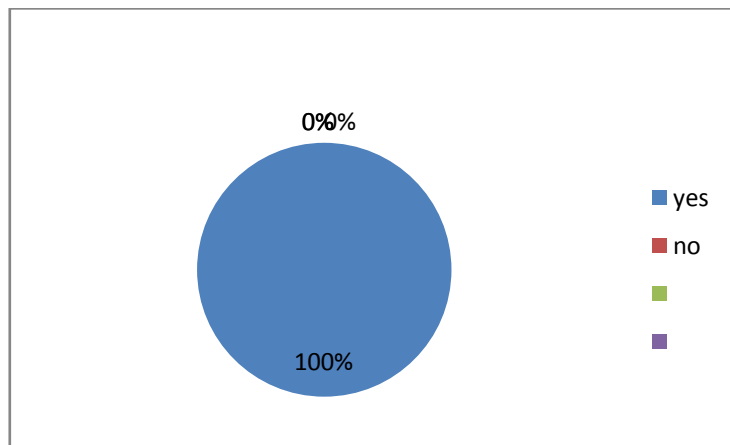
**5. Would you like to feel enthusiastic and joyful when you receive English classes?**

**TABLE No 5**

<b>Question</b>	<b># Students</b>	<b>%</b>
Yes	140	100%
No	0	0%
<b>Total</b>	<b>140</b>	<b>100%</b>

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC 5**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

This question reveals that 140 students, which represent the 100%, would like their English classes to be highly enthusiastic and enjoyable. According the information, all of the children would like the English classes to be more enthusiastic and enjoyable. That is because children's' brain are hardwired to learn in a better way when children they feel positive emotions, the brain becomes more creative and learning is more lasting. In that situation, it is important to implant powerful positive emotions like enthusiasm and joy in the class.

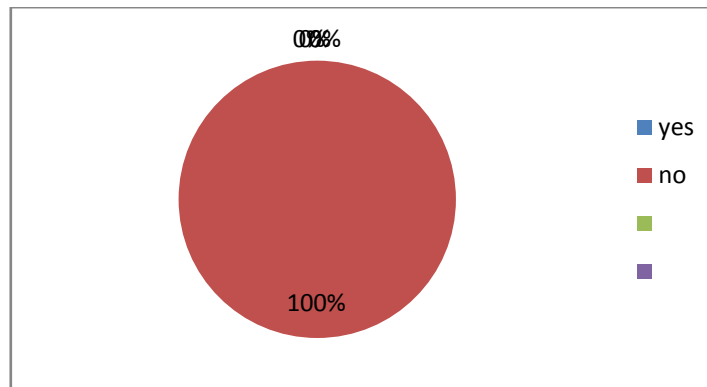
## 6. Do you know what emotional intelligence means?

**TABLE No 6**

Question	# students	%
Yes	0	0%
No	140	100%
<b>Total</b>	140	100%

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbata

**GRAPHIC 6**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbata

For this question, all the students commented that they did not know what emotional intelligence is, such data represents the 100% of the population under the study.

According to the result, all the students ignore what emotional intelligence refers to, which makes possible to identify why there is a huge gap in the English teaching-learning process. Hence, the emotional intelligence guide will contribute to students so that they can be aware of the importance of managing negative emotions in the classroom, especially for learning English. This fact also shows that the educational system needs a better understanding of how emotions influence in educations.

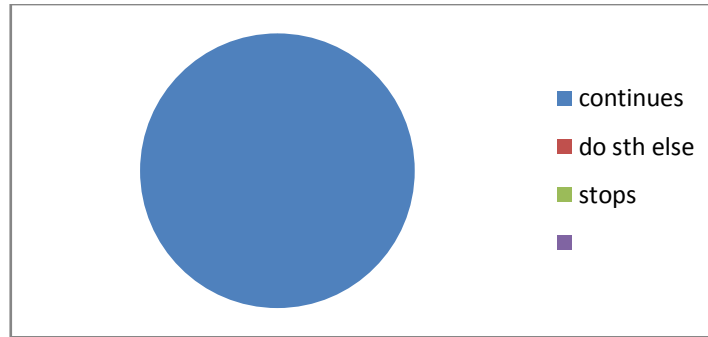
**7. What does your teacher do when a student is stressed out during the class?**

**TABLE No 7**

Question	# students	%
Continues with class		
Do something about it		
Stop the class		

Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC No 7**



Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbita

The present question determines that the teacher continues with the class when a student is very stressed out, this represents the 100% of the surveyed students.

This result shows that there is not a lack of proper management of the negative emotions in the class, especially when there is too much stress; this phenomenon interferes dramatically with the teaching learning process of English; that is because, when somebody is stressed, the mind does not focus on other things rather than the trigger of the stress. For that reason, all the teaching methodologies do not work if a student has a negative emotion; and to make the problem worse, if only one pupil is stressed, in a few seconds, all the students will be stressed since negative emotions are more contagious than positive ones.

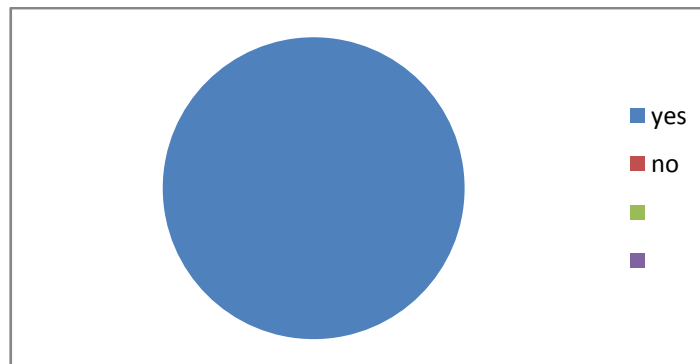
**8. Would you support the proposal for an emotional intelligence English learning guide?**

**TABLE No 8**

<b>Question</b>	<b># students</b>	<b>%</b>
<b>Yes</b>	<b>140</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>140</b>	<b>100%</b>

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC No 8**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

This question was favored by all the 140 students, which represents the 100% of the whole population of students.

All the students welcome the idea of applying an emotional intelligence learning guide to learn English, that opens the door to a new trend in the learning and teaching of English, it is important to establish the proposal since it has an innovative approach towards English

**2.4 ANALYSIS AND INTERPRETATION OF THE RESULTS  
APPLIED TO TEACHERS AT SAN JOSE LA SALLE EDUCATIVE UNIT**

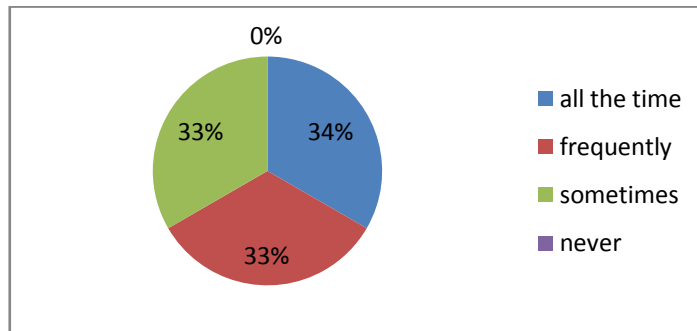
**1. Are your students encouraged to learn English?**

**TABLE 1**

<b>Question</b>	<b>Number of teacher</b>	<b>%</b>
<b>All the time</b>	<b>1</b>	<b>33,3%</b>
<b>Frequently</b>	<b>1</b>	<b>33,3%</b>
<b>Sometimes</b>	<b>1</b>	<b>33,3%</b>
<b>Never</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>3</b>	<b>100</b>

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC 1**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

According to this information, 33% of the teachers said that their students are motivated to learn English all the time, the 33% of them reported that their students frequently are encouraged to learn English; and 33% of the students sometimes are encouraged to learn English.

The information above suggested that the level of motivation is not enough to acquire a solid knowledge of English. It would be better if more than their quarters of the students would like English “all the time”. Hence, Emotional intelligence can be the best way to encourage students to learn English in an excellent way.

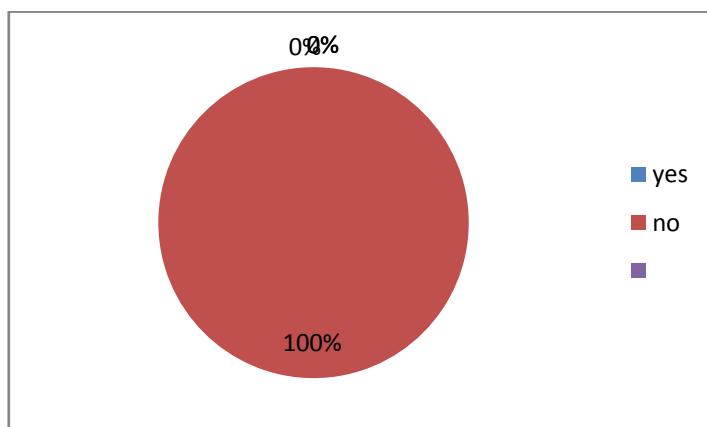
## 2. Do you know what emotional intelligence is?

**TABLE 2**

Question	Number of teachers	%
yes	0	0%
NO	3	100%
<b>Total</b>	3	100%

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC 2**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

For this question, the three teachers said that they did not know what emotional intelligence is, so, that represents the majority of the teachers.

In consequence, the research determines that it is important that the teachers get to know what emotional intelligence is by means of the emotional intelligence teacher's guide, that also reflects the current reality that affective education is not considered in our educational system, the investigative work will help teachers and students to get to know the basis of emotional intelligence applied to the English teaching-learning process.

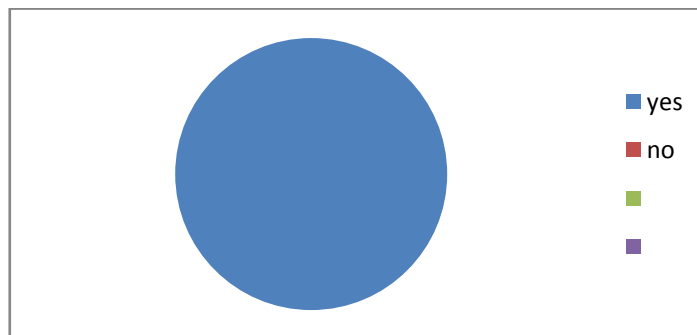
**3. Do you believe that positive or negative emotions influence teaching and learning of English?**

**TABLE 3**

<b>Question</b>	<b>Number teachers</b>	<b>%</b>
Yes	3	100
No	0	0%
<b>Total</b>	<b>3</b>	<b>100%</b>

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC 3**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

For this question for the teachers, all of them said that negative and positive emotions influence English learning and teaching of English, which represents the 100%.

According to the information obtained, the three teachers agreed that positive and negative emotions do affect learning. It was also reported that they have done their best to keep their students motivated but it is impossible not to be prey of monotony and boredom. For that reason, it is crucial to search for ways to eliminate those harmful emotions.

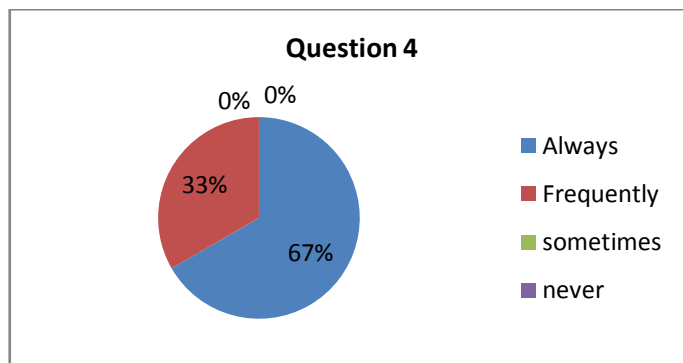
**4. How often do you believe that affective education has an important role in the English teaching-learning process?**

**TABLE 4**

Questions	# Teachers	%
Always	2	67%
Frequently	1	33%
Sometimes	0	0%
Never	0	0%
<b>Total</b>	<b>3</b>	<b>100%</b>

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC 4**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

For this question, two teachers answered that affective education always has an important role in the English-Teaching Process, which represents the 67%. While the other English teacher said that affective education frequently has an important role representing 33%. So, it is important to say that both teachers agreed that Emotional Intelligence has an important role in the English teaching-learning Process. In that case, encouraging students to learn English and to keep them motivated would be a great educative tool.



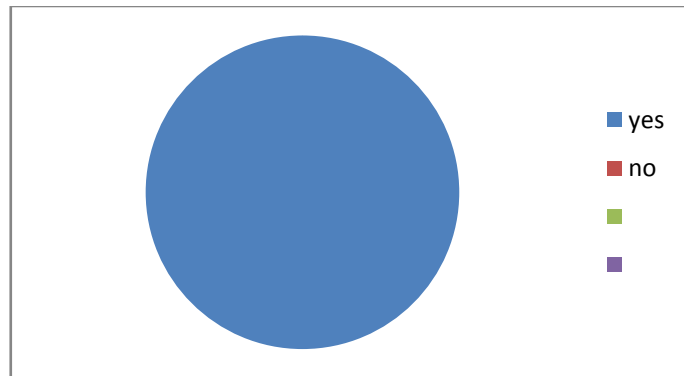
**5. Do you think that positive emotions and feelings can improve radically English teaching and learning in your students?**

**TABLE No 5**

<b>Question</b>	<b># Teachers</b>	<b>%</b>
<b>Yes</b>	<b>3</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>3</b>	<b>100%</b>

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC No 5**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

The present graphic shows that the three teachers think that positive emotions and feeling can radically improve English teaching and learning, which represents 100% of the teachers.

According to the graphic, all the teachers think that emotional intelligence is very important to get an excellent education. Therefore, all the teaching and learning activities must be related to it. The adequate management of negative emotions leads to enthusiasm in the classroom.

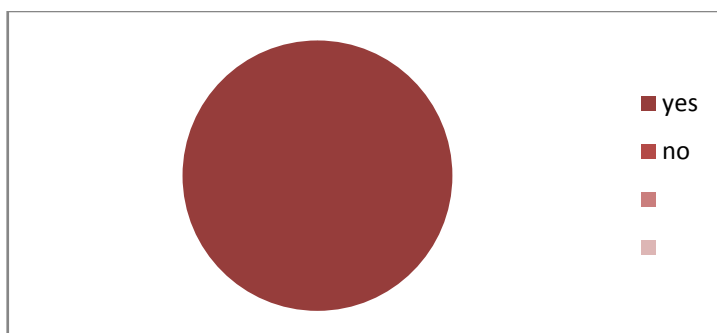
**6. Do you think that the teacher must be responsible for proper management of emotions in the classroom?**

**TABLE No 6**

<b>Question</b>	<b># Teachers</b>	<b>%</b>
<b>Yes</b>	<b>3</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>3</b>	<b>100%</b>

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC No 6**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

The three teachers said that, as educators, they have to be responsible for the proper management of emotions in the classroom, which represents the 100%.

Teachers are aware of they have the responsibility to create an adequate emotional teaching and learning environment for the students, since education must be a holistic aspect that is because emotions that are positive contribute to the acquisition of solid knowledge while negative emotions interfere with learning. So, teachers must know techniques on how to increase positive emotions by means of the emotional intelligence teacher's guide.

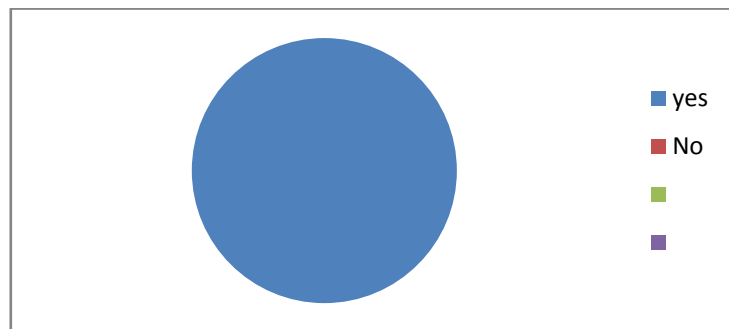
**7. Would you contribute to the creation of an optimum emotional teaching and learning environment for your students?**

**TABLE No7**

<b>Question</b>	<b>Number of teachers</b>	<b>%</b>
<b>Yes</b>	<b>3</b>	<b>100</b>
<b>No</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>3</b>	<b>100%</b>

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC No 7**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

The present graphic shows that the majority of teachers are able to contribute to the proper use of emotional intelligence for teaching and learning English, this represents the 100%.

All of the teachers interviewed are willing to use emotional intelligence in the classroom, which is something valuable to reach an optimal education. In fact, it is the most important contributor to learn a second language, especially English since it is hard for Latin Americans.

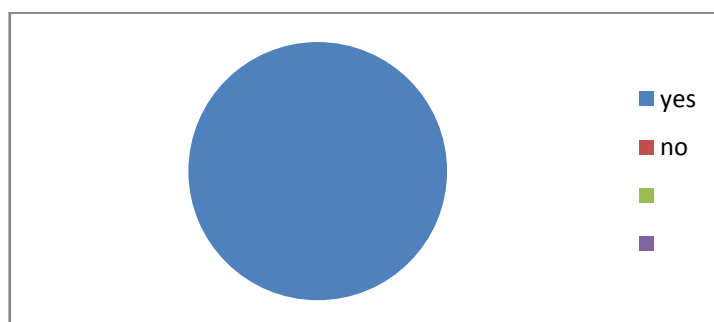
**8. Would you support the proposal of having a program for developing emotional intelligence to be applied to the students of the eight grade of the San José La Salle School?**

**TABLE No 8**

<b>Question</b>	<b>Number of Teachers</b>	<b>%</b>
<b>Yes</b>	<b>3</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>3</b>	<b>100%</b>

Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC No 8**



Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbita

All of the English teachers agree to support the proposal of having a program for developing emotional intelligence to apply to their students representing the 100%.

Fortunately, all the teachers agreed with the proposal, which will contribute to the improvement of the language teaching-learning process. Such contribution will require them to be more affective with their students, and to be updated teachers who will use a powerful teaching and learning resource which is the emotions. Such educative tool is something innovative in the Ecuadorian education.

**2.5 ANALYSIS OF THE SURVEYS APPLIED TO DIRECTOR OF THE SAN JOSÉ LA SALLE EDUCATIVE UNIT**

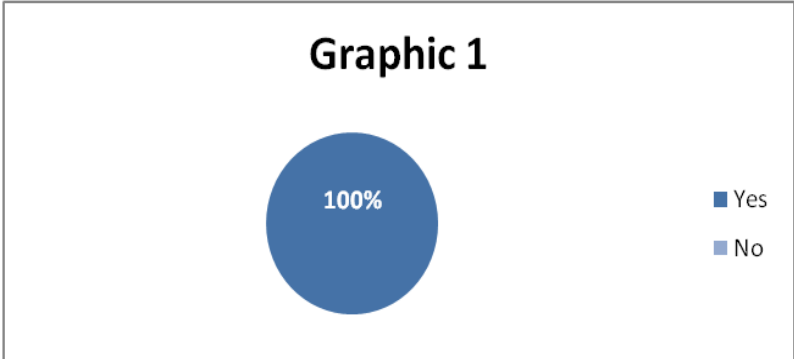
**1.-Do you think English is important to learn?**

**TABLE No1**

<b>Question</b>	<b>Number of authorities</b>	<b>%</b>
Yes	1	100%
No	0	0%
<b>Total</b>	<b>1</b>	<b>100%</b>

Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbata

**GRAPHIC 1**



Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbata

In the first question, the director of the school favorably reckons that is important to learn English and this represents the 100% of the results. According to this information, learning English is of uppermost importance since it is the most spoken language in the world and opens the doors to a globalized world.

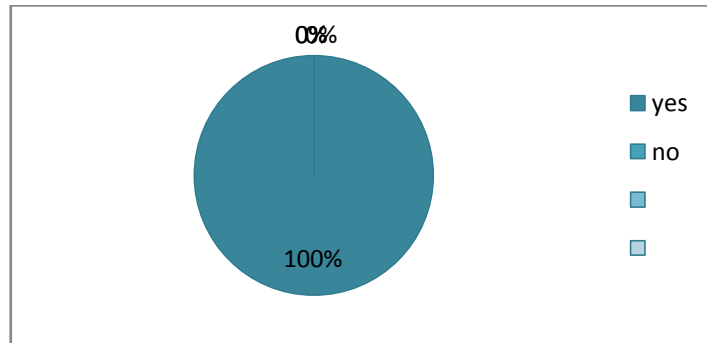
**2. - Do you think that the students from the eighth grade of basic education will improve their education on English with the help of emotional intelligence?**

**TABLE No 2**

<b>Question</b>	<b>Number of Authorities</b>	<b>%</b>
<b>Yes</b>	<b>1</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>1</b>	<b>100%</b>

Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC 2**



Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbita

The director of the educative unit agrees that emotional intelligence will improve English learning with the help of emotional intelligence, his answer represents the 100%

According to the director, the research on emotional intelligence will contribute to the improvement of the emotional environment for the learning and teaching of English, which will yield amazing changes not only in the quality of learning but it will establish a precedent in this field since teacher will be aware of the importance of teaching with positive emotions.

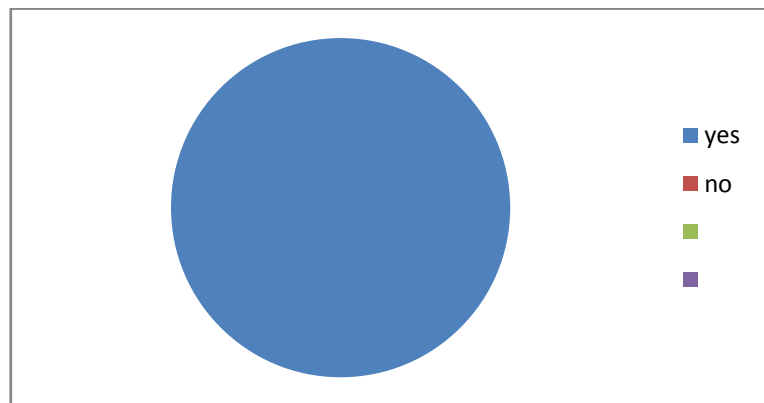
**3. Will you, as main authority of the institution, support the implementation of a program to develop emotional intelligence for the children of the eighth grade?**

**TABLE 3**

<b>Question</b>	<b>Number of authorities</b>	<b>%</b>
<b>Yes</b>	1	100%
<b>No</b>	0	0%
<b>Total</b>	1	100%

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC 3**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

The director of the school said that he would support the implementation of a teacher's guide in order to develop the emotional intelligence on the eighth grade students of English, which represents the 100%

The authority shows great interest on using emotional intelligence with the children of the eighth grade, which will have great benefits since students will be the only beneficiaries of the proposal.

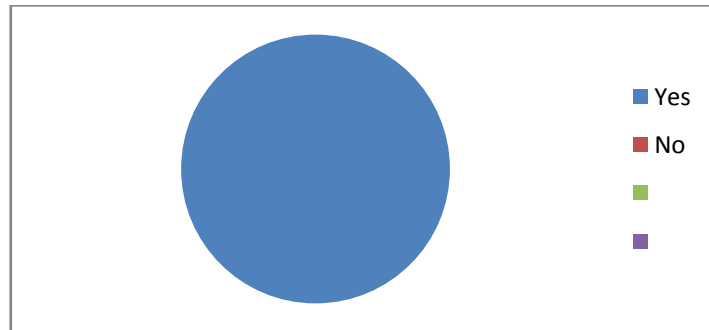
**4. - Do you think that implementation of a program to develop emotional intelligence would be convenient for the improvement of the English-teaching Process?**

**TABLE 4**

<b>Question</b>	<b>Number of authorities</b>	<b>%</b>
<b>Yes</b>	1	100%
<b>No</b>	0	0%
<b>Total</b>	1	100%

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC 4**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

The fourth question confirms that the director of the school thinks that it will be convenient to implement the program to develop emotional intelligence, which represents the 100%.

This factor will contribute to the fulfillment of the proposal. Therefore, students of English will learn English using all their mind capacity since when positive emotions dominate the teaching-learning process, excellence in learning is the result. The proposal that is presented in the research work will be a powerful teaching tool since it contains innovative motivational strategies which changes the most depressing moods.



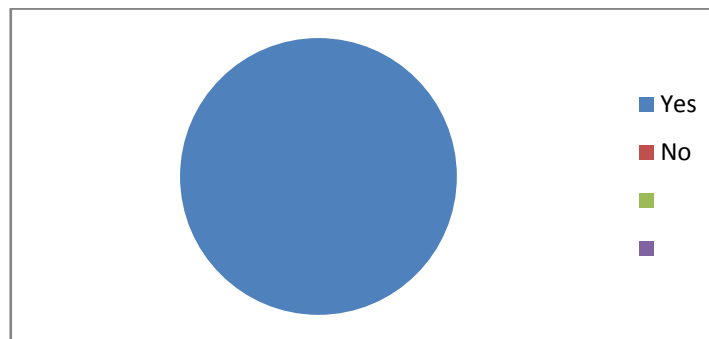
**5. Will you keep using the emotional intelligence developing program if it is successful?**

**Table 5**

<b>Question</b>	<b>Number of authorities</b>	<b>%</b>
<b>Yes</b>	1	100%
<b>No</b>	0	0%
<b>Total</b>	1	100%

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC 5**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

The fifth question confirms that the director of the educative unit will continue using the emotional intelligence program for the education of English language, this represents the 100%.

This questions establishes that emotional intelligence will welcome at the San Jose La Salle Educative Unit, the most benefited from the program will be the students, since they have not had such a program that will teach them to deal with their negative emotions.

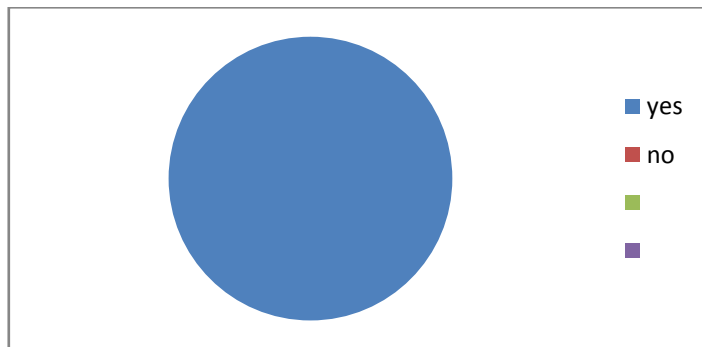
**6. - Have you facilitated English teachers of your institution with training course related to affective education?**

**TABLE No 6**

<b>Questions</b>	<b>Number of Authorities</b>	<b>%</b>
<b>Yes</b>	<b>1</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>1</b>	<b>100%</b>

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC No 6**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

This question indicates that the authority has never facilitated any training course for English teachers on affective education, which represents the 100% of the population.

This questions reflects the lack of training courses for English teachers on affective education, which is part of the emotional intelligence, both attempt to improve emotions in order to reach excellence in any field. Thus, the proposal will meet that need of becoming aware of the importance of affective education

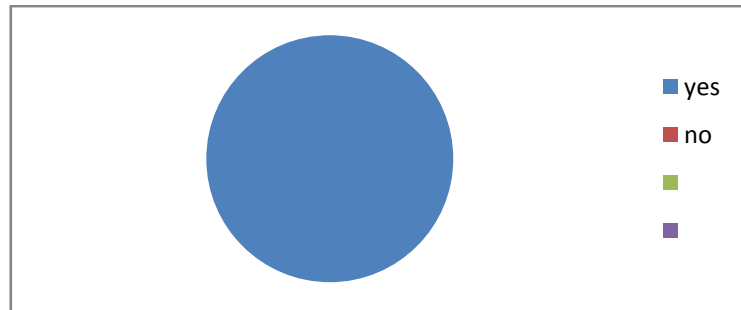
**7. - Do you think that English teachers must be unstressed in order to have a positive influence on their students’**

**TABLE No 7**

<b>Question</b>	<b>Number of Authorities</b>	<b>%</b>
<b>Yes</b>	<b>1</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>1</b>	<b>100%</b>

Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC No 7**



Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbita

This questions confirms that teachers stress also is very negative for the teaching and learning process, the main authority agrees on such theory, which represents the 100%

The answer of the authority is favorable for the implementation of the emotional intelligence guide for teaching and learning English. Besides, stress teachers are common nowadays for different reasons such the increase in the working hours, excessive work and bad-paid salaries, this guide is good tool for changing moods and attitudes of both teachers and students, since it has powerful techniques to combat stress.

## 2.6 ANALYSIS OF THE SURVEYS APPLIED TO VICE PRINCIPAL OF THE SAN JOSÉ LA SALLE EDUCATIVE UNIT

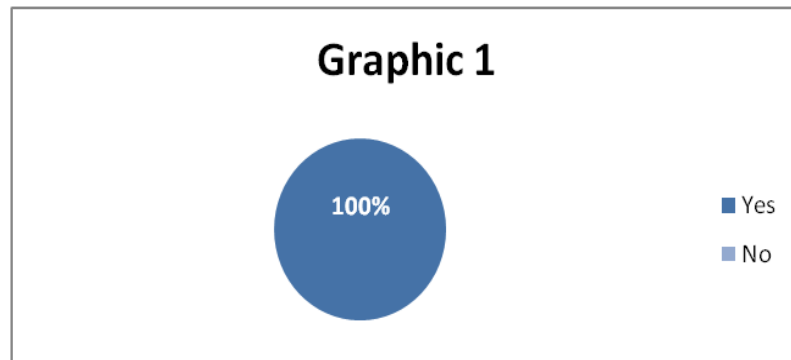
### 1.-Do you think English is important to learn?

**TABLE No1**

Question	Number of authorities	%
Yes	1	100%
No	0	0%
<b>Total</b>	<b>1</b>	<b>100%</b>

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC 1**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

The present question establishes that the vice principal agrees on the fact that it is important to learn English nowadays, which represents 100% of the surveyed population

It reveals an important fact that a globalized world requires, in fact, learning English is very important for many human endeavors, so students are required to learn English from an early age.

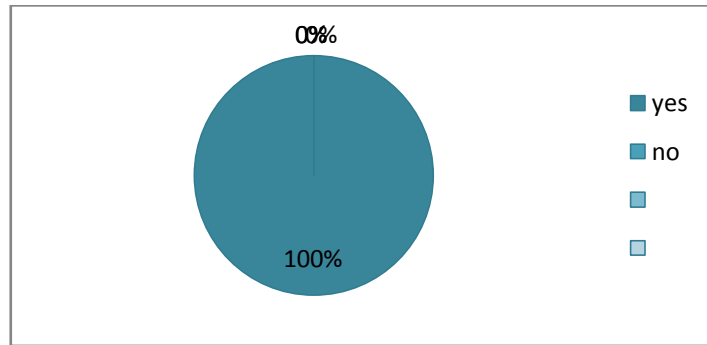
**2. - Do you think that the students from the eighth grade of basic education will improve their education on English with the help of emotional intelligence?**

**TABLE No 2**

<b>Question</b>	<b>Number of Authorities</b>	<b>%</b>
<b>Yes</b>	<b>1</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>1</b>	<b>100%</b>

Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC 2**



Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbita

The vice principal answered that emotional intelligence will be an effective teaching and learning tool, which represents the 100% of the surveyed

According to the vice principal of the institution under study, emotional intelligence will very useful for the eighth grade students of English basic education, therefore, it literally means that the emotional intelligence guide for the teaching and learning of English is welcome by the authority.

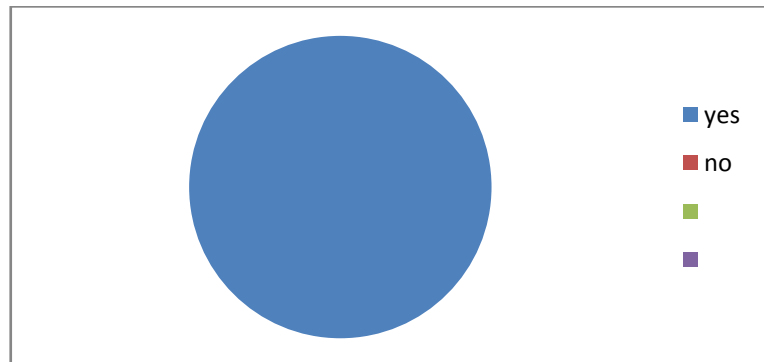
**3. Will you, as the second main authority of the institution, support the implementation of a program to develop emotional intelligence for the children of the eighth grade?**

**TABLE 3**

<b>Question</b>	<b>Number of authorities</b>	<b>%</b>
<b>Yes</b>	1	100%
<b>No</b>	0	0%
<b>Total</b>	1	100%

Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC 3**



Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbita

The vice principal of the school said that he would support the implementation of a teacher's guide in order to develop the emotional intelligence on the eighth grade students of English, which represents the 100%

The answer by the vice principal shows great interest on using emotional intelligence with the children of the eighth grade, which will have great benefits since students will be the only beneficiaries of the proposal.

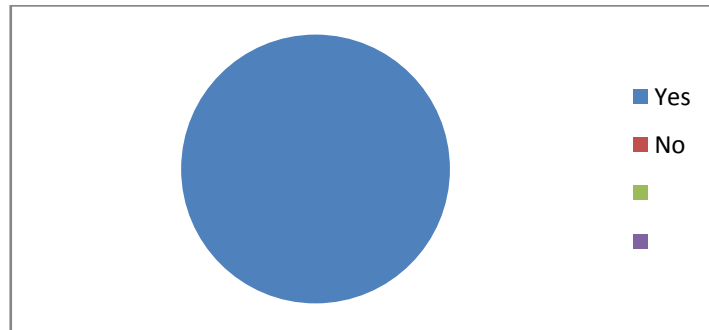
**4. - Do you think that implementation of a program to develop emotional intelligence would be convenient for the improvement of the English-teaching Process?**

**TABLE 4**

<b>Question</b>	<b>Number of authorities</b>	<b>%</b>
<b>Yes</b>	1	100%
<b>No</b>	0	0%
<b>Total</b>	1	100%

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC 4**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

This questions by the vice principal of the institution thinks that it will be convenient to implement the program to develop emotional intelligence, which represents the 100%. This factor will contribute to the fulfillment of the proposal. Therefore, students of English will learn English using all their mind capacity since when positive emotions dominate the teaching-learning process, excellence in learning is the result. The proposal that is presented in the research work will be a powerful teaching tool since it contains innovative motivational strategies which changes the most depressing moods.

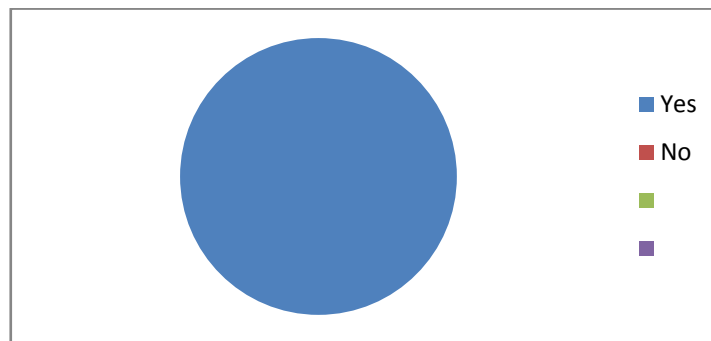
**5. Will you keep using the emotional intelligence developing program if it is successful?**

**Table 5**

<b>Question</b>	<b>Number of authorities</b>	<b>%</b>
<b>Yes</b>	1	100%
<b>No</b>	0	0%
<b>Total</b>	1	100%

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC 5**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

The fifth question confirms that the vice principal of the educative unit will continue using the emotional intelligence program for the education of English language, this represents the 100%.

This questions establishes that emotional intelligence will welcome at the San Jose La Salle Educative Unit, the most benefited from the program will be the students, since they have not had such a program that will teach them to deal with their negative emotions.



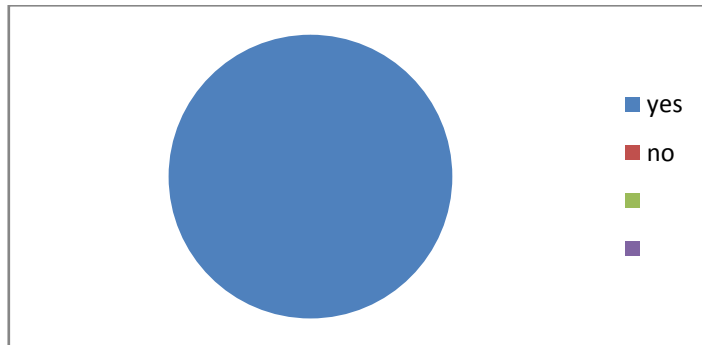
**6. - Have you facilitated English teachers of your institution with training course related to affective education?**

**TABLE No 6**

<b>Questions</b>	<b>Number of Authorities</b>	<b>%</b>
<b>Yes</b>	<b>1</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>1</b>	<b>100%</b>

Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC No 6**



Source: San José La Salle School  
 Elaborated by: KleverWaldemiroPanchiQuimbita

This question indicates that the second main authority has never facilitated any training course for English teachers on affective education, which represents the 100% of the population.

This question reflects the lack of training courses for English teachers on affective education, which is part of the emotional intelligence, both attempt to improve emotions in order to reach excellence in any field. Thus, the proposal will meet that need of becoming aware of the importance of affective education

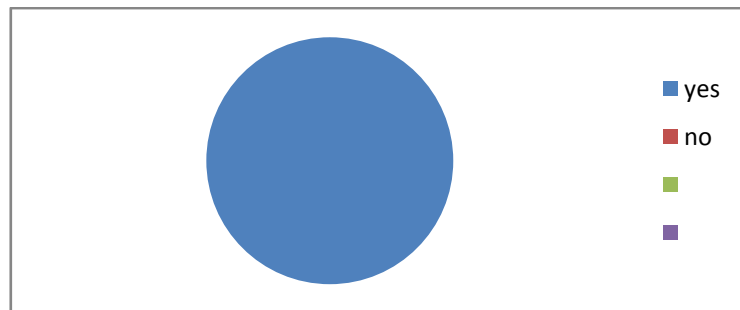
**7. - Do you think that English teachers must be unstressed in order to have a positive influence on their students’**

**TABLE No 7**

<b>Question</b>	<b>Number of Authorities</b>	<b>%</b>
<b>Yes</b>	<b>1</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>1</b>	<b>100%</b>

Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

**GRAPHIC No 7**



Source: San José La Salle School  
Elaborated by: KleverWaldemiroPanchiQuimbita

This questions confirms that teachers stress also is very negative for the teaching and learning process, the main authority agrees on such theory, which represents the 100%

The answer of the vice principal is favorable for the implementation of the emotional intelligence guide for teaching and learning English. Besides, stress teachers are common nowadays for different reasons such the increase in the working hours, excessive work and bad-paid salaries, this guide is good tool for changing moods and attitudes of both teachers and students, since it has powerful techniques to combat stress.

## **2.8 GUIDING QUESTIONS COMPROBATION**

**What are the problems related to the lack of knowledge on emotional intelligence and the incidence in learning English at the San José La Salle Educative Unit for eighth grade students?**

After having carried out the corresponding study by means of polls and interviews, it has been possible to realize that negative emotions do influence in the English-teaching learning process, it can be said that the level of incidence is higher than academic intelligence; and most learning and teaching is determined by the emotional context of the classroom. It has never been considered this phenomenon before in the field of education. That is why this investigative research will behave great academic value for teachers and students.

**What consequences does the lack of emotional intelligence bring to learn English?**

The analysis of the data shows that the lack of knowledge on emotional intelligence produces different negative emotions in the students such as boredom, frustration, apprehension and others. For that reason it is imperative the establishment of the guide of emotional intelligence for the teaching of English.

**What are the procedures in order to improve the English teaching learning emotional environment?**

After detecting how the lack of knowledge on emotional intelligence interferes in the teaching and learning process of English, the application of the teacher's guide for developing emotional intelligence is very necessary

## **CONCLUSIONS**

- There is constant boredom during the English class for the lack of enthusiasm in the students to learn English
- Students learn English just because it is compulsory.
- English teachers are more focused on using the same methods and technique rather than considering new innovative ways of teaching and learning English
- Teachers welcome the idea of an emotional intelligence program

## **RECOMMENDATIONS**

- Teachers should use class activities that involve the development of emotional intelligence in order to improve the teaching-learning process
- Students need to be enthusiastic and motivated to learn English so that they can develop all abilities related to the language
- Teachers should renew their methodologies and strategies for teaching English in the class
- It is essential to design the emotional intelligence activities to teach English

## CHAPTER III

### 3. PROPOSAL DESIGN

**“ELABORATION OF AN EMOTIONAL INTELLIGENCE TEACHER’S GUIDE FOR IMPROVING THE TEACHING-LEARNING ENGLISH PROCESS FOR THE 8<sup>TH</sup> GRADE CHILDREN AT THE SAN JOSE LA SALLE SCHOOL”**

#### **“3.1 INFORMATIVE DATA:**

<b>Institute:</b>	“San José La Salle School”
<b>Province :</b>	Cotopaxi
<b>Canton :</b>	Latacunga
<b>Parish:</b>	La Matriz
<b>Address:</b>	Quijano y Ordoñezstreet
<b>Director:</b>	Dr. Eddy Cardenas
<b>Teachers:</b>	34
<b>Students:</b>	854
<b>Phone:</b>	<b>032-810-715</b>
<b>Research:</b>	KleverPanchi

#### **3.2 JUSTIFICATION**

Teaching English has been subjected to various teaching trends. However, only little percent of students manage to learn to speak it fluently. That is because learning English requires to total commitment to learn English. When somebody gets

determined to achieve any goal, all the mind potential is used, and the students will make the best use of the available resources. In order to have such determination, the student needs a great passion to learn English, which is determinant factor to achieve a great goal, especially to speak English fluently. Without such determination, learning English becomes tedious and odd.

Emotional intelligence offers many activities in order to get the students more motivated to learn English. Therefore, English teachers should have some knowledge on how to develop emotional intelligence. Understand that English teachers should have emotional sensitivity and emotional labor; that is because learners need to continue in the process with emotions that enable them to reach all their academic goals.

This emotional intelligence program will make teachers aware of the importance of establishing positive emotions in the classroom, which will facilitate English teaching and learning. Furthermore; it will contribute to the understanding that there is coordination between mind and feeling in teaching English.

With this investigative job, teachers and learners will be aware that getting to speaking fluently is a passionate endeavor that requires a burning desire by all the participants of the teaching-learning process.

Teachers and learners will realize that a good relation between all the participants of the process is of uppermost importance; and in order to do that it is necessary that to share positive emotions like empathy. Therefore, teachers should show great traits of a leader, a facilitator and show lots of love for their disciples.

The following activities enhance group work through influencing, inspiring and motivating them, that is social intelligence. It is important to say in this point that the

whole issue of learning English is about relations all the time. Students need compassion, understanding and empathy.

So, the design of an emotional intelligence program becomes indispensable for the fact that each student's and teacher behavior has tremendous influence on other members of the process; their performance in the classroom is directly affected or improved by a specific set of emotions. And this guide will teach how to change negative behaviors into positive and empowering attitudes.

### **3.3 OBJECTIVES**

#### **General objective**

- To improve English learning by means of developing emotional intelligence of the education of English for the eighth grade students of basic education at the San Jose La Salle Educative Unit during the period 2012-2013.

#### **Specific objectives**

- To analyze the most useful emotional intelligence activities to teach English
- To diagnose the impact which emotional intelligence has on the English teaching-learning process
- To design a program with innovative activities that enhances emotional intelligence thus improving English.

### **3.4. DESCRIPTION OF THE PROPOSAL**

The emotional intelligence program is a very innovative teaching approach to improve English teaching and learning since it offers effective ways to deal with negative emotions that interfere with an optimum learning.

The program of emotional intelligence is well-organized into activities for the class for teaching English; they address all the negative emotions that are found in an average English class, especially at the eighth grade of basic education. The investigation has found that most of students are bored because each learner comes from different backgrounds, they have different ways of learning but they have the same demotivation to learn. Besides addressing negative emotions in the class, it teaches how to students, it contains activities that promotes leadership by being aware of their unrevealed mind power that they have. Something which class methodology does not do. If the proposal is put into practice fully, there will be a great improvement in the quality of learning English.

The teacher's guide of emotional intelligence has motivational techniques which belong to the "Psychology of motivation", which is being used in all realms of life with great results. These techniques are cleverly mixed with educational techniques that improve the four skills of learning English.

The activities described in the proposal have to be practiced regularly so that the students' mind creates new pathways and neuronal connections with the new empowering emotions that activities aim at establishing them in the English teaching-process

The present guide which focuses on developing emotional intelligence for the education of English will also help teachers be aware of the negative effects that negative emotions has in the classroom, and educators will start to get deeper into the topic of psychology of motivation. Nowadays, this new branch of psychology has proved to be very effective for improving high performance in all aspects of life, it can even improve the health state of the children. That is because with so many negativity and tension in peoples' lives affects the body and performance. On the



other hand empowering positive emotions such as enthusiasm, students can achieve their ultimate goals not only in education but also in their personal lives.

### **3.5 HOW TO USE THE GUIDE OF EMOTIONAL INTELLIGENCE**

The activities that the guide contains seem to be very simple but they are truly effective for modifying students' behavior. There are the teacher's recommendations so that they have a better understanding of the techniques and methods used. The activities show activities that will help develop their emotional intelligence and at the same time as well as English.

Each activity has the teacher's recommendations which explain in detail how to make a good use of the psychological techniques to be employed in the guide, it is easy to understand the different procedures, and the teacher can use them all the time even after finishing the activities.

The guide also contains motivational phrases related to emotional intelligence, they are found on the bottom of the worksheets, these thoughts and phrases are created by the author of the investigative work.

The activities are also aimed at teaching and learning English with all the four skills of the language which are reading, writing, listening, speaking and grammar.

# **EMOTIONAL INTELLIGENCE TEACHER'S GUIDE FOR IMPROVING THE ENGLISH TEACHING-LEARNING PROCESS**

*San José La Salle Educative Unit*  
2012-13



***FOR THE EIGHT GRADES OF BASIC EDUCATION***

*By: KleverPanchi*

## **WHAT IS THIS GUIDE FOR?**

As teachers, our objective is to achieve a quality education, emotional intelligence is the complementary of academic education since emotions determine the decisions

people make in their personal and professional lives. Teaching is classified as a caring labor that is teachers must be excellent role models for children.

English learning not only depends on academic but also emotional issue, for that reason the modern teacher has to have the following role:

A teacher must be a leader who works with groups of children, teen or adults inspiring, influencing, and motivating to excellence.

The first thing that must be done in order to develop emotional intelligence is being aware of our own emotions and how they affect our lives. It is amazing to know that the majority of people are not aware of their own emotions; they go through life making poor decisions.

In the educational realm the lack of emotional intelligence in teachers and students lead to poor performance in any subject; thus emotional illiteracy is what predominates in the educational process. Anyone needs emotional intelligence; it is the key factor to achieve any success.

One of the main utilities of this investigative work is to make teachers and students aware of their emotions and how each of these emotions lead to poor decisions.



*Every change in life begins by changing negative emotions by positive emotions; it is possible to achieve anything with powerful emotions such as a burning desire to learn English fluently*

### **WHY ISN'T ACADEMIC INTELLIGENCE EFFECTIVE?**

It is not effective because students go to classes because they feel they have to do it, it is something that they are pushed to do it. Going to classes and studying any subject

has become boring. As a result they do not learn most of what is taught at school, the 99.9% of the whole educative system functions in this way. In this context, methodology does not have an effective result because it does not focus on emotions. teaching and learning process has never paid attention to the emotional environment of the class. What's more, teachers also get stressed very often due to different factors.

According to personal experience, 98% percent of students get stressed all the time; they consider education as something imposed to them, they feel like they have to study. Emotional intelligence make students feel they like English therefore they study the language.

When student is stressed, the brain does not function at its full capacity because the focus of the mind

Boredom is the most negative and common emotion that prevails in education, they are tired of the same routine.

Students do not learn when they are bored; they do not have energy to go through the day.

Boredom leads to lack of objectivity and clarity

Being a strict teacher has been a common characteristic in the traditional education. As a result, students feel fear, frustrated, irritated and overwhelmed.

Students have always learnt out of fear that type of knowledge is not lasting since it goes to the temporal memory

Therefore, emotional intelligence suggests that the teacher must be the transmitter of powerful emotions. The teacher who is emotionally powerful will pass on high levels of enthusiasm, love, care and constant energy

***Modern teaching has to enhance powerful emotions such as:***

Enthusiasm

Cheerfulness

Inclusion

Love

Euphoria

Empathy

Determination

The teacher's guide for emotional intelligence contains activities for the classroom to enhance those powerful emotions, if they are rehearsed regularly, in a few days, negative emotions would have gone forever. Children and teens are in an adequate age to learn to have good emotions, which will last until adulthood

### **Emotional intelligence components for learning and teaching English**

Emotional intelligence develops the following areas of personal growth

#### **Emotional awareness**

It is about getting to know what feeling students have and how they affect performance in English learning; by knowing which emotions are predominant, teachers will be able to establish new positive emotions. In order to get emotional intelligence in the classroom, it is important to get to know the teacher's emotions first.

The following questions determines which teacher's emotions are predominant during teaching English

## **MOTIVATIONAL TECHNIQUES USED IN THE EMOTIONAL INTELLIGENCE TEACHER'S GUIDE**

### **Positive suggestions**

This technique is very powerful to change the lives of people of all ages since words have the power to change the world, every word that we say to students will have an enormous influence in their lives, and they can destroy them or lead them to be successful.

The guide contains a list of one hundred positive affirmations to tell students which are powerful to change their lives for good, the teacher should tell those affirmations on a regular basis, the more they are told, the more embedded they will be in their minds.

If the teacher repeats the phrase "you are a valuable child", they will believe it and they will act accordingly. There are positive suggestions that enhance powerful emotions such as "little by little I am feeling compelled to studying", "I am completely sure that I will learn English fluently".

Notice that the positive affirmations have been intelligently used; the adjective "completely" makes the phrase more powerful.

The teachers who will use the guide can use all kinds of words to make their positive affirmations more powerful.

You can use adverbs to intensify an emotion and make it powerful; therefore there are two types of affirmations: positive affirmations and powerful affirmations

### **AFFIRMATIONS**

<b>Positive affirmation</b>	<b>Powerful affirmation</b>
<b>I feel happy today</b>	<b>I feel extremely happy today</b>
<b>I like English</b>	<b>I am really fond of English</b>
<b>I love my life</b>	<b>I appreciate my life and I am thankful about it</b>
<b>I feel good about my self</b>	<b>I am sure I am an awesome child</b>
<b>I am important</b>	<b>I am unique</b>
<b>I can achieve my goals</b>	<b>I am on the top of the world</b>
<b>I love every aspect of my life</b>	<b>My whole life is great</b>

From the phrases above, it is possible to notice that words can have a tremendous power for everyone. Powerful suggestions can change extremely negative moods into relaxing and focused environments.

After the all the activities have been carried out, students will feel more compelled to studying English, they will find satisfaction to learn English

The teacher can use powerful affirmations to make the English class environment more harmonious

### **Changing negative attitudes by changing physiology**

Negative moods have their corresponding body language. For example, a depressed student would sit on the chair, his arms are supporting his face and the whole body is rigid, his lips are closed with force.

The technique deals with altering those mental states by doing the opposite. If students are depressed, the teacher asks them to stand up from the chair, asks them to jump up at least ten times as if they were very happy, asks them to shake hands with one another, to hug themselves, the teacher asks them to smile little by little, and he can ask them to laugh like crazy.

By moving and acting differently, students will get corresponding emotions such as enthusiasm, happiness, relaxation, etc.

The teacher can prove this technique is quite powerful because students will feel awesome in just a few minutes.

### **Visualization**

It is considered as one of the most important technique in the motivational field, that is because people are always visualizing their future whether consciously or unconsciously, unfortunately most people are doing it unconsciously, and they get exactly what they want.

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## **1. GETTING TO KNOW TEACHERS AND STUDENTS EMOTIONS**

The first step to become an emotionally intelligent individual is to start being aware of the emotions we constantly have, and when such emotions and feelings are

triggered. The majority of people do not even notice which emotions are more dominant, they do not even care about it; they act as if they were programmed to act in specific circumstances. As a result people have no control over their lives. So, the first step is to realize which emotions English students have on a regular class. Once the emotions and feelings are identified, the changing process begins. the positive outcomes of knowing our own emotions is very important, one of the best advantages of being aware of the class emotional setting is that negative emotions will not dominate during the class, the teacher will be able to manage the emotions of all the students at his will. That must be the new role of a modern teacher.

### ***Benefits***

By identifying negative emotions in the classroom, the teacher will be able to determine which negative emotions are going to be dealt with. Besides, students will be aware of their own emotions, and they will be able to compare negative with positive emotions. Most of children never realize their set of emotions

### ***Procedure***

Use the practical exercises to get the interest and motivation of the students  
Follow the teacher's directions

### **Materials**

Photo copies of the worksheet number 1  
Two color pencils  
A pen

**Teaching english strategy:** Look at the picture and make notes

**Motivational technique:**Positive suggestion to change behavior at once this technique is effecting for shifting emotional states either individually or in groups. It consists of suggesting students using positive feedback, which is given by the teacher using motivating words or sentences

### **Script**

Little by little, we are starting to feel well, interested in the class

We are getting relaxed and letting go all tension, all worries.

Now, we are feeling more content, more focused on the topic, on tasks

We are feeling enthusiastic, energitizesed and at peace

### **Teacher's recommendations**

The suggestion aimed at changing moods in the class is a powerful technique, which can be practiced once a week; that is because the brain learns by repetition, especially changes related to the feelings. Results will be noticed immediatelly. The teacher can add other positive suggestion of his own when other negative emotions appear in the class.



*The best thing that a teacher can do for students is to give a long-term role model of excellence*

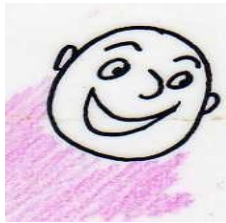
## **WORKSHEET 1**

**Student's name:**

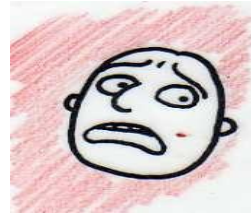
**Date:**



Blisful



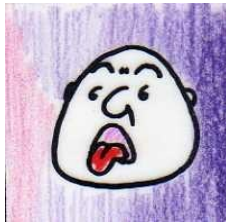
happy



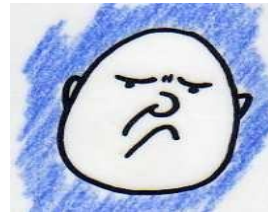
scared



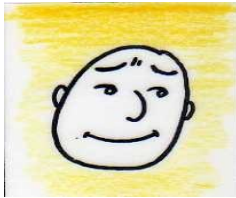
Frustrated



disgusted



bitter



Interested



enthusiastic

Right now, I am feeling.....,....., ..... and .....

## 2.\_ KNOWING BODY LANGUAGE TO CHANGE MOODS

This exercise is very useful because it allows students to get to know how our body and face react when we different negative emotions, and by being aware of this, they will be able to behave in more positive ways. It has been proved that if people change

body postures, their mood will also change. For example, if a sad person is asked to change his body postures, his posture body

### **Benefits**

Humans are moved emotions, everything that we do is motivated by emotions; and there is an important fact, the body communicates how people feel. For example, if students are stressed, their face will have specific signs. Therefore, the following technique is powerful because it teaches students and teachers to alter those negative moods by shifting over their physiology.

Changing the physiology means to move our body and to act in a different way so that the disempowering state go away. This activity is powerful because students perform the body language of a happy person, little by little; they start to change their negative emotions for positive ones.

It has been widely proved that by shifting over body language, negative emotions also change. After mimicking positive emotions, students will act more positively.

### **Procedure**

The teacher asks the students to look at the pictures of the positive and negative emotions.

The teacher asks them to perform what the task suggests

The teacher perform the body language of a certain emotion, student have to mimic the emotions conveyed. Use physical motivation to change negative moods

### **Materials**

Photocopies of worksheet 2

English dictionary

**Skills:** reading and writing

**Teaching English strategy:** Oral sharing on a related topic

**Psychological technique:** Physical motivation by changing physiology

This technique is also known as associative conditioning, it is about acting and behaving as if people were extremely happy, enthusiastic, interested in the topic, and highly focused on the goal. By doing and behaving in a different way, the person starts to feel differently is just a matter of a few minutes. The teacher tells the students to stand up from their seats; they start to jump up on their feet, the teacher asks them to move their mouths as if they were going to smile, the teachers asks them to raise their hands as if they had won a race, the teacher ask them to shake hands with one another

### **Recommendations for the teacher**

The physical motivation technique has been immersed in education for a long time but it has not been used adequately. But, it can be used on a daily basis in order to improve the classroom energy.



*Teaching without emotional intelligence is like to follow the carrot that is in front of you, but you cannot never catch it until you are aware of how easy is to take it*

### **Worksheet 2**

**Student's name**

**Date:**

### **Fact about negative emotions**

Humans communicate in two different forms; they use verbal communication to share ideas and to express a specific message. This type of communication is what distinguishes us from other species. But there is a more noticeable communication, it is the non-verbal communication. This type of communication has been with us for millions of years, and humans share it with the other species. Everything what people do is determined by emotions and feelings, surprisingly the body communicates how a person feels at a certain time. If a person feels excited, the face will show specific cues.

## **NEGATIVE EMOTIONS AND BODY LANGUAGE**

### **Body language of a stressed child**

Eyes half-closed

Hand touching the head

Arms crossed

### **Body language of an anxious child**

Eyes wide opened

Nail biting

### **Body posture of an angry teen**

Frowning

Face tense

Eyes focused on the front side

### **Body language of a disgusted person**



Disgusted people will push or smash their eyebrows together at the same time their top lip will come up and may even flatten out.

### **Body language of fear**

The mouth will cause the corners of the lips to pull back towards the ears. This facial feature will almost make the lips flat.

### **Body language of sadness**

Eyes will drop from the top and while looking at them they will not have focus. It will almost seem like they are not looking at anything in specific nor have nowhere to go. There is no sense of purpose about the man or the woman who is showing the signs and signals of sadness.

### **Body language of frustration**

As a man or woman becomes frustrated you may first see the effects in their face. There may be the micro expressions of disgust or contempt in their face. The frustration in the face may go as far as biting the lip

## **POSITIVE EMOTIONS BODY LANGUAGE**

## **BODY LANGUAGE OF CONTENT LANGUAGE**

They will use a half smile on either side of their face. There are times where the person will look at you or they may even try to look away to hide the feelings and emotions that they have for you.

**Body language of a relaxed girl**

Relaxed people have often a mild smile, they show bright eyes, they are focused on the positive, they do not frown, and the cheeks are lift up

**Body language of a focused on the task student**

A focused child is always in good mood, tasks are easily performed and with clarity, confidence and clarity of mind

**Exercise one**

**Read the text and answer the following questions**

**1. - describe the non-verbal cues of a stressed person**

.....  
.....  
.....  
.....  
.....

**2. - describe the non-verbal cues of an enthusiastic person**

.....  
.....

.....  
.....  
.....

**3. - which emotional state is more beneficial, stress or enthusiasm? Write down why.**

.....  
.....  
.....  
.....  
.....

**4- Which are the two types of communication? Describe each one.**

.....  
.....  
.....  
.....  
.....

**5. – Imitate the body language of the teacher**

**Teacher’s remarks.-**

.....  
.....

**3. - FINDING OUT POSITIVE THINGS IN OUR LIVES**

Many times people feel bad because they focus on the negative things of their lives, and they put their attention on such energy, they will feel bad. This activity is aimed at changing the focused on the negative for a more empowering one.

## **Benefits**

By changing students' attention to more positive mood, they will have a better concentration in the task, they will not be thinking about their personal problems; as a result their mind will be more open to learning with excellence.

## **Procedure**

The teacher explains on the board how to make up questions using the to be verb  
Answering teacher's questions

## **Materials**

Photo copies of worksheet 3

**Skills:** writing

**Teaching English strategy:** Retelling

**Technique:** Questions and answers to activate creativity

This technique used adequately can be of great help since questions have the power to change people's lives. An intelligent question asked to the students can make him/her think and feel differently about school, about life, and other issues.

### ***Worksheet 3***

**Student's name:**

**Date:**

**Read the questions and answer them**

**What am I happy about in my life?**

.....  
.....

**What am I excited about in my life?**

.....  
.....

**What am I proud about in my life now?**

.....  
.....

**What are the benefits of speaking English?**

.....  
.....

**What are five positive aspects about your life?**

.....  
.....  
.....

**Teacher's remarks**

.....  
.....

**4. – 101 POSITIVE AFFIRMATIONS**

The following activity is useful because it promotes social skills among students. Most of the time, there are students who do not get on well with others. So, this exercise is valuable



because it will help to improve empathy with those students. By the way, these 101 positive affirmations can be used for the students,

### **Benefits**

Students will develop social skills by getting to have better relations with their peers;The activity is aimed at focusing on the positive aspects of their classmates, especially those who seem to have apathy with one another.

### **Procedure**

The teacher must identify how the students interrelate with each other, and has to find out the students that they have apathy for. Then, the teacher makes pairs with the students who do not get on well with each other.

After that, each pair is asked to tell the positive things about the other person, students make a poster with the picture of the other person, previously the teacher asks the students to bring of portrait photo to the class, and the pairs interchange the photo.

They paste the photo of the other classmate on the card board.

Students write positive sentences on the sides of the photo

Positive sentences that can be use are found the worksheet 4

**Skills:** grammar (present of to be; simple present tense)

### **Material**

Photos

Markers

Glue

A piece of cardboard

### **Recommendations for the teachers**

The 101 positive affirmations are very useful not only for this activity but they can be used all the time to tell the students, they can even be used for the teacher's children, positive affirmations have to be used all the time because the more often they are told, the more embedded in their brains, and new empowering behaviors are created; which makes a very powerful technique.

The words or phrases told to children have a powerful effect on them, especially when people have a certain authority such as a teacher or a parent. The words that they say to children have an enormous impact on them. Unfortunately, teachers can use the power of words for the personal growth of students.

**Teaching English Strategy:** Peer tutoring

**Psychological technique:** Positive affirmations telling

## ***Worksheet 4***

**Student's name:**

**Date:**

**Topic:** positive affirmation

**Exercise 1**

Choose at five of the positive affirmations to write on the piece of cardboard about your classmate. Use the present of to be and the present simple tense , instead of the pronoun “I”, use the personal pronoun ”you”, make the necessary changes.

1. I can do whatever I focus my mind on.
2. I am awesome.
3. I am very intelligent.
4. I am a fast learner.
5. I am worthy.
6. I deeply love and accept myself.
7. I enjoy learning.
8. Learning is fun and exciting.
9. I understand the lessons taught in school completely and quickly.
10. I believe in myself and my abilities.
11. While I appreciate details, I am able to also see the big picture in things.
12. I have many gifts and talents.
13. I learn from my challenges and can always find ways to overcome them.
14. I am open to possibility.
15. I embrace my fears fully and calmly.
16. I make like-minded friends easily and naturally.
17. I am healthy and am growing up well.
18. I have persistence in what I believe in.
19. Miracles happen to me all the time.
20. I am very creative.
21. Ideas for problem solving come easily and quickly to me.
22. I am a great listener.
23. My family, friends and teachers love me for who I am.
24. I am unique and special.
25. Opportunities come to me in good time.



26. I may make mistakes sometimes but I choose to learn from them.
27. I accept myself even though I sometimes make mistakes.
28. Every day and in every way, I get better and better.
29. My intuition guides me in what I do.
30. I am calm, relaxed and peaceful.
31. I am always in the right place at the right time.
32. I enjoy being, feeling and thinking positive.
33. Problems challenge me to better myself in every way.
34. I trust myself in making great decisions.
35. I am loving kindness to all.
36. I do my best in my work and tasks.
37. I am present.
38. I trust in my ability to solve problems.
39. I enjoy my own company.
40. I accept compliments graciously and openly.
41. I am whole and complete.
42. I enjoy trying new ideas.
43. I embrace changes in peaceful, harmonious and positive ways.
44. I believe I can be whatever I want to be.
45. I can visualize very well.
46. I am vibrant and have lots of energy.
47. I am divinely protected.
48. I am kind, generous and loving.
49. I complete my school work on time every day.
50. I am deserving of love, trust and kindness.
51. I achieve great and successful results.
52. I am brave.
53. I experience beauty wherever I go.
54. I have got an awesome imagination.
55. I am able to solve problems creatively.

56. All is well in the world.
57. I am thankful for my blessings.
58. I have a healthy relationship with my teachers.
59. I choose to forgive all others for any mistakes they have done.
60. I feel confident and secure.
61. I enjoy letting events unfold in good time.
62. I have loving, positive and happy thoughts.
63. I express my ideas easily.
64. I am courageous even when things are unknown to me.
65. I reach my goals easily.
66. I am in charge of my own life.
67. I enjoy playing games with my friends.
68. I am gentle with myself.
69. I have many friends who like being near me.
70. The trees, flowers and birds are my friends.
71. I radiate love and compassion.
72. Miracles happen to me every day.
73. I am on my way to creating great wealth.
74. I am excellent in languages.
75. I am quick and accurate with Mathematics.
76. I am able to analyze and see clearly for problem solving.
77. I read, write and learn fast.
78. I absorb knowledge like a sponge and am able to apply what I have learnt.
79. I do my best for my studies.
80. I am attentive in class.
81. I am a natural in \_\_\_\_\_ (sports).
82. I am on top of my classes.
83. I enjoy challenging myself in new ideas, possibilities and directions.
84. I am a winner!
85. I turn failures into opportunities for success.

86. I handle all my responsibilities and tasks well.
87. I enjoy eating healthy snacks.
88. I love my body.
89. I am honest and trustworthy.
90. I choose to look for the best way forward for myself.
91. I am able to understand and solve complex problem sums or questions easily.
92. I enjoy experiencing life in multiple ways.
93. I love being healthy!
94. I manage my time well.
95. I like being punctual.
96. I enjoy having habits that will help me have a happy, healthy and successful life.
97. I listen to my gut or inner wisdom closely.
98. I am able to easily draw inspiration from nature and life.
99. I believe in my dreams.
100. I have an excellent memory.
101. I am Me, and I am Okay!



*Intelligent words told all the time furnishes the path of success in any endeavor*

## **5– WHY AM I SO SPECIAL**

This activity is aimed at developing self-esteem, which is the most important aspect of a successful personality. It helps students develop confidence by finding out what special talents they have.

### **Benefits**

By focusing on what students can do, they realize that they are valuable persons, they value themselves more and negative thinking about themselves disappears

### **Procedure**

Students value themselves by means of making positive statements about themselves  
Follow the teacher's instructions

### **Skills**

Grammar (Can), vocabulary

### **Materials**

Pens

**Teaching learning English strategy:** Ecological approach

**Psychological strategy:** Focusing on strengths rather than weaknesses

## ***Worksheet 5***

**Student's name:**

**Date:**

**Theme:** Why am I special?

### **Exercise 1**

**Make ten positive statements with CAN telling what you can do**

I am so special because I can.....

I can.....

.....

.....

.....

**Exercise 2.-**

Make sentences of yourself using these adjectives:

Lovable

Appreciated

Intelligent

Happy

Unique

Loved

**Example:** I am a lovable person

.....

## **6. IF SHE CAN DO IT, WHY CAN'T I DO IT?**

The following activity is very important for the students because they will realize that they are capable of achieving anything in their lives. By reading about a handicapped person who has achieved great things in life, they will realize that they could achieve all their dreams in their lives.

### **Benefits**

Many times, students do not know their true potential because the educative system has never focused how important it is to make children aware of their hidden talents. Therefore, this activity is aimed at awakening their potential.

### **Procedure**

Students read a story of handicapped person, and follow the teacher's instructions

### **Skills**

Reading and writing

### **Materials:**

Pens Pictures

**Teaching English strategy:** Story telling

**Motivational strategy:** Reframing

## **Worksheet 6**

**Student's name:**

**Date:**

**Topic:** "if she could do it, why can't I do it?"

### **A brief story of Helen Keller**



Helen Keller became the most famous handicapped girl throughout history. She was born a normal child at the end of century XVIII , at the age of two, she developed an unknown sickness which left her deaf and blind. She had not developed language by that time so she could not speak. Everyone would have thought that she would never have learnt to speak any language. But her parents hired a personal tutor, her name was Ana Sullivan, she taught Helen the language

of the blind, the Braille language.

At the age of six, Helen was learning her first words using the blind language, surprisingly, she could pronounce the words of every object, then she was making whole and complete sentences, at the age of seven, she was speaking clearly and she could write in the Braille language. Seeing that, her parents decided to get her into a normal school. Despite the obstacles, she was very determined to be a normal child, so she did it. When she finished primary school, she was the best student of all the students of such educative center. After that, she entered high school, she managed to be the best student of the whole high school, after that she won a scholarship to enter one of the best universities of the United States, and she became the first handicapped university graduate of the whole history, in fact she was one of the best students of her university that year. A few years later, she was writing self-help books, she was giving speeches throughout the world, making millions of dollars; she got married,

had children. One of her books is “My personal Story”, which tells her whole story and how she overcame all their obstacles in life.

As it can be seen in the reading, Helen managed to achieve all her goals because she had the following characteristics:

She was...

Persistent

Optimist

Confident

Lovable

She never....

Surrender

Had pity on herself

Let her problems stop

Considered herself as handicapped person

She had.....

Faith in life

Confidence in herself

Great passion to learn, to be the best

### **Exercise 1**

**Read the text about Helen Keller and answer the questions**

- What did you learn from the story?

.....  
.....



- What were Helen's obstacles?  
.....  
.....
- Which characteristics made Helen overcome her obstacles?  
.....  
.....
- Which Helen's characteristics do you possess?  
.....  
.....
- After reading the story, do you think that you could learn to speak English fluently?  
.....  
.....
- As you are a complete person, without physical handicaps, do you think you could achieve greater things in life?  
.....  
.....
- After reading the text, do you think that learning English is difficult? Put a tick on YES or NOT
- - Yes
  - No

**Exercise 2**

**Read the statements bellow and put the events in order from 1 to 5**

- Helen's parent hired a personal tutor to teach her to communicate
- Helen was born as normal child
- Helen gave speeches throughout the world
- Helen finished school with the best grades

- Helen learnt the Braille system

**Exercise 3**

**Write a brief summary of Helen Keller’s life**

.....  
.....  
.....  
.....  
.....

**Motivational space**

Helen Keller’s story makes us realize that obstacles are only in our minds, so you, as a complete person, you can achieve any goal in life. You are special for everyone, you can do anything in life. You have the skills and abilities inside of yourself. Do not think negatively of yourself. Remember that if Helen Keller was able to achieve all her goals, you could do anything in life; remember that you are a complete person. Take action now, decide to be the best.

**Teacher’s remarks**

.....  
.....



*All of us have untapped talents and abilities that can lead us to achieve great things*

## **7. - LISTENING FACTS ABOUT THE BRAIN**

This activity is aimed at making children aware of their brain capacity so that they can value their potential. They will realize that the brain is the most powerful body organ that humans have.

### **Benefits**

The following listening contains some facts about the brain, by listening and understanding , students will be able to take advantage of their mind power in order to acquire excellent English speaking skills.

### **Procedure**

Students listen to a CD

Complete the task

Get aware of their enormous brain potential

### **Skills**

Listening

### **Materials**

CD

Worksheet 7

Pens

**Teaching English strategy:**Audio lingual

**Motivational strategy:** Reframing

Reframing is based of seeing things in a different perspective; many times English students find it difficult to learn the language because the see themselves limited, they have their own ways of seeing academic issues. This exercise is aimed at changing students perspective about the language, they will get to be aware of how much their brains can learn.

### **Facts about the brain to learn English**



One of the most important and the most powerful body organ is the human brain. In fact, all the things that humanity has achieved were created by the brain. Our early ancestors who lived caves managed to evolve thanks to the brain.

Scientists have discovered that the human brain has the capacity of learning to speak fluently about fifteen languages. John Paul the second was able to speak about sixteen languages perfectly. The fact is that, most of the people do not use not even a half of the their brain's capacity to achieve their goals.

The brain has the capacity to store millions of bits of information in a second, it has more capacity than the most sophisticated computer in the world today.

If you think that learning English is difficult, you are not using your mind power to achieve your goals. Therefore, it is time you realize that you have all the mind capacity to change your life and the world.

## ***Worksheet 7***

**Student's name:**

**Date:**

**Topic:** Facts about the brain to learn English

### **Exercise 1**

- What is the most powerful body organ?  
.....
- Are we using all of our brain capacity to learn English? Why not?  
.....  
.....
- How many languages can a person learn to speak using all the brain's capacity?  
.....
- What were you doing if you were using all your brain capacity?  
.....  
.....
- How many bits can the brain store?  
.....
- Who could speak more than fifteen languages
- .....
- How can you use all of your brain capacity?  
.....  
.....  
.....  
.....  
.....

## **8. – A DAY IN THE FUTURE**

The following activity uses visualization, it is based on using the children's imagination, which is very common in children, and they are always using their imagination all the time. This technique will make use students' imagination to have a clear goal of what they want to be. In fact, the great men in history imagined what they wanted to be when they were children.

### **Benefits**

This activity enhances creativity and visualizing consciously, dreaming what children want to be, helps them have a clear goal, and they will achieve it because it is necessary to have a plan for profession they will like to have.

### **Procedure**

Students follow the teacher's instructions

Students make sentences using "will"

### **Skills**

Grammar (future with WILL) and vocabulary

### **Materials**

Worksheet 8

**Teaching learning English strategy:** Combine kinesthetic and phonemic awareness

**Psychological strategy:** Visualization

## Worksheet 8

**Student's name:**

**Date:**

**Topic: a day in the future**

### Exercise 1

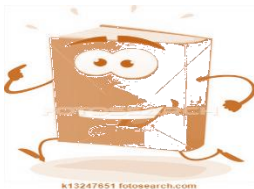
Close your eyes and image that you are already an adult, you already are a professional, you are very successful and you have accomplish all your goals

### Exercise 2

Now make five sentences in the future tense using “will” using the information you got on

Example; I will be an engineer; I will very successful, etc.

.....  
.....  
.....  
.....  
.....



*Visualize whatever you want in your imagination, that create your circumstances that make your dreams come true*

## 9.\_ COMPLIMENTS

In world that is very negative, it is an important educative tool to tell positive things to others especially to those who are close to us all the time. This activity is based on students telling compliments to each other.

### **Benefits**

There are many benefits of giving compliments, one of the benefits is that it improves student's self-esteem, they realize positive aspects of their personalities and of their lives.

### **Procedure**

The teacher tells the students to read the worksheet 9 and to carry out the activities.

### **Skills**

Grammar (to be verb)

### **Materials:**

Worksheet 9

Pens

Color pens

**Teaching English strategy:** Retelling

**Motivational strategy:** Positive suggestions

## **Worksheet 9**

**Student's name:**



**Date:**

**Topic:** Giving compliments

**Exercise one**

**Write positive sentences about your partner.**

Example; Sandra is very special

.....  
.....  
.....  
.....  
.....

**Exercise 2**

Tell about the positive aspect of your classmate; use to be verb for positive statements

**Teacher's remarks**

.....  
.....  
.....



*Believe that you are the best, and that will become true*

**10. \_ CREATING EMOTIONAL BONDING**

Activity tenth is useful since it uses empathy among students and the teacher. It consists of showing love and care for one another, as the teacher is the leader of the class, he should show appreciation for every students; which avoids favoritism.

it is an emotional version of the popular game “Simon says”, but this new one uses emotions enhancers commands. An emotional enhancer is an action destined to create positive emotional bonding with others, it uses hugs, kisses on the cheek or forehead, shaking hands, compliments, a pat on the back, cherishes, etc.

### **Benefits**

When love and care are dominant emotions, the class becomes more agreeable to be in. the student feel relax, and considers attending classes as something empowering for all aspects of their lives.

### **Procedure**

For this activity, the teacher must bring pictures of emotional enhancers. These pictures have to be put in a small box, each pictures should contain the command written in English for example; “hug classmate 23”.The teacher explains about imperatives, he must have another box, in that box, there are pieces of papers with names of all the classmates on them, the teacher can use numbers instead of names.

The teacher asks the students to go through the worksheet 10 and tell them to follow the instructions.

**Skills:** grammar (imperatives), vocabulary (positive emotions)

### **Materials**

A carton box

Pictures (emotional enhancers)

Worksheet 10

Color pens

### **Teaching English strategy**

Modeling/teacher's demonstration

### **Psychological strategy**

Changing Physiology

### **Recommendations for the teacher**

The teacher can make as many of emotional enhancers which make students feel all kinds of positive emotions. He can bring pictures that ask students to hug another, to kiss on the cheek or on the forehead, to cherish, etc. here; there is an example of an emotional enhancer.

**Student's name:**

**Date:**

**Topic:** Simon Says new version

### **Exercise 1**

Take an emotional enhancer from the box and a name from the other box, reads aloud what you should do according to the emotional enhancer, for example; “shake hands with Mary and tell her she is special”.

### **Exercise 2**

Choose one of the following statements to tell how you felt after the activity one, tick the feeling you had.

**I felt.....**

Loved

Good about my self

Cared

I am an important person

Enthusiasm

Empathy for my classmates

Compassion for my classmates

I think all my classmates can my friends

## **11.\_ PROMOTING LEADERSHIP SKILLS IN THE CLASSROOM**

Developing leadership skills must be an important issue in teaching English, and in all the areas of life. The following activity attempts to develop leadership skills by practicing direct guiding.

### **Benefits**

Students will get leadership skills and they will get motivated to be leaders in school, and in their professional lives. By doing this, students will see themselves as winners, which is a requisite for an ever increasing competitive world. Students make pair, one of them is blindfolded and the other give orders, by giving orders, students gain sense of leading others.

### **Procedure**

The teacher talks about the importance of leadership, giving examples of the great people who were heroes. The teacher explains the notions of the activity, students make up pair, the teacher explains to the students that one of them has to be blindfolded, and the other has to give the blindfolded.



**Skills:** vocabulary (directions), grammar, writing

Turn right

Turn left

Go to the board  
Touch the door  
Open the window

Close the window  
Walk straight

### **Materials**

A strip of fabric to cover the student's eyes  
Worksheet 11  
Pen

**Teaching English technique:** Hands-active participation

**Motivational Technique:** Modeling excellence

This is another important technique of the motivational area, it is based on emulating the characteristics of people who are successful. People who model excellence in any field have to choose a role model, and try to emulate cognitive aspects, mental patterns of these kinds of people, as well as the belief system. It can be a very useful for teaching English.

### **Recommendations for the teacher**

The teacher can also do other activities related to the topic, for example, he can choose a great character, students will emulate the most outstanding characteristics of this person, by doing that, students will get a powerful attitude for success, and they will learn to be winners.

# Worksheet 11

**Student's name:**

**Date:**

**Topic:** guiding a blindfolded

## Exercise 1

Make pairs, student A gets blindfolded, student B gives directions to student A

Use the vocabulary to give direction to student.

Student A has to tell student B where to go, it can be to the next grade.

## Exercise 2

Now, interchange. Student "b" now gets blindfolded; student "a" gives orders to student "b". Use the vocabulary to give directions - Student "b" has to tell student "a" where to go, choose a place

## Exercise 3

Write about how you felt giving orders, to your classmate

.....  
.....  
.....



*Remember that you were also born to be leader*

## 12. – CHANGE NEGATIVE EMOTIONS FOR POSITIVE EMOTIONS

The following activity is outstanding among motivational actions because it attempts to change negative emotions with their corresponding positive emotions. The activity mix together motivational issues with education of English.

### **Benefits**

By being aware of how to change negative emotions, students are able to control their emotional states. It is important to say that if children learn to control their emotions when they want, they are able to make intelligent decisions in life, and they will be less prone to make mistakes

### **Procedure**

The teacher ask students to bring pictures depicting all the positive and negative emotions on the list, that can be done one day before the activity, the pictures must convey people with all those emotions. The teacher asks them to do what worksheet 12 suggests, this will help them to change the focus of their intention changing negative emotions into positive in just a few minutes. If this is practice all the time, students' brain will get used to it.

### **Negative emotions**

Discomfort

Fear

Hurt

Anger

### **Positive emotions**

love and warmth

appreciation and gratitude

curiosity

excitement and passion



Frustration	determination
Disappointment	flexibility
Guilt	confidence
Inadequacy	vitality
Inadequacy	cheerfulness
Overloaded, overwhelm	vitality
Loneliness	contribution

### **Skills**

Vocabulary, grammar (should and shouldn't)

### **Materials**

Two pieces of cardboard

Pens

Glue

Scissors

A piece of string

**Language teaching strategy:** Pictures to demonstrate steps

**Psychology strategy :** Changing the focus of mind



*All the changes take place on the focus of the mind, the teacher, as a leader, has de responsibility to change disempowering emotional states*

## **Worksheet 12**

**Student's name:**

**Date:**

**Topic:** shifting over negative emotions

**Exercise one**

Paste positive emotions in one of the pieces of cardboards, and the negative emotions on the other piece of cardboard, write down under each picture the name of the emotion that pictures conveys

**Exercise 2**

**Make up five sentences using “should”**

**Example; *I should have more patience in the class***

.....  
.....

**Exercise 3**

**Make up five sentences using “shouldn’t”**

**Example; *I shouldn't feel anger***

.....  
.....

**Teacher's remarks**

.....  
.....



*The life you want start with seeing things from a different perspective*

## **13.\_ OVERCOMING OBSTACLES**

In life, it is important to learn to overcome difficulties and be able to be constant to go through setbacks. The coming activity is destined to shape the ability to overcome all obstacles. Many times students have all kinds of obstacles, they have to go through bullying, which is very common in every classroom, they have to struggle against physical discrimination, racism, criticism, etc.

### **Benefits**

Learning to overcome difficulties and setbacks is crucial in these times; the modern society requires students who are highly determined to get high grades and be the best of the group; the ones who get the lowest grades fail. Therefore, the modern educative society does not prepare students to overcome those obstacles imposed by the recent educative changes.

When students read about true stories about individuals who have overcome huge obstacles, they learn great lessons from their lives. By doing this, they see themselves more capable achieve great challenges that they will have in the short or long term, and not only academically but also in their personal and professional lives for that reason, the following activity is very important so that they develop a courageous attitude, they will also improve their self-esteem.

### **Procedure**

The teacher explains the use and structure of the to be verb and past simple, goes through the worksheet 13; he tells the students to go through the story of “Ben Carson”. After reading, they make notes and make a brief pondering on the task.

They can also work in pair or in groups so that they can share ideas about the topic. Students do conditional sentences using facts of the reading; the teacher asks questions to the students about it.

### **Skills**

Reading, speaking, writing, grammar( past of to be, past simple)

### **Materials**

Worksheet 13

Pens

**Language teaching strategy:** Partner reading

**Motivational strategy:** Reframing

### **Recommendations for the teacher**

It is important that the students are relaxed to start the activity, that facilitates the understanding of the content, and pondering it will contribute to achieve the expected goals.

The teacher can practice activities using stories of great people who have achieved great things in life, this will make them realize that they can also do the same things or even more difficult goals and dreams



*If you follow the path of those who achieve great things in life, chances are, we can do greater things. That is why, you should focus on the greatest people of all times*

## ***Worksheet 13***

**Student's name:**

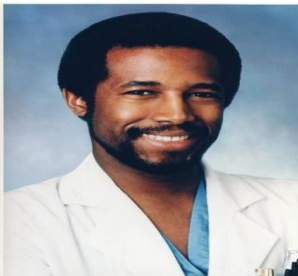
**Date:**

**Topic:** Ben Carson

### **Exercise 1**

**Read the true story of Ben Carson and make notes about it**

#### **The true story of Ben Carson**



www.fotosearch/Carso/Ben/345

Ben Carson was born in the United States in 1956; he, her mother and his older brother were very poor. Ben's father had left them; as a result the mother had to work as a maid. The money she earned was not enough, even though she had three jobs, the money was not enough.

Ben's family was black; they had to suffer discrimination and racism. At the school, Ben was victim of verbal abused, he was considered as mentally retarded by his teachers and classmates; as a result he used to get very low grades. In fact, he was the last of his class.

But Ben's life would change when his mother leaned the power of words, she got a job cleaning the house for a psychologist, he explained her about being positive an the power of suggestion.

She started to tell Ben positive affirmation such as " you are what you want to be"; " you can do achieve anything you want in life", " you are special", etc. little by little; Ben started to acquire an unstoppable confidence in himself. Two months later, her

mother obliged Ben and his brother to read two books in a week, they had to make a short report about it and read it to their mom.

Ben became very fascinated by reading, a few months later; Ben Carson became the boy with the best scores of the school. He did not care about the color of the skin at that time, he had changed his way of thinking and he believed in himself tremendously.

He graduated from primary school with the best scores of that academic year, he was also the best student in high school. As a result, he got a scholarship to study Neuro Science in one of the best universities of the United States.

He was nominated as the best doctor on Neuro Science, he was the first doctor to operate on Siamese children with great success, and he wrote self-help books. He also gave motivational speeches. He became the president of the most important hospitals for children in the world, the John Hopkins hospital. There, he saved the life of many children with no hope to be cured.

One of his best books is “miraculous Hands”, it is an awesome book. And there is movie with the same name about the life of Ben Carson.

### **Exercise 1**

**Read the life of Ben Carson, and answer the questions**

**1.- what were the obstacles that Ben Carson have to overcome, tick the best option**

Poverty

Richness

- Racism
- Happiness
- Bullying (verbal and physical abuse)
- Friendship
- Discrimination

**2. - what changed the life on Ben Carson and his family?**

.....  
 .....

**3. - if you were Carson, how would you overcome your obstacles?**

If I were Ben Carson, I would.....

**4. - which positive words and phrases did Ben Carson's mother use to tell him?**

.....  
 .....

**5. - do you think that you have the same obstacles as Ben?**

.....

**6. - describe Ben's personality that helped him be successful. Use the past of to be**

I think he was very..... he was also.....;

He was.....;

.....;

**7. - was he persistent to achieve his goals?**

.....

8. - was he confident?

.....

9. - was he a dreamer of great things?

.....

10. - was he a boy who let negative words affect him?

.....

### Exercise 2

Put the events in order

- Ben wrote the book “Miraculous Hands”
- Ben was the last student of the class
- Ben became the best student of his class
- Ben was born in a poor family in the United States
- Ben operated Siamese children successfully

### Exercise 3

Talk about the life of Ben Carson; include main events in his life

### Teacher’s Remarks

.....  
.....



*When you have to choose one only road, and do not know which is the best option. Search for the lives of the greatest characters of life, and see what they would have done if your particular situation, so, you will choose the wisest path*

### 14. - how to increase self-esteem in the child



Self-esteem is one of the most important factors that determine success in life, a confident person can overcome all kinds of obstacles, and even those are requiring academic mastery. The following activity is aimed at increasing the level of self-esteem

### **Benefits**

When students have a good self-esteem they will not feel depressed, they will feel cheerful and focused on the task, they will take active roles in the classroom all the time, they will achieve great success in all English activities, and in all life aspects.

### **Procedure**

The teacher uses the tape script created by the author of the investigative work; the script has positive affirmations so that they can develop a healthy self-esteem. The teacher got the students to close their eyes; the teacher makes them listen to the audio CD. The students will have a better attitude after they have listened to it.

**Skills:** listening, speaking and grammar

### **Materials**

The CD created by the author of the investigative work

**Language teaching strategy:** Audio lingual and hands-on active participation

**Motivational strategy:** Positive suggestions

## ***Worksheet 14***

**Student's name:**

**Date:**

**Topic:** I am great

**Exercise one**

Close your eyes and listen to the CD, then write down the most positive affirmations that you liked most. Complete the sentences below.

**Example;**

I realized that I am very.....  
.....  
.....

**Exercise 2**

Complete the sentences with the modal verb CAN or with the TO BE (am, is, are) verb

- *I know I .....achieve anything in my life*
- *I know I .....a valuable person*
- *I am sure life .....wonderful*
- *People .....good*
- *English.....easy*
- *I .....very intelligent*
- *I .....a great student*
- *I ...feel that my teacher and my classmates love me*

**15. I am a winner**

This is another excellent activity to promote self-esteem, it helps them to activate the winning spirit that all of us have.

### **Benefits**

The activity consists of writing a short newspaper on a piece of cardboard, the story tells an imaginary major achievement of the student, it promotes the use of imagination to reach great achievements.

The children will be extremely motivated to be interested in their personal growth, which is something that everyone must do in our lives. It is important to remember that children's imagination is very sharp, and according to motivational speakers, people can achieve anything that they have in their minds, and that is a great universal law.

The following activity is very powerful because it is very likely that they will get what they put in the story, it is just not a simple class activity.

### **Procedure**

The teacher asks the students to bring a piece of cardboard, explains that they are going to write a brief short story of a newspaper. The story should contain what they want to achieve in their lives in the short or long term, they have to bring a portrait photograph of their own to the class

### **Example of the brief short story**

Yesterday, in Latcunga. Carlos Nuñez (fictitious name) graduated with the best grades at the local university of Ecuador. His parents offered him a big graduation party for him.

Students can write about any dream that they have. They have to paste their photos on the left side of the story. They have to write the name of the newspaper, the date, etc. everything that makes it real.

**Skills:** writing, grammar (past tense and possessive adjectives)

### **Materials**

A piece of cardboard

Markers

A portrait photo

Glue scissors

**Teaching English strategy:** Summarize lesson

**Motivational strategy:** Imagination to achieve goals

### **Teacher's recommendations**

It is suggested that the teacher reads out aloud all the stories individually, this will promote to enhance reality. Another possible alternative is to place all the brief news on the school notice board for one day or more. It will promote and activating setting big goals in life

## ***Worksheet 15***

**Student's name:**

**Date:**

**Topic:** news story

**Exercise 1**

Make up a short story on the piece of cardboard using the their person (she or he), use the simple past tense, and possessive adjectives; paste your profile photo

**Exercise 2**

Re write the story below, but now us the first person, you must use “I”

.....  
.....  
.....  
.....  
.....

**Teacher’s remarks**

.....  
.....



*In order to achieve anything in your life, you must first train in your mind already achieving it.*

**16. Discovering the true genius**

A modern teacher must be able to identify the talents, abilities, skills and personal gifts that each one of the students has. Knowing that fact is very important because most of the time, they do not realize that they have such capacities on their own.

Most students never realize they have talents even as adults. According to some experts, every human being has a tremendous potential, unfortunately only five percent of those individuals find their true path. Therefore, it is the teacher's responsibility to be prepared to help students find their unique abilities or gifts.

Every individual do know, or worse, they do not realize that they have a unique potential. An excellent education must establish programs to do this, that is because education must be holistic. Students go to school in order to learn to grow in all aspects of life.

### **Benefits**

By discovering their talents, they will be able to enhance them and use them in the short or long term. It will be a great personal tool to learn English.

Emotional intelligence is based on the fact that an emotional individual must be aware of their unique capabilities. If this is unknown, the individual is considered as an emotionally illiterate person.

### **Procedure**

The teacher must have identified in advance what their hidden capacities are, and then he makes personal cards with each one of their talents

### **Example;**

I am good at talking to people, I am good at telling stories, I enjoy writing poems, I am excellent at painting. These cards must be handed out individually

**Skills:** vocabulary and grammar ( use of the gerund after some articles and verbs)

### **Materials**

Pieces of cardboard(10 per 10 centimeters)

A piece of contact paper

Scissors

Markers

**Teaching English strategy:** Ecological approach

**Motivational strategy:** Identifying true potential

### **Teacher's recommendations**

Once the teacher has written the phrase with the identified talents, students must wrap it with the contact paper, if the teacher cannot identify a hidden talent, he can create a talent, the students will get to believe that they have that talent, and they will develop it even if they have never had it.



*Every human being has undiscovered abilities, when they are found, you will be amazed at your-self. Therefore, a good teacher must help students discovered their true potential*

## **Worksheet 16**

**Student's name:**

**Date:**

**Topic: My true potential**

**Exercise 1**

Write at least five sentences using gerund after articles, prepositions or verbs( use the first person)

Example; I am good at .....

I enjoy.....I am .....

.....

.....

.....

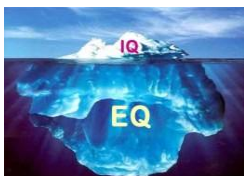
**Exercise 2**

Tell your classmates about your discovered talents

**Teacher's remarks**

.....

.....



*EQ stands for emotional Quotient, it measures how emotionally intelligent you are, so start taking control of your emotions*

**17. Breaking the routine**



Most of the time school work becomes boring and tedious, that is because lessons are repetitive. Everything is predictable that the students can tell in advance how the teacher will behave in a certain class, they know in advance that the teacher will be stressed and strict as usual. Therefore, the following activity is aimed at breaking he patterns. It will also make students aware of the importance of laughing.

### **Benefits**

It is a powerful activity because it helps the teacher and the students to get rid of the rigidity of the class, laughing is very powerful to overcome boredom, stress and other negative emotions.

### **Procedure**

The teacher enters the class wearing a red nose, he acts normally, and students will change their negative feelings for very positive ones. The mood of the class changes immediately, the teacher changes the voice tonality

**Skills:** reading

### **Materials**

Worksheet 16

**Teaching English strategy:** Individual conferencing

**Motivational strategy:** Breaking the routine patterns

## ***Worksheet 17***

**Student's name:**

**Date:**

**Topic:** doctor patch

### **Doctor Patch Adams**

Doctor Patch is one of the most known doctors in the world. He is popular because he uses another type of medicine, he uses powerful positive emotions like enthusiasm, happiness, and he was able to make patients see life from a different perspective, even with those terminal patients. He was so charismatic that he make them laugh and feel good despite the condition. “Laugh is the best medicine for everyone”, he says.

Every time we laugh, we activate powerful positive chemical in our bodies, these substances can heal anyone, on the other hand negative feeling cause illnesses and pains. He used to wear a red nose when he enters the rooms of the patients, they change their negative emotions immediately.

As we can see, there must not be a reason to laugh, we have to laugh even when there is no a reason to laugh.

#### **Exercise one**

#### **Read the story and underline the best option**

Doctor Patch Adams used.....heal his patients

- a) Pills
- b) Laugh
- c) Herbs
- d) Seriousness

#### **What did Doctor Patch say?**

- a) Anger is the best medicine

- b) Laugh is the best medicine
- c) Pills are the best medicine
- d) Laugh is the worst medicine

**Why did he wear a red nose?**

- a) Because he wanted to heal his patients
- b) Because he wanted to get their patients bored
- c) Because he was crazy
- d) Because he did not have anything to do

**How often do you laugh?**

- a) Sometimes
- b) Always
- c) Rarely
- d) I want to laugh more

**Teacher's remarks**

.....  
.....



*Laughing is the best indicator that you are intelligent emotionally*

**18. THE TEACHER BECOMES THE STUDENT'S BEST FRIEND**

The activity that comes next is aimed at making the teacher the best friend of the students; most of the time, students have many problems. The role of the teacher

changes to be a counselor. In fact, modern teacher must learn how to comfort, encourage, give advice and hear the students. Students need somebody to whom they can turn to when they have problems

### **Benefits**

The following activity is very important since it helps to improve or heal the relationship between the teacher and the students.

### **Procedure**

The teacher must have created an emotional bond with the students one week prior to the activity, emotional bonding is created when the teacher hugs the students, shake hands, or just help them with some difficulty. After the bonding is created, the activity can take place. The teacher plays the song call “You’ve got a friend”, students complete the task.

**Skills:** listening

### **Materials**

Song “you’ve got a friend”

**Teaching English strategy:** Model-lead-strategy instruction

**Motivational strategy:** Creating positive bonding

### ***Worksheet 18***

**Student’s name:**

**Date:**

**Topic:** “you’ve got a friend”

**Exercise 1**

Listen to the song “You’ve got a friend” and complete the words from the box

Again, Troubled, down, running, summer
--

**Lyrics of the song “you’ve got a friend”**

**Title of the song:** You've Got A Friend

**Lyrics:**

When you're ..... and .....

And you need some loving care

And nothing, nothing is going right

Close your eyes and think of me

And soon I will be there

To brighten up even your darkest night

You just call out my name

And you know wherever I am

I'll come ..... to see you .....

Winter, spring, summer or fall

All you have to do is call

And I'll be there

You've got a friend

If the sky above you

Grows dark and full of clouds  
And that old north wind begins to blow  
Keep your head together  
And call my name out loud  
Soon you'll hear me knocking at your door

You just call out my name  
And you know wherever I am  
I'll come running to see you  
Winter, spring..... or fall  
All you have to do is call  
And I'll be there

Ain't it good to know that you've got a friend  
When people can be so cold  
They'll hurt you, and desert you  
And take your soul if you let them  
Oh, but don't you let them

You just call out my name  
And you know wherever I am  
I'll come running to see you again  
Winter, spring, summer or fall  
All you have to do is call  
And I'll be there  
You've got a friend

## ***19. - MEDITATION TO IMPROVE LEARNING***



Meditation has been largely used in all fields, except in education, but it is very useful to improve learning. If it practice on regularly, students will develop relaxation that will help them overcome all difficulties feeling relaxed even as adults.

[www.Fotoserch/meditation/childre/253](http://www.Fotoserch/meditation/childre/253)

### **Benefits**

The benefits of meditation are many since it is very useful to relax a person profoundly. It promotes awareness, objectivity and students can get hooked on the task. They will learn to manage all negative emotions.

### **Procedure**

The teacher makes students repeat the adjectives and adverbs of manner to describe feelings, introduces and tells about meditation and its importance; relaxing music is suggested to used so that it helps to concentrate, the teacher repeats the script that is followed below, the teacher shows students how to meditate by giving example, the script contains instructions on how to keep students into meditation.

### **Script**

#### **Teacher:**

Close your eyes

Breathe in

Breathe out

Little by little I am relaxing all parts of my body

Breathe in

Breathe out

I am feeling better now

I let go all worries  
I let myself forget all problems  
I let go all anxiety  
I let go all tension in my body  
I am feeling happier now  
I can concentrate on the task easily  
I am a very intelligent student  
I get more focused on the task  
I am feeling enthusiastic, determined, focused on the task, I getting fond of the English classes  
I like school now

**Skills:** vocabulary, listening, writing

### **Materials**

Worksheet 18

**Teaching English strategy:** Modeling teacher's demonstration

**Motivational strategy:** Group meditation, positive suggestions

### **Teacher's recommendations**

Simple meditation can be used so that it does not turn out to be a difficult activity for the students, in fact it is very simple to meditate but the results are very positive.

## ***Work sheet 19***

**Student's name:**



**Date:**

**Topic:**

**Exercise one**

**Choose one or more words to answer the questions below**

**Adverbs of degree**

A little bit

Very

Quite

Rather

**Adjectives**

**Negative emotions:** Bored, anxious, worried, frustrated, irritated, ignored, ridicules, tense, depressed, angry.

**Positive emotions:** Relaxed, focused, at ease, candid, cheerful, content, confident, energetic, determined

- **How do I feel before meditation?**

I am feeling a little bit .....

I am feeling very.....

.....

- **How do I feel after meditation?**

I am feeling a little bit.....now

I am feeling very.....now

**20. - the real story of Nick**

The following story is a real one, it is about a man who was born without limbs, despite of his limitation, and he is a quite happy individual. Students will get to realize that in order to be happy, we only need to change our focus, happiness does not depend on having problems or not, but it depends on our attitude towards life

### **Benefits**

Students will realize that they have been very lucky to have been born complete, without any physical difficulty. By doing that, they will know that they can achieve greater things in life.

### **Procedure**

The teacher tells the students to read the story of NichVujjicic. Then, they make groups, make notes about the reading, and answer questions.

**Skills:** reading, writing

### **Material**

Worksheet 19

**Teaching learning strategy:** Partner reading

**Motivational strategy:** Reframing

### **Teacher's recommendations**

The teacher can place some relaxing music so that students be able to concentrate on the reading

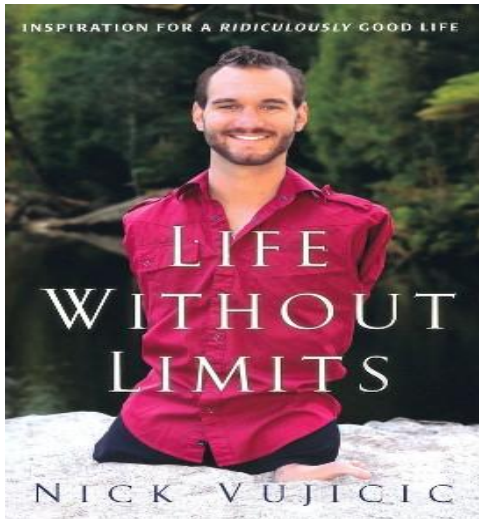
## ***Worksheet 20***

**Student's name:**

**Date:**

**Topic:** I am fortunate to be complete

### **The real story of Nick Vujicic**



Nick was born in 1986, he was born without limbs (no legs, no arms), his mother was not happy with her baby at the beginning, when he was three years old, he realized that he was not a normal child, he was very sad about it. He started to attend a normal school, he had to use a wheel chair to go to school. He had many difficulties at school like his classmates ridiculing him, and his teacher took him for granted. At the age of ten years old, he wanted

[www.Nick/limit/nolimbs/823](http://www.Nick/limit/nolimbs/823)

to commit suicide; fortunately he did not do it. Therefore, he decided to change the perspective of life, he decided to be happy despite his overwhelming circumstances, so he did. He attended school, and started to give speeches on how to be happy.

He learnt to swim, he could cook his own food just with his mouth, he could wash his teeth, he could even skate on the streets, he could also paint pictures, he could use the computer, he could type many words in just a minute. Now he gives motivational speeches to millions of people around the world, he got married to beautiful normal girl. The most important characteristic of Nick is that he is happier than many normal people.

#### **Exercise 1**

**Read the story of Nick and answer the questions**

- **Nick was born without ...**

.....

- a) Hair
- b) Limbs (arms, and legs)
- c) Nose
- d) Toes

- **He used a .....move around**

- a) Car
- b) Wheelchair
- c) Table
- d) Mobile phone

- **What can't Kick do? Underline just one option?**

- a) Cook
- b) Swim
- c) Fly
- d) Skate

## Exercise 2

Write about the things that you can do

Example; I can write poems

.....  
.....



*Being a happy individual is just a matter of attitude, no matter the circumstance, you can be as happy as this guy*

## 21. - BEING GRATEFUL

The following activity is aimed at changing student's focus on negative aspects of their lives. Being grateful is a motivational technique that is very powerful because it changes the moods immediately. Many times people feel bad because they do not

realize the good things that they have in life. The following is a continuation of the previous task.

**Benefits**

Students will learn to be grateful for many things that they have taken for granted, they have forgotten about the good things in life.

**Procedure**

The teacher asks the students to remember the story of Nick to complete the task

**Skills:** speaking

**Materials**

Worksheet 21

**Teaching English strategy:** Peer tutoring

**Motivational strategy:** Reframing

**Teacher's recommendations**

It is recommended that the teacher tell students the importance of the good things that they have in life

***Worksheet 21***

**Student's name:**

**Date:**

**Topic:** I am fortunate

**Exercise 1**

**Remember the story of Nick and answer the following questions**

**What would I be grateful for?**

Example; I would be grateful for my parents, for being physically complete

I would be grateful for

.....  
.....  
.....  
.....

Am I fortunate for being a complete person?

.....

After reading the story of Nick, is it anything impossible in life?

.....

After reading Nick's story, is there a need to be worried?

.....

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- URI: <http://en.wikipedia.org/wiki/methodology>



# ANEXES



**TECHNICAL UNIVERSITY OF COTOPAXI**  
**ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES**  
**SURVEY ADDRESSED TO STUDENTS**

**OBJECTIVE:** To collect information about an emotional intelligence on learning English education.

**INSTRUCTIONS:** Read the questions carefully and check (✓) the best answer.

**1.-Do you think learning English is very important?**

Yes

No

**2.-Do you like English?**

Yes

No

**3.-Which emotions do you have when you learn English?**

Boredom

Apprehension

Satisfaction

**4.-Do you think that when you are bored or apprehensive you can learn English well?**

Yes

No

**5.-Would you like to feel enthusiastic and joyful when you receive English classes?**

Yes

No

**6. Do you know what emotional intelligence means?**

Yes

No

**7. What does your teacher do when a student is stressed out during the class?**

Continues with the class

Do nothing about it

Stop the class

**8. Would you support the proposal for an emotional intelligence English learning guide?**

Yes

No



**TECHNICAL UNIVERSITY OF COTOPAXI**  
**ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES**  
**SURVEY ADDRESSED TO ENGLISH TEACHERS**

**OBJECTIVE:** To collect information about emotional intelligence on the education of English.

**INSTRUCTIONS:** Read the questions carefully and check (√) the best answer.

**1.-Are your students encouraged to learn English?**

All the time

Frequently

Sometimes

Never

**2.-do you know Emotional Intelligence is?**

**Academic intelligence**

**Emotional intelligence**

**Both**

**3. Do you believe that positive or negative emotions influence students' English learning?**

Yes

No

**4.How often do you believe that affective education has an important role in the English teaching-learning process?**

Always

Frequently

Sometimes

Never

**5. Do you think that positive emotions and feelings can improve radically English teaching and learning in your students?**

Yes

No

**6.-Do you think that the teacher must be responsible for proper management of emotions in the classroom?**

Yes

No

**7. Would you contribute to the creation of an optimum emotional teaching and learning environment for your students?**

Yes

No

**8. Would you support the proposal of having a program for developing emotional intelligence to be applied to the students of the eight grade of the San José La Salle School?**

Yes

No



**TECHNICAL UNIVERSITY OF COTOPAXI**  
**ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC**  
**SCIENCES**

**SURVEY ADDRESSED TO THE DIRECTOR OF THE  
INSTITUTION**

**OBJECTIVE:** To collect information about an English Ludic corner in the teaching learning process.

**INSTRUCTIONS:** Read the questions carefully and check (√) the best answer.

**1.-Do you think English is important to learn?**

Yes

No

**2.--Do you think that the students from the eighth grade of basic education will improve their education on English with the help of emotional intelligence?**

Yes

No

**3.-Will you, as main authority of the institution, support the implementation of a program to develop emotional intelligence for the children of the eighth grade?**

Yes

No

**4.-Do you think that implementation of a program to develop emotional intelligence would be convenient for the improvement of the English-teaching Process?**

Yes

No

**5.-Will you keep using the emotional intelligencedeveloping program if it is successful?**

Yes

No

**6. - Have you facilitated English teachers of your institution with training course related to affective education?**

Yes

No

**7. Do you think that English teachers must be unstressed in order to have a positive influence on their students?**

Yes

No



**TECHNICAL UNIVERSITY OF COTOPAXI  
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC  
SCIENCES**

**SURVEY ADDRESSED TO THE VICE-PRINCIPAL  
OF THE INSTITUTION**

**OBJECTIVE:** To collect information about an English Ludic corner in the teaching learning process.

**INSTRUCTIONS:** Read the questions carefully and check (√) the best answer.

**1.-Do you think English is important to learn?**

Yes

No

**2.--Do you think that the students from the eighth grade of basic education will improve their education on English with the help of emotional intelligence?**

Yes

No

**3.-Will you, as main authority of the institution, support the implementation of a program to develop emotional intelligence for the children of the eighth grade?**

Yes

No

**4.-Do you think that implementation of a program to develop emotional intelligence would be convenient for the improvement of the English-teaching Process?**

Yes

No

**5.-Will you keep using the emotional intelligencedeveloping program if it is successful?**



**Yes**

**No**