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The Influence of Emotional Intelligence in the Performance of English-Speaking Skill in

7th Graders at Gimnasio Los Pinos

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THE INFLUENCE OF EMOTIONAL INTELLIGENCE IN THE PERFORMANCE OF ENGLISH-SPEAKING SKILL IN 7TH GRADERS AT GIMNASIO LOS PINOS SCHOOL FROM BOGOTÁ

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Abstract

Emotional intelligence is a key means that influences language learning since English is a communication tool that requires expressing thoughts and emotions to develop language skills such as speaking. However, speaking in English as a foreign language is not easy for learners and they need emotional intelligence and effort to produce correctable utterances in English (Ariyanti, 2016). In this respect, speaking has become one of the most important skills in language learning, especially English in terms of expressing ideas and emotions.

Therefore, the present study attempts to explain the importance of emotional intelligence in the learning of speaking skill. This study focuses on students in 7th grade of the Gimnasio Los Pinos of Bogotá, who usually feel emotions such as anxiety, stress, and insecurity when speaking in English, which hinders the learning process. Hence, this research has been based on the qualitative paradigm with a phenomenological approach, and has used the technique of participant observation, and semi-structured interviews in order to collect relevant information for the development of the study. As a result, it is expected to contribute to the educational field from psychology in order to facilitate the learning of oral skill through emotional intelligence and affective skills.

Keywords: Emotional intelligence, emotions, learning speaking, English speaking as a skill.

Introduction

Intelligence and emotions are both key factors in the development of foreign language skills, including the attainment of English-speaking proficiency. Studies, including the Krashen theory, have shown that these factors can make the difference between success and failure in acquiring new knowledge and skills in a foreign language. Specifically, emotions can greatly impact a learner's speaking performance (Ariyanti, 2016). Negative emotions can make the development of speaking skills challenging, exhausting, and stressful for many learners. However, positive emotions can also contribute to a student's success in acquiring English-speaking skills. Overall, it is clear that both intelligence and emotions are important considerations when it comes to foreign language acquisition, and students and educators should strive to optimize both factors to achieve the best outcomes.

The focus of this research is emotional intelligence, which is the ability to perceive, comprehend, reason, analyze, control, and adjust emotions. Emotional intelligence involves both the rational and emotional mind, which work together to generate this ability (Cherniss & Goleman, 2000). It is particularly relevant when people speak or listen to English, as emotions can arise during these situations. Therefore, emotional intelligence is essential for effective communication in English (Cherniss & Goleman, 2000). In this way, developing emotional intelligence can aid in effective communication, and is thus an important skill to cultivate.

The previous is related to the speaking skill, which has been affected by some emotional aspects; for example, when difficulties in speaking performance occur, obstacles related to emotions are manifested, and these manifestations are reflected through several behavioral patterns. In that order of ideas, the present study has arisen from long research in different databases, the analysis of the contribution of emotional intelligence in the acquisition of a foreign language, and from the observation of those implications presented in

three groups of 7th graders, belonging to Gimnasio Los Pinos school, a private institution located in Bogotá at the north of the city.

After several months of research and observation, it has become evident that a key issue in developing English-speaking skills in students lies in their ability to manage their emotions when speaking in front of an audience. To explore the previous issue, a qualitative paradigm was adopted, drawing on the phenomenological approach, which seeks to analyze complex aspects of human experience that are not easily quantifiable (Fuster, 2019). Specifically, this approach aims to shed light on students' experiences of failure or feeling labeled as inefficient in the classroom. To gather data, participant observation, and semi-structured interviews were used, with a focus on students in the 7th grade of Gimnasio Los Pinos School in Bogotá. Ultimately, the goal of this research is to understand the role of emotional intelligence in developing English-speaking skills in these students. By adopting this approach, it is expected to gain deeper insights into the emotional challenges that learners Face and to identify strategies to help them overcome these challenges and succeed in their language acquisition efforts.

Justification

This research has been chosen to contribute to one of the most difficult problems and little research in Colombian education. The problem is that the cognitive aspects are over the emotional intelligence (Herrera, et al, 2017). It has also been deduced, according to the observations and experiences at Gimnasio Los Pinos School (GLP henceforth), the lack of a balance between emotional aspects and cognitive ones has caused emotional issues in students, such as anxiety, stress, and insecurity. The previous situation hinders English skill development in some institutions and graders at Gimnasio Los Pinos.

The present project is highly relevant as it aims to enhance the oral English proficiency of students, in line with the objectives of the national bilingualism plan and

education laws (MEN, 2022). Specifically, law 1651 has established the need to improve English language learning, and articles 20 and 23 of the general law of education outline the importance of emotional well-being in students (MEN, 2019). Similarly, decree 3870 recognizes the significance of student integrity and its impact on academic success. Moreover, the vision of Gimnasio Los Pinos school emphasizes the importance of bilingualism and ethical professionalism among its students. Drawing from personal experiences in high school and university, this project aims to support students who face difficulties in developing their English-speaking skill, thus raising their overall proficiency. To achieve this goal, appropriate research Methodology, and techniques will be employed to identify and address the emotional aspects of English language learning.

In this regard, throughout this project, foreign language teachers and educators from Gimnasio Los Pinos learn how to manage those emotions that hinder the effective performance of the English-speaking skill. Besides that, this contribution serves people's intellectual, social, and emotional development in different fields in the short, medium, and long term. That is why it is pertinent that the present work establishes the general objective of understanding the influence of emotional intelligence on the development of English oral skills in seventh graders from Gimnasio Los Pinos school. The objective is to identify the development of English-speaking skills influenced by emotional intelligence, and also to analyze situations of emotional intelligence that generate stress, anxiety, and insecurity when students express themselves in English.

This research project is significant because it contributes to achieving research and bilingual objectives, as well as addressing affective factors in interpersonal relationships and the learning process for school and beyond. According to Mena (2013, cited by Gómez, 2018), a foreign language class is an ideal space to stimulate the development of emotional intelligence skills in students. This is crucial for creating a harmonious, effective, and stress-

free learning process, which ultimately enhances communicative skills and learning outcomes. Therefore, it is essential to understand the influence of emotional intelligence on the learning process, particularly in the development of oral English communicative skills.

<div align="center">Problem Statement</div>

Throughout the history of education, one of the main issues found is the superiority regarding cognitive processes illustrated in the form of the numerical evaluation schools used throughout the world and Colombia (Mejía, et al, 2021). The previous problem has caused cognitive aspects to be more relevant than emotional ones. In this aspect, there has been a tendency to privilege ''cognitive aspects over emotional ones'' (Retana, 2012, p, 1). Therefore, in the English context, it has been found that one of the problems English teachers face in the classroom is the deficiency in the development of English skills in students because cognitive intelligence is often more important than emotional intelligence for the learning process (Zarezadeh, 2013). In this sense, it has been observed that success or failure in learning is not limited only to the cognitive and intellectual levels. Still, it considers the emotional aspect important for the learning process.

Hence, psychologists have recently found that another type of intelligence serves a better function than the intelligence quotient (IQ) in terms of individual achievement, life, and education (Zarezadeh, 2013). According to Goleman (1998), cited by Zarezadeh (2013), ''80% of the reasons for any success can be attributed to emotional intelligence'' (p. 1286). In this sense, it was found that cognitive processing ability can be affected by emotions consciously and unconsciously (García, 2021). In other words, the learner can be affected by emotions when developing English skills in the learning process.

Thus, emotional intelligence plays an important role in learning English and performing speaking skills. Therefore, the present research based on a qualitative Paradigm, and phenomenological approach attempts to investigate the process of English-speaking

language development in 7th-grade students at Gimnasio Los Pinos School in Bogotá. Based on observations conducted over the course of one year (see annex 1), it has been noted that many of these students encounter difficulties in developing their speaking skills. Specifically, they tend to experience emotional blocks that hinder their performance in the classroom. Hence, the purpose of this research is to explore the influence of emotional states on students' speaking ability and to identify strategies that can be used to overcome these barriers to successful language acquisition. The above happens, according to Krashen (1987), cited by Bao & Liu (2021), because a student's emotional state and attitude can act as a filter, allowing or blocking necessary information for language acquisition. This can result in the student feeling tense and blocked when trying to express their thoughts and ideas.

In this vein, the main problem is reflected when students feel blocked in learning and developing their oral ability due to anxiety, stress, and distrust because they only focus on cognitive intelligence (learning) and forget emotional intelligence (emotional states). Consequently, those mentioned emotions, according to Krashen (1987), cited by Bao & Liu (2021), cause a high affective filter reflected in a higher level of anxiety, low self-esteem, and low participation. By way of explanation, if students have a high level of anxiety, they do not participate, affecting their speaking ability.

Therefore, students in 7th grade feel a range of emotions that prevent participation and learning. Krashen (1987), cited by Bao & Liu (2021) in his monitor theory, expresses that ''the higher the affective filter, the more possibilities there are for the student to fail in his learning process''. According to those mentioned above, the present study needs to answer the following major research question: How is emotional intelligence involved in speaking English in 7th graders of Gimnasio Los Pinos school from Bogotá?

It is intended to develop the problem posed through the research of qualitative paradigm, locating the big question in the problem that arises from the context of primary and

secondary education; particularly, it is talking about 7th grade at Gimnasio Los Pinos School. In essence, the present concern statement has been studied to contribute specifically from psychology to pedagogy to promote effective learning and development of English-speaking skills in the educational field.

Research Question

How does emotional intelligence influence the performance of English-speaking skills in 7th graders at Gimnasio Los Pinos School?

Objectives

General

- To explore the influence of emotional intelligence on the performance of English-speaking skill in 7th-grade students at Gimnasio Los Pinos School from Bogotá.

Specifics

- To identify the emotional intelligence influence and emotional triggers in the English-speaking performance of seventh graders at Gimnasio Los Pinos School.
- To analyze the correlation between emotional intelligence and English-speaking skill in 7th graders.
- To research the ways in which emotional intelligence can be developed to improve English-speaking skills in 7th graders.
- To propose recommendations for teachers and parents to promote emotional intelligence in order to enhance English-speaking skills in 7th graders at Gimnasio Los Pinos School.

State of the Art

In order to achieve the main objective of this study, which is to understand how emotional intelligence affects the development of English-speaking skill in 7th-grade students from Gimnasio Los Pinos School in Bogotá, it is important to first review and analyze various concepts from different authors who have discussed the influence of emotional intelligence on oral skill development in English. This step will help to deeply understand the relationship between emotional intelligence and English-speaking skill in the actual study population.

While creating the research and searching for similar studies to the actual project, two relevant constructs were found. The first construct is e*motional intelligence,* from which one sub construct emerges: *emotions*. The second construct is *learning speaking as a skill in English,* from which one sub construct arises, *English skills*. In this order of keywords, throughout the state-of-the-art, different analyses are presented from different perspectives of various authors who are experts on the subjects.

State-of-the-art has been considered to see how relevant it is to studying emotional intelligence and the development of speaking skills. In addition, state-of-the-art aims to analyze and compare the perspectives reflected in different local, national, and international articles investigated in databases such as Redalyc, Scielo, and others in some books and journals to analyze and find theoretical support for this research. Below you can find the most relevant studies regarding the constructs mentioned previously.

Title of Research	Author	Year	Institution	Ambit
Emotional intelligence through social interaction activities	Jelly A. Castellanos Beltrán Daniel F. Gutiérrez Vargas Laura A. Martínez Rincón Yarlin L. Melo Ontibón		El Bosque University	Local
Using Songs to Encourage Sixth Graders to Develop English-Speaking Skills	Duarte Romero, Monica, Tinjaca Bernal, Luz Mery, and Carrero Olivares Marilú	2012	Nacional University	Local
Overcoming Fear of Speaking in English through Meaningful Activities: A Study with Teenagers	Rocío Amparo Buitrago Tinjacá & Ruth Ayala Contreras	2008	Universidad Pedagógica Nacional	Local
The Speaking Skill in English, a Playful Approach to its Development	Ferman Arturo Madero Villalba	2018	Fundación Universitaria Los Libertadores	Local
Strengthening vocabulary learning in English through the method of social and emotional learning	Dayanne Angélica García Díaz Natalia Lobatón Aldana	2019	Libre University	National

Using emotional intelligence to promote students' oral skill development in English class in 8th graders at a public school in Sincelejo-Sucre.	Amell, María Hernández, Cinthya Vanegas, Isamar	2018	Sucre University	National
English as a Foreign Language Students' Emotional Intelligence Management When Taking Speaking Exams	Sara Bata1 Cristal Castro	2021	Universidad de Panplona	National
Strategies to strengthen emotional intelligence and improve oral proficiency in English as a foreign language	Elizabeth Gomez Muñoz	2018	Universidad de la Sabana	National
The effect of emotional intelligence in English language learning	Zarezadeh, Tayebeh	2013	Islamic Azad university	International
A Study of Effect of Dramatic Activities on Improving English Communicative Speaking Skill of Grade 11th Students	Prisana Iamsaard1 & Sakon Kerdpol	2015	Pibulsongkram Rajabhat University	International

Emotional Intelligence Enhancement Impacts on Developing Speaking Skill among EFL Learners: An Empirical Study	Ebrahimi, Mohammad Reza; Khoshsima, Hooshang; Zare-Behtash, Esmail; Heydarnejad, Tahereh	2018	Chabahar Maritime University	International
Emotional Intelligence and Its Relationship to Academic Performance among Saudi EFL Undergraduates.	Saud, W. I.	2019	King Khalid University	International
The Role of Emotional Intelligence in Second Language Acquisition	Andrienko, T., Chumak, N., & Genin, V.	2020	Kyiv International University, Kyiv, Ukraine	International

As mentioned before, there are several studies regarding emotional intelligence and the development of speaking skills. In this way, those studies have supported the present research since they have similarities, differences, and relationships concerning the influence of emotional intelligence on English speaking skill. In terms of similitudes, all of them have considered emotions as a means of study. While others have considered more relevant the development of speaking skill as a means of study. The fifteen research studies selected for this analysis are all related to the influence of emotional intelligence in the development of English-speaking skills among learners, including a population similar to seventh Graders

The current study aims to address a crucial issue in the oral learning process, as cognitive aspects tend to overlook emotional factors. To achieve this goal, firstly it has been analyzed by various local studies that examine the influence of emotional intelligence on the

development of English-speaking skill. It has been analyzed in local studies such as 'Emotional Intelligence through social interaction activities' and 'Using Songs to Encourage Sixth Graders to Develop English Speaking Skills.' Both of them have supported the present research in terms of understanding the impact of emotional aspects on speaking ability. However, the difference resides in the approach; while the first study is based on emotional intelligence, the second one is based on music to encourage the English-speaking skill.

Additionally, Buitrago and Ayala (2008) from Universidad Pedagógica Nacional found that emotional intelligence training had a significant impact on the development of English-speaking skills among Colombian learners in a public school Jose Asunción Silva . The purpose is to explore some learning strategies to overcome speaking fears and anxiety. After a preliminary inquiry to find out the possible causes of the problem, we proposed an artistic and academic space called Cultural Moment, adapted from the Spanish class. It is a task-based cooperative learning environment. The students had the possibility to try their aesthetic abilities and interact in English within an enjoyable atmosphere. Similarly, Madero (2018) at Los Libertadores University Foundation found that the proposal aims to recognize a specific flaw in the learning of the English language as it is the limitation in the domain of speaking ability due to factors that derive from the teaching work as the traditionalism that generates disinterest in students coupled with their insecurity due to the phonological aspect that identifies the language and its lack of grammatical knowledge. Both studies concluded that emotional intelligence plays a crucial role in the development of English language skills among EFL learners in Colombia. Although they have

differences, like different techniques and populations, they support the idea of studying the emotional aspects and speaking skills.

Besides that, nationally, four meaningful projects and their relevance to the present study have been found. On the one hand, the first research is 'Strengthening vocabulary learning in English through the method of social and emotional learning.' It has identified the

importance of social and emotional learning to strengthen the learning of English as a foreign language by implementing a pedagogical model that prioritizes and deepens the teaching of emotional intelligence. On the other hand, the second national project is titled 'Using emotional intelligence to promote students' oral skill development in English Class in 8th graders at a public school in Sincelejo- Sucre'. Both projects have a closer view of how emotional intelligence can influence and promote speaking skill development.

Moreover, Batal and Castro (2021) at Universidad de Pamplona conducted a meaningful study that found a positive relationship between emotional intelligence and speaking ability among English language learners, since speaking in the target language has been regarded as the most challenging skill for students due to its interactive nature. Likewise, Gomez (2018) at La Sabana University investigated the impact of emotional intelligence on English language learning achievement among EFL learners in Colombia. It arises from the concern for the strengthening of emotional intelligence to improve the oral skills of ninth grade students of Gimnasio Campestre Los Laureles Bilingüe in the learning of English as a foreign language. The study concluded that emotional intelligence has a significant impact on English language learning achievement, especially English speaking ability. The whole national projects enhance and support the present research since they have a clear idea of how emotional intelligence can impact the development of oral ability.

Finally, in terms of international studies were found five research projects. First of all, it was found the project 'The effect of emotional intelligence in English language learning,' which explores the correlation between emotional intelligence and the four English language skills: speaking, reading, listening, and writing. Another international research project was found that is 'A Study of Effect of Dramatic Activities on Improving English Communicative Speaking Skill of Grade 11th Students,' focuses solely on the speaking skill and investigates the impact of dramatic activities on improving English communicative skills in grade 11

students. After that, another project was encountered such as, 'Emotional Intelligence Enhancement Impacts on Developing Speaking Skill among EFL Learners: An Empirical Study' which analyzes the influence of emotional intelligence on speaking skills. These three international studies have provided support for studying the impact of emotional intelligence on the development of English-speaking skill.

The other two research projects also support the positive relationship between emotional intelligence and English language learning. Saud (2019) at the King Khalid University found that emotional intelligence plays a vital role in foreign language acquisition like English. The purpose of the present study was to describe the emotional intelligence level of Saudi EFL undergraduate students, as well as to examine the effect of emotional intelligence on success in foreign language learning. Additionally, Andrienko and Chumak (2020) at Kyiv International University, Kyiv, Ukraine investigated the influence of emotional intelligence on English language learning achievement among students, and concluded that emotional intelligence has a significant effect on English language learning achievement.

Overall, the whole research studies have indicated that emotional intelligence is an essential factor in the development of English-speaking skills among EFL learners. The research project supports the actual research since all of them point out to influence English-speaking skill through emotional intelligence and affective abilities. Emotional intelligence can have a positive influence and impact on English language learning achievement, language proficiency, and English speaking skills.

Therefore, the reviewed local, national, and international studies have provided insights into the influence of emotional intelligence on the development of oral English skills in seventh-grade students at Gimnasio Los Pinos School in Bogotá. Hence, incorporating emotional intelligence into English language learning programs in GLP and other institutions

can be highly beneficial. In addition, these studies have highlighted the need to further examine the emotional factors that hinder the development of speaking skills, particularly negative emotions. To address this issue, it is crucial to establish a theoretical framework that can guide and delimit the research problem effectively. The next section will discuss the theoretical foundations that underpin this study, and how they relate to the research question: How does emotional intelligence influence the performance of English-speaking skills in 7th graders at Gimnasio Los Pinos School and objectives.

Theoretical Framework

The following theoretical framework attempts to explain from different theoretical references in terms of the relationships that the theories illustrate with the problem of the present research, which is those emotions that hinder the development of speaking skills and the objective, which is to understand the influence of emotional intelligence in students from the seventh grade of Gimnasio Los Pinos School. For this, it is relevant to review theories from different authors taking into account the constructs of analysis and emergent concepts such as *emotions, emotional intelligence, speaking skill,* and *learning speaking as a skill in English*, to support and theoretically orient the present research that revolves around the emotions that prevent the development of optimal learning of English oral ability.

Emotions

To understand and relate the term emotions to the present research, it is necessary to analyze the concept and its differences with moods and feelings. According to Mesa (2015), ''Joy, sadness, surprise, anger or fear are concepts that we all recognize, in a general way, as emotions'' (p. 28). A good definition is useful, as it helps to differentiate the construct 'emotion' from other related processes. It would be easy to confuse affect, feeling, or mood with emotion, as these are commonly used as synonyms. However, ''the difference lies in that, while certain stimuli provoke emotions and have specific, intentional objects, moods have a less specific cause and can be present for longer periods'' (Mesa, 2015, p. 28). On the other hand, affect involves ''the knowledge of value and conscious experience one has about different situations, (...) feelings, towards objects or individuals, that can last a lifetime and even pass from one generation to another'' (Campos et al. 2004 as is cited by Mesa 2015, p. 28). In this vein, there are differences within the terms moods, feelings, and emotions relevant to the present research, particularly to understand the influence of emotional intelligence on the English speaking skill in seventh graders from Gimnasio Los Pinos School (GLP).

Thus, knowing the term emotion helps to understand the relationships it has in intelligence and learning or particularly in English speaking skills. At that point, the present work resides in seventh graders from GLP. For example, inside the classrooms of GLP, when individual experiences ''negative emotions such as fear (...) resulting from unpleasant situations related to learning a language, he/she is creating a negative mental image of the language studied and of his/her abilities'' (Roldan, 2016, p. 34). However, in a specific learning process, emotions can be presented, such as stress which arises ''from internal or external factors that become evident in the physiological activities of the human being'' (Palacio et al., 2018, p. 11). In terms of learning, when a person is in a learning period, he/she experiences tension, which is called academic stress, and occurs both in the individual space and in the classroom of GLP as well.

Thereby, it is evident that students from GLP, when learning a language, can be vulnerable to stress due to the different situations or factors that can alter or affect their emotional or physical tranquility. These situations can occur in different environments or contexts in which the student develops, such as family, school, and classroom environments (Roldan, 2016). In those situations, students can feel blocked because those emotions are considered high-affective filters. The high affective filter is defined as ''the mental block that prevents learners from fully utilizing for language acquisition the comprehensible input received'' (Krashen, 1985, p. 3, cited by Osácar, 2019, p. 33). On the contrary, a low affective filter allows learners to have a low level of anxiety, and therefore they will be motivated and self-confident (Escobar and Bernaus, 2001). In other words, it depends on the level of filter the students might have, the environment, the teacher's methodology, or the same negative interpersonal relationships. The previous can cause anxiety in the students, like inside the classroom of seventh grade in GLP, which can hinder language learning and specifically the learning of oral skills as this research is presented.

At that point, anxiety becomes an interesting emotional factor for foreign language learning. anxiety is the apprehension or fear experienced when a situation requires using a foreign language in which the individual is not fully competent (Garcia, 2014). This study adheres to the explanation that according to Chacón and Hernández (2010), ''this apprehension is characterized by derogatory knowledge related to oneself, feelings of apprehension, and physiological responses such as an accelerated heart rate'' (p. 213). Krashen's affective filter hypothesis proposes that emotions play a significant role in second language acquisition. According to this hypothesis, the presence of a high affective filter, which can manifest as demotivation, low self-esteem, and anxiety, is one of the main obstacles that students face in English as a foreign language class (Rodriguez, 2017). This means that feelings of anxiety can interfere with a student's ability to learn and use English effectively. For instance, students who experience high levels of anxiety may find it difficult to speak in English, leading to a negative impact on their overall speaking skills. In this point, these authors and theories supported the problem in this research that lies in the negative emotions such as stress, anxiety, and lack of confidence that hinder the speaking learning process, and it is needed emotional intelligence to avoid the difficulties, the explanation will be developed below.

1.1. Emotional intelligence

The present study considers it is important to know the various theories about emotional intelligence (EI hereunder) chronologically to understand its importance when learning oral English skills in seventh graders. The term emotional intelligence began to work in the second decade of the twentieth century when Thorndike contemplated it as *social intelligence*; until reaching the contribution of Barbara Leuner, who identified an initial approach to the conception of emotional intelligence from its literary characteristics and psychological treatments (Fernandez, 2006). Later, Howard Gardner outlined his theory in 1983 and introduced his contribution with the "Theory of Multiple Intelligences," and Wayne Payne uses

the term to argue the importance of emotional awareness in the development of children (Fernandez, 2001). Afterward and after several discussions about emotions, Salovey and Mayer (1990) were the first to formally employ ''the term Emotional Intelligence (...) and defined this term as the ability to regulate (...) one's own emotions as well as those of others, (...) to guide thinking and actions'' (Gómez, 2018, p. 27). This author relates to what Criado (2013) mentions when stating that ''this definition tries to highlight the importance, on the one hand, of emotional fluency and on the other hand, verbal fluency '' (Criado, 2013, p. 10). In other words, emotional intelligence is the ability to identify one's own and others' emotions and to be able to express them in words, to be able to manage them properly.

Later, in 1995 American psychologist and writer Goleman built upon the work of Salovey and Mayer to redefine emotional intelligence (Danhi, 2016). He described it as the ability to understand, regulate, and influence emotions in oneself and others. Emotional intelligence is a meta-skill that affects one's proficiency in mastering other abilities (Gómez, 2018). Likewise, he conceives it as "the ability to read feelings, control impulses, reason, keep calm, be optimistic when confronting certain trials, and remain attentive to the other."(Gómez, 2018, p. 27). For their part, ''Salovey and Grewal (2005) indicate that emotional intelligence refers to the appropriate interaction between emotion and cognition, which allows the individual to adapt to his or her environment'' (Gómez, 2018, p. 28). In this regard, in this project, the definition of emotional intelligence provided previously by Salovey and Mayer (1990) is of the utmost importance as oral ability in English can be learned and facilitated. Subsequently, it is discussed the importance of the emotional aspect from which the theory of EI originates and which urgently needs to be worked on in the educational context, particularly on this project. In other words, emotional intelligence is a fundamental element for teaching- learning in education and, therefore, in English oral proficiency.

However, sometimes, the emotional repertoire has become obsolete. For example, ''work schedules today put pressure to maintain a daily routine rhythm for which many people are prepared, neither psychologically nor physically'' (Criado, 2013, p.11). In such situations, emotions that are difficult to control, such as excessive stress and anxiety, can be triggered (Criado, 2013). Likewise, in the educational field and the present research problem, when the student is pressured to comply with tasks and work and has had negative experiences in learning, a series of emotions, such as stress and anxiety, are unleashed.

Therefore, to support the issue, Goleman proposes to maintain a balance between the emotional and rational minds, each of which processes reality differently (Martinez, 2016). The rational mind consists of ''the mode of understanding of which we are usually aware, more alert, more thoughtful, more capable of pondering and reflecting'' (Golemam, 1995, p. 16). The emotional mind explains ''how many of our activities may be emotionally controlled'' (Goleman, 1995, p. 244). This mind is ''much faster than the rational mind and goes to work without stopping for a moment'' (Goleman, 1995, p. 244). Achieving a balance between the two minds is crucial in developing emotional intelligence and succeeding in the educational realm. Research has shown that individuals who possess excellent cognitive abilities may experience hindrances in their learning process due to uncontrolled emotions such as anxiety, fear, or stress. Thus, it is imperative to develop emotional intelligence to manage these emotions effectively. The importance of emotional intelligence in the development of speaking skills will be further explained below.

2. Speaking skill

It is the ability to communicate with other people orally and in a particular language. It allows people to convey information verbally and, in a way that the listener can understand. According to Richards (2008), speaking is a significant skill in language learning, allowing

students to communicate with others, express their ideas, and respond during that interaction. Various research argues that oral skill is the most complex for many students due to poor pronunciation and lack of vocabulary, poor pronunciation which leads to slow, insecure speech, anxiety, and the inability to participate in a conversation in class actively (Richards, 2008). Faced with this problem, Gass and Mackey (2006) propose the interaction approach to strengthen oral and state that this approach refers to ''the conversation in which students participate'' (p. 2). In that context, students interact with each other and the teacher to perform oral skills effectively.

Particularly, English speaking skill is the main ability to study in this research, and it is considered a productive skill; it contains different types of discourses; according to Richards (2008), there are three types of discourses in speaking skills ''interaction, transaction, and performance'' (p. 13), each of these types has a specific function and contributes to the strengthening of speaking skills. Interaction aims to create dialogues of everyday routines that can be spoken in English. In contrast, the transaction can exchange information on specific topics in English, and the performance is a speech prepared for exhibitions. If these three types were developed in the classroom, the oral skill would be easy to learn without any problem inside the classroom of seventh graders in GLP.

The importance of addressing speaking ability in this research, specifically in seventh graders from GLP, resides in how students can communicate without feeling emotions that hinder the learning process. In this way, David Nunan (1995), in his book New Ways of Teaching English, refers to the importance of communicative ability in language teaching, saying that orality ''is vital in the classroom because it provides input to learners, access to native speakers of the language is essential because learners must interact to understand what is being expressed'' (Mendoza, 2017, p. 592-593). Particularly speaking in English for a non- native learner is complicated and requires effort to produce correct English utterances (Ariyani, 2016).

Thus, speaking has become one of the important skills in a language, especially English, so it is necessary to deeply analyze the learning of speaking as a skill in English in the following construct of this theatrical framework.

2.1. Learning speaking as a skill in English

This construct is considered a complex process since it implies learning many languages and social and emotional factors. Among the different skills that are handled in the English language, learning speaking as a skill is an important part of the communication process in English (Mendoza, 2017). In this vein, learning speaking as a skill means handling oral abilities in English. The previous statement mentioned means "by which learners can communicate with others to achieve certain goals or express their opinions, intentions, and hopes'' (Torky, 2006, p. 13). In this line, Rivers (1981) argues, ''speaking is used twice as much as reading and writing in communication and speaking has generally been compared to writing, and both are considered productive skills as opposed to the receptive skills of reading and listening'' (Torky, 2006, p. 14). Oral skill can also serve one of two main functions: transactional as the transfer of information and interactional as the maintenance of social relationships (Brown and Yule, 1983, cited by Torky, 2006). It means students' speaking skill involves transactional and interaction function to be developed effectively.

In terms of speaking, the linguist Swain (1985-2005), in her output theory, states that in order to learn the oral skill of a foreign language, it is necessary to have language comprehension; otherwise, non-native learners will have difficulty speaking the foreign language without errors, with fluency and automaticity (Gass and Mackey, 2006). In addition, learning oral proficiency in English involves receiving information (input) through listening or reading skills to subsequently produce (output) information through oral or writing skills (Gass and Mackey, 2006). Regarding psychological aspects, ''English as a foreign language learners' speaking difficulty is likely due to cognitive or psychological factors'' (Ariyani, 2016, p. 78).

However, ''if students with the good cognitive ability still have difficulty speaking, major psychological factors such as motivation, self-esteem, and anxiety are the potential to influence students' speaking performance'' (Aouatef, 2015, cited by Ariyani, 2016, p. 78). In particular, students often experience a range of negative emotions such as fear of making mistakes, lack of confidence and motivation, shyness, and anxiety when required to speak in front of the class. These emotions have been identified as significant impediments to the development of speaking skills. Specifically, anxiety, stress, and lack of confidence have been shown to hinder the process of developing speaking skills, as highlighted in the research.

Many experts point out that psychological factors have the most negative influence on students' speaking activities (Salovey, Mayer and Goleman). This idea has supported the current project concerning the impact of emotional intelligence as a noncognitive aspect of English oral ability. Thereby, affective factors present a negative influence and can hinder students' English-speaking performance (Dewi and Wilany, 2022). For example, ''Putri (2014) has researched the correlation between anxiety as one of the psychological factors and students' speaking performance'' (Ariyani, 2016, p. 78). As a result of the present research, it has been found that there is a notable positive correlation between low anxiety scores obtained by seventh-grade students and their oral performance, while a significant negative correlation exists between students who have high anxiety scores and their oral performance. This is the main conclusion drawn from the research conducted at GLP. In other words, emotional factors can affect students' oral performance negatively, as this research is presented.

Throughout the first chapter of this research, the introduction, justification, and

problem statement were focused on the emotions that impede the development of speaking skills and emphasize the necessity for emotional intelligence. Additionally, the theoretical framework is presented as a crucial element in attempting to answer the research question of how emotional intelligence is involved in the performance of English-speaking skill in 7th graders at Gimnasio Los Pinos school from Bogotá. This first chapter is linked to the second one, which focuses on the methodology to enhance the response to the research question and objectives. At the same time, this first chapter helps to fulfill the main general objective, which is to understand the influence of emotional intelligence in the performance of the English-speaking skill in the seventh graders at Gimnasio Los Pinos School from Bogota- Colombia.

Methodology

The actual research contains three different project components; the first is the paradigm framed like the study (qualitative research), and the second is the approach, such as phenomenological, used by the researcher to build a cohesive and coherent process. There is also a brief overview of the data collection and its functionality in the student's learning process, divided into two techniques and instruments.

Qualitative research

This research project is framed within the qualitative paradigm. In this vein, the researcher seeks to discover and understand a phenomenon, the perspectives and visions of the people involved in diverse social and educational contexts (Bisquerra, 2004). In turn, according to Sandín (2003: 123), cited by Bisquerra (2004, p. 276), the researcher must be clear that "qualitative research is a systematic activity oriented to the in-depth understanding of educational and social phenomena, to the transformation of practices and socio-educational scenarios, to decision making and also to the discovery of knowledge." Having said that, the paradigm adopted considers that the protagonists of the research are both the researcher and the researched subjects, meaning that they assume an active role in the construction of knowledge (Vargas, et al, 2020; Osorio, et al, 2020). Consequently, the present study requires discovering and understanding different perspectives from psychology and pedagogy to be active in the construction of knowledge.

Along these lines, qualitative research encompasses the use of different resources to deeply understand the phenomena. It encompasses the examination, application, and gathering of diverse empirical materials, such as case studies, phenomenological studies, personal experiences, introspective analyses, life histories, interviews, observations, historical records, interactive media, and visual texts that depict the ordinary and challenging moments and meanings of people's lives (Vasilachis de Gialdino, 2006). In the context of language

learning, Merriam (2002), cited by Gomez (2018), argues that ''qualitative research can enable teachers to take into account students' situations, experiences and behaviors (...) helping to understand how individuals socially construct meaning as they interact with their world'' (P, 42). In the case of this study, it is qualitative research because students are observed and analyzed within the world of understanding an English context and how the larger contextual factors affect how individuals construct reality.

In this way, the qualitative paradigm provides elements that allow characterizing the relevant processes for achieving the objectives set in this monograph. It allows generating processes of change since it leads to knowing the reality of the context where it is intervening to contribute to this project that seeks to understand the influence of emotional intelligence in the development of the oral English skill through the reading of context, approach, use of techniques as field notes, recordings, conversations, pictures and the description of the events. Those strategies are used in the study to construct and interpret the students' worlds; it is needed the description of problems that arise within the educational institution Gimnasio Los Pinos (GLP) from Bogotá.

Research Approach

Considering that the study is framed in a qualitative paradigm, the phenomenological approach has been used because it is necessary to analyze the most complex aspects of human life and specific events and situation within the context of seventh graders from GLP. It is beyond the quantifiable (Fuster et al., 2019). On this subject, phenomenological studies are concerned with ''determining the meaning given to phenomena, discovering the meaning and the way people describe their experience of a particular event'' (Bisquerra, 2004, p. 217). For his part, Herrera (2017) states that the phenomenological approach ''seeks to know the meanings that individuals give to their experience; the important thing is to learn the process

of interpretation by which people define their world and act accordingly'' (p. 10). In other words, this approach aims to describe qualitatively the experience, events, and particular situations that happen in specific scenarios, like in education.

In the educational framework, the phenomenological approach tries to answer the student's experience with school experiences in the classroom by describing and interpreting the discourse of those who live it (Bisquerra, 2004). Thus, in the context of learning a foreign language, it is important to analyze and interpret the students' experiences in learning a foreign language such as English and particularly language skills. In this vein, in the present research, it is pertinent to employ the phenomenological approach to know, analyze, and describe significant experiences of students when they are learning the oral skill of English.

Data management and techniques

In the actual research the participant observation format technique is used to collect data in this qualitative research with a phenomenological approach (see annex 2). It is an instrument for collecting information intervening in the social group, event, or phenomenon under investigation (Hernandez, 2014). In the educational field, this technique is used to understand students' attitudes and behaviors toward learning and reality, intervening in the group under study.

In research, the participant observer is a method in which the researcher becomes part of the group being studied and participates in their activities and interactions. In the case of this study, the participant observer has a pre-existing relationship with the subjects being observed and is already part of the situation in which the study phenomena occur. This can be useful for gaining an insider's perspective on the group being studied, as the researcher is immersed in the same environment and experiences the same events and interactions as the participants. To support the previous idea and the present research, Gallardo (2017) expresses

that participant observation as a direct technique is involved in the environment or reality in which the study takes place. Nevertheless, it can also present challenges in terms of objectivity and potential biases, as the researcher may become too involved and lose their ability to observe and analyze the situation objectively.

In this respect, the participant observer must consider a series of questions to know what, how, and when to observe while considering observation formats and audiovisual recording systems such as photographs, videos, or recordings (Bisquerra, 2004). That means it has been relevant to employ an observation format and some field notes to extract the information regarding the problem inside the classroom of seventh graders from Gimnasio Los Pinos School as the main population of the research.

Additionally, in this research, the technique of semi-structured interviews has been used. The purpose of this strategy is "to obtain oral and personalized information on events experienced and subjective aspects of people such as (...) attitudes, opinions (...) concerning the situation under study" (Bisquerra, 2004, p. 336). It is a direct strategy and, according to Bisquerra (2004, p. 337) "starts from a script that determines beforehand what information is to be obtained". The script considers open-ended questions that allow detailed and descriptive information to be obtained, as in the case of this research, to help extract specific material to guide the research.

In the English framework, participant observation and semi-structured interviews are techniques that complement each other to interweave topics and build a comprehensive knowledge of reality. The reality is related to the context in which students learn English and particularly the oral skills in the 7th-grade classroom at the Gimnasio Los Pinos school. In addition, the instruments such as observation format and field note help to deep extract and collect data. Thus, according to the topic of this research, which focuses on the influence of

emotional intelligence on the learning of oral English skills, it is highly relevant to apply both techniques and instruments to meet the objectives set, which revolve around emotions, experiences, and learning.

In this order of statements, it is pertinent to apply both techniques in the present investigation of qualitative type and phenomenological approaches through semi-structured questions designed to observe behaviors and attitudes. Furthermore, it is necessary to interview teachers and students of the seventh grade from GLP to collect pertinent information that responds to the general objective of the research that seeks to understand the influence of emotional intelligence in the development of the English oral ability in seventh graders. Here below is presented the interview protocol including pre, during, and post moments of the interview:

Interview Protocol

In the actual research it is necessary an interview protocol to organize the information accurately. An interview protocol is a structured set of questions and procedures that a researcher follows when conducting qualitative research interviews. The protocol ensures that the researcher collects consistent and meaningful data from each participant. According to Creswell (2017), a good interview protocol should be open-ended and flexible, while still guiding the conversation in a way that supports the research questions. Peshkin (2014) argues that a well-designed interview protocol can help to establish trust between the researcher and the participant and can help the participant to feel more comfortable sharing their experiences and opinions

The interview process is important to develop the actual research in terms of order and accuracy. The interview protocol is typically divided into three main stages: pre-

interview, during the interview, and post-interview (Creswell, 2017). Each stage is critical for ensuring that the data collected is accurate, reliable, and relevant to the research question: how does influence emotional intelligence the English-speaking skill development in seventh graders from Gimnasio Los Pinos School? In summary, the interview protocol is a crucial element of qualitative research, and each stage of the interview process is essential for making sure that the data collected is accurate, reliable, and relevant to the research question and the general objective: to explore the influence of emotional intelligence on the performance of English-speaking skill in 7th-grade students at Gimnasio Los Pinos School from Bogotá.

Before the interview:

The pre-interview stage involves planning and preparing for the interview. This includes identifying potential participants, developing a set of open-ended questions, and obtaining informed consent from participants. During this stage, the researcher establishes rapport with the participant, explains the purpose of the study, and ensures confidentiality and voluntary participation (Rubin and Rubin, 2011). This stage is essential to establishing trust and rapport with participants, which can lead to more detailed and insightful responses. Thus, it is necessary to mention step by step such as:

1. Obtain necessary permissions from school administration and parents/guardians of participating students.
2. Create a list of open-ended and understandable questions that focus on emotional intelligence and its influence on speaking skills.
3. Test audio and/or video recording equipment to ensure everything is working properly.
4. Select a quiet and private location for the interview.

During the Interview:

The interview stage involves asking the prepared questions and engaging in a dialogue with the participant. In this stage, it is relevant to use open-ended questions to elicit detailed and meaningful responses from the participant. Active listening is crucial during this stage, as it is important to be attentive to the participant's responses and ask follow-up questions to clarify and expand on their answers (Kvale, 2018). Nonverbal cues, such as facial expressions and body language, should also be observed and responded to appropriately. That means it is crucial to mention step by step what is going to be done during this stage:

1. Begin by introducing yourself and the purpose of the interview which is to gather relevant information for responding to the research objective, problems statement, and the questions of the interview.

2. Explain that the interview will be recorded for research purposes and obtain verbal consent from the student and parent/guardian if necessary.

3. Begin with general questions to establish a rapport with the student, then move on to specific questions about emotional intelligence and speaking skills.

   3.1. General questions:

      a. How are you today?

      b. Can you tell me a little bit about yourself?

      c. What are your interests and hobbies outside of school?

      d. What do you like most about studying English?

      e. What do you enjoy most about attending Gimnasio Los Pinos School?

f. Have you had any experiences with learning a new language before? If so, what was it like for you?

g. Have you ever experienced any challenges when learning English? How did you overcome them?

3.2. Specific questions:

h. How do you feel when you have to speak in front of the class?

i. Have you noticed any changes in your speaking skills since starting to learn English? If so, what have you noticed?

j. Have you ever felt anxious or stressed when speaking in English? If so, why, why not?

k. In your opinion, how important do you think emotional intelligence is in developing speaking skills in English?

l. Have you ever used any strategies to manage your emotions when speaking in English class? If so, can you share those strategies with me?

m. How do you think teachers could better support students in developing emotional intelligence to improve their speaking skills in English?

4. Encourage the student to provide examples or personal anecdotes to illustrate their responses

5. Be an active listener, clarifying any unclear responses and expressing interest in the student's experiences.

6. Use non-judgmental language and tone to create a safe and supportive space for the student to share.

After the Interview:

The post-interview stage involves reviewing the data and analyzing it to identify themes and patterns. The researcher should review the notes and recordings to ensure that the data has been accurately captured. The data should be transcribed and analyzed using a qualitative analysis approach to identify patterns and themes (Creswell, 2017). This stage is essential for ensuring that the data collected is reliable and valid. For that reason, it is needed to mention step by step what is going to be done:

1. Transcribe the interview verbatim or review the audio/video recording to extract relevant quotes and themes.
2. Analyze the data to identify patterns and insights related to the influence of emotional intelligence on speaking skills in seventh-grade students.
3. Ensure the confidentiality and anonymity of participants by removing any identifying information from the transcripts.
4. Store the recordings and transcripts securely in compliance with the school's policies on data protection.
5. Follow up with the student and parent/guardian to thank them for their participation and provide any necessary feedback or support.

Triangulation

Refers to the use of multiple sources of data or techniques to study a research question or phenomenon. It is used to increase the validity and reliability of the findings by cross-checking the data obtained from different sources, methods, or even techniques and instruments (Natow, 2020). In the context of the present research on the influence of emotional intelligence in the development of speaking ability in seventh graders from Gimnasio Los Pinos School (GLP), triangulation involves using multiple techniques such as

participant observation, semi-structured interviews, and instruments like field notes to collect data from various sources such as teachers, and students.

The first technique to triangulate is participant observation, a research technique that involves observing and taking part in the participants' activities in their natural settings (Natow, 2020). In the context of the present research question, how is emotional intelligence involved in the speaking ability of seventh graders from GLP? The researcher uses participant observation to observe the interactions between the students and their peers or teachers to gather data on their emotional intelligence and speaking abilities.

The second strategy to triangulate is semi-structured interviews, a research technique that involves asking open-ended questions to the participants to gather data about their experiences, attitudes, and beliefs (Bisquerra, 2004) . In the case of the research question, the researcher uses semi-structured interviews to gather data on the students' experiences, attitudes, and beliefs about their emotional intelligence and its influence on their speaking abilities.

Eventually, the third strategy considered as an instrument is field notes, which are written records of the observations made through observation format by the researcher during participant observation or interviews (Clifford, 1990). In the context of the actual study, the field notes document the observations and record the thoughts and reflections on the data collected. Finally, by using triangulation, the current research can cross-check the data obtained from these different sources and techniques registered in the data collection phase (student-teacher perspectives) and artifacts (voice recordings containing students' speaking ability performance) made by the students in the different sessions.

This triangulation increases the validity and reliability of the findings. It also allows a more comprehensive understanding of the research question by using multiple perspectives

and data sources, providing a more nuanced understanding of the complex relationship between emotional intelligence and speaking ability in seventh graders from GLP.

Categories

Unit of analysis	Categories	Indicators
Speaking skill	Speaking-skill development through the emotional intelligence influence	The student speaks correctly when the teacher asks them to do it
		The student speaks without feeling anxiety in from of the classmates
		The student speaks with confidence
		The student speaks without feeling stress or fear of committing mistakes
Speaking skill	Self-emotional intelligence awareness to correct fluency and pace errors in speaking	The students correct fluency and pace errors by themselves

	ability	
Speaking skill	Development of emotional intelligence to develop speaking skills effectively and accurately	The student uses strategies to avoid emotions that hinder the development of the speaking skill The student shows emotional competence to develop speaking skill

Ethical aspects

Regardless of the qualitative type of research, the National Commission for Human Rights developed a guideline for researching its *Belmont Report* (Department of Health, Education and Welfare, 1978). This report shows three principles; 1. the beneficence of treatment of participants to maximize good outcomes and minimize risks, 2. the respect of participants by protecting autonomy and ensuring complete information about the project and voluntary participation, and 3. ensuring justice by a fair definition of informed consent. According to the previous principles, the information in this research is confidential and intended solely for use by the recipient and others authorized to receive it. The research is completely confidential and available for personal, non-commercial use; instead, this is strictly for academic purposes. If people are not the recipient, people are hereby notified that any disclosure, copying, distribution, or taking action in relation to the contents of this information is strictly prohibited and may be unlawful.

As a university researcher, I freely, voluntarily, and respectfully asked and had permission from the Juan N Corpas University Foundation and Gimnasio Los Pinos School community to apply this qualitative research for firmly academic purposes. In this regard, with this permission, I applied this research with seventh graders under the Belmont report and the university's and the school's consent. Thereby, the volunteers were free to be part of the project under the consent and permission of the university and school. Hence, the actual consent was presented to the participants for academic purposes as a unique way to get the teachers and parents all informed about the characteristics of the project. This document ensures voluntary participation and a well-informed one (annex 3).

Population and sampling

The population is divided depending on the student's performance in speaking ability, 15% low, 25% with middle, and 15% high. The 50% total of students is the sample of this research project. The decision is taken according to the results of diagnosis 1. There is also a consent form accepted by the parents and teachers that is relevant to determine the final population from which the data is recollected and analyzed. The recollection and analysis of data is possible by gathering information and examining the background to important social Events , considering the social context important to examine before recruiting considering the participant (Obando, 2022).

The research being conducted is centered around Gimnasio Los Pinos, a private, co-educational, bilingual school situated in the northern region of Bogotá, Colombia (see annex 4). The school's primary objective is to educate students who will eventually become catalysts for change in both society and the world. The school's philosophy is grounded in constructivism and comprehensive education, which is achieved through the pedagogical framework of Teaching for Understanding (TfC) and meaningful learning. The school

follows a specific timetable that begins at 7:30 am and concludes at 1:30 pm, during which time students participate in activities that aim to improve their skills in English as a foreign language. This language is particularly emphasized in subjects such as social studies, mathematics, chemistry, and technology (Urueña and Saumeth, 2021).

The school has a team of English teachers and subject teachers who use English as the medium of instruction for subjects such as mathematics, chemistry, and social science in primary school. Both primary and secondary students receive eight hours of English instruction per week. The school follows an experiential approach to teaching, ensuring that students have a hands-on and immersive learning experience. There are over five English teachers who teach in both primary and secondary schools.

The school's philosophy is centered around the idea that every child is unique, and as a result, they emphasize the importance of multiple intelligences. They provide a program for the development of talents, which focuses on sports, arts, humanities, and applied sciences. This program is designed to help students explore their interests and passions and to identify their strengths and talents (GLP, 2021). The school places a high priority on developing the abilities of their students from primary school until they graduate from secondary school (Benavides, 2016).

The backbone of the school is the students who are currently 870; therefore, they are served by teachers who are currently 115, and most of them focus on content-based instruction. Besides that, there is a music conservatory, excellent sports facilities, and classrooms with computer equipment for each student's use (Benavides, 2016). As an educational community, the school believes in forming sporting talent. In this sense, soccer, basketball, volleyball, tennis, and golf teams are always in the limelight.

They also believe in bilingual education, which is why they are recognized as a Cambridge School for the preparation of exams such as the IELTS, an assessment the final

grade takes before graduation; the results are normally good since most of them get b2+ and some others c1 level. According to the recent results, learning led by GLP was the best preparation for this exam (Annex 5). Recently, there has been an English laboratory to guarantee a great English acquisition.

In essence, and the words of the principal, Dr. Omar Caceres Galvis, "It is about creating a school in which it is clear that doubt is more important than certainty (..) a school that dialogues rather than scolds (...) It is about education as an act of life. (...) It is about making a school where the pupils resemble no one but themselves and reach no higher than themselves. (...) the value of knowledge when it makes sense and discards its excesses" (Caceres, 2022, speech). In that order of ideas, this project has considered a private context where students learn English from primary school until graduation.

On this occasion, and in this research, it is relevant to analyze the seventh grade, which is the course that has been considered to observe and study the students' speaking skills, interests, and needs. This grade has three groups characterized and divided into a, b, and c groups. Each group has approximately 28 students, and their social status is around six since they live in a neighborhood located north of Bogota. The English teacher is the same for the whole group (GLP, 2021). This teacher is called Juan Gabriel, and he is the homeroom teacher of B seventh grade, which is the grade analyzed in detail. In the seventh B grade, there are 21 students in total.

There are around ten women and 11 men. All of them are between 11 and 14 years old. The classes are divided into blocks of two hours from Monday to Thursday, and Friday just one hour. Overall, students are usually focused on their activities, particularly on the English classes. However, it has been done activities like speeches to identify those emotions that hinder the speaking performance, according to the classroom observations done in 2021 and 2022 (see annex 6).

In terms of English academic performance, seventh-grade students at the school are struggling with their speaking skills, which may be due to various affective factors, including social and family issues. To address this problem, it is essential to analyze the affective aspects of language learning and consider emotional intelligence as a way to enhance speaking skills both inside and outside the classroom.

To achieve this goal, it is necessary to create a timeline that outlines how to organize activities to improve student's speaking abilities. This timeline will follow a phenomenological approach, which seeks to understand the subjective experience of students and how they perceive language learning. By implementing this approach, the school hopes to gain a clearer understanding of how to structure activities that will effectively enhance students' speaking skills while also addressing their emotional needs.

Phenomenological Phases and Timeline

The phenomenological approach in qualitative research involves studying the subjective experiences of individuals to understand the essence of a particular phenomenon. It seeks to understand the essence of lived experiences from the participant's perspective (Khan, 2014). In the context of emotional intelligence and speaking performance among seventh graders, a phenomenological approach involves exploring how these students perceive and understand their own emotions and how they manage them during speaking tasks. To deeply analyze this study, it is necessary to set the phenomenological phases and the timeline respectively that helps to illustrate each stage:

Bracketing:

Refers to setting aside preconceptions and biases to approach the phenomenon being studied with an open mind (Yükse and Yıldırım, 2015). In studying the influence of emotional intelligence on speaking performance among seventh graders from Gimnasio Los Pinos School, bracketing could involve acknowledging and setting aside any assumptions or

expectations about how emotional intelligence affects speaking performance. This phase is essential for ensuring that the researcher's preconceptions do not influence the data collected. Timeline:

- ● Week 1
- ● Formulate a research question and identify potential biases
- ● Conduct a literature review and develop a research design
- ● Train research assistants and prepare materials
- ● Pilot study, revise materials as needed and begin data collection

Intuiting or data collection:

In this phase, the purpose is to gather information about the phenomenon being studied, typically through interviews or other means of data collection, such as interviews, focus groups, and observations (Cypress, 2018). In the case of studying the influence of emotional intelligence on speaking performance, data collection involves conducting interviews and participant observation with students, teachers, and other relevant stakeholders to gain insight into how students perceive their emotions and how they manage them during speaking tasks. Other relevant data, such as student performance records or voice recordings of speaking tasks, are also collected. The final aim is to gather rich, detailed descriptions of participants' experiences with emotional intelligence and speaking skill.
Timeline:

- ● Week 2
- ● Conduct interviews or observations and record data
- ● Transcribe and organize data
- ● Begin data analysis using a coding system

● Refine codes, develop themes, review and validate themes with the research team and participants

Describing or analysis:

This phase involves identifying patterns and themes in the data collected to develop a comprehensive understanding of the phenomenon being studied and then synthesizing the data to create a narrative description of the phenomenon being studied (Cypress, 2018). In other words, it is presented a description of the essential features of the participants' experiences, writing a description that captures the participants' perspectives and conveys the essence of their experiences. In studying emotional intelligence and speaking performance, an analysis could involve identifying common emotions experienced by students during speaking tasks and the strategies they use to manage these emotions.

Timeline:

● Week 3

● Synthesize themes into a narrative description

● Draft a manuscript and revise it with the research team

● Share findings with participants for validation

● Submit a manuscript for peer review

Interpreting

This phase reflects on the findings and identifies the study's broader implications to develop a comprehensive understanding of the phenomenon being studied (Yükse and Yıldırım, 2015). That means it interprets the findings and considers their implications, reflecting on the findings' significance and identifying areas for future research. In the case of studying emotional intelligence and speaking performance, interpretation involves exploring how emotional intelligence influences and affects students' ability to manage their emotions during speaking tasks and how this affects their overall performance.

Timeline:

- Week 4

- Review peer feedback and revise the manuscript

- Reflect on findings and implications

- Develop recommendations for practice and policy

- Disseminate findings to relevant stakeholders and audiences

In this vein, the previous phases help illustrate a timeline in a chart including some activities for seventh graders in order to have a clear overview of how to conduct this research based on the phenomenological approach. Here below is a chart that summarizes the timeline with activities' explanation indicators, dates of four weeks, content from a book or resource, and the objective of teaching and learning based on the phenomenological phases for the study of the influence of emotional intelligence in the performance of speaking skill in seventh graders from Gimnasio Los Pinos School:

Phase	Indicator	Date	Book Content/Resource	Teaching and Learning Objective
Bracketing	Reflection on personal emotions	Week 1	Emotional Check-In Worksheet	Students will recognize and acknowledge their emotions before speaking.

Intuiting	Self-awareness	Week 2	Emotional Triggers Activity	Students will identify the emotional triggers that affect their speaking.
Describing	Verbal Expression of Emotions	Week 3	Emotional Vocabulary Game	Students will use emotional vocabulary to describe their thoughts and feelings during speaking activities.
Interpreting	Empathy and Understanding	Week 4	Active Listening Activity	Students will practice listening and responding with empathy during speaking activities.

Source: phenomenological phases by Jhoan Montealegre

The previous chart shows the phase, indicator, date, resource, and teaching and learning objectives. The following part is going to be described and explained each phase with the respective activity, for example, the bracketing phase with Activity 1, intuiting with

Activity 2, describing with Activity 3, and interpreting with Activity 4. Each activity has a clear purpose in order to fulfill each stage based on the phenomenological approach, and help to accomplish the specific objectives of the actual research:

- To identify the emotional intelligence influence and emotional triggers in the English-speaking performance of seventh graders at Gimnasio Los Pinos School.
- To analyze the correlation between emotional intelligence and English-speaking skill in 7th graders.
- To research the ways in which emotional intelligence can be enhanced to improve English-speaking skills in 7th graders.
- To propose recommendations for teachers and parents to promote emotional intelligence in order to enhance English-speaking skills in 7th graders at Gimnasio Los Pinos School.

Bracketing phase:

The following first activity is related to the first bracketing phase of the phenomenological approach. This phase is interconnected to the activity since it acknowledges and sets aside any assumptions or expectations about how emotional intelligence affects speaking performance. The activity is aimed to introduce the concept of emotional intelligence and its relationship with communication skills. The activity aims to help seventh-grade students from Gimnasio Los Pinos School to develop their emotional intelligence and recognize how their emotions may affect their English-speaking skills. The activity consists of three steps: pre, during, and post.

During the pre-step, the teacher introduces the concept of emotional intelligence and explains how recognizing and acknowledging emotions can improve communication. During this step, each student receives an Emotional Check-In Worksheet, which they must fill out

before participating in speaking activities, reflecting on how they are feeling in the moment. Finally, in the post-step, students are encouraged to share their reflections with the class, discussing how their emotions may have affected their speaking.

This first activity can support the research titled 'the influence of emotional intelligence in the English-speaking development of seventh graders' by providing a tool to measure and reflect on students' emotional state before and after speaking activities. The activity is also consistent with the views of prominent authors of qualitative research, such as Creswell (2014), who argue that qualitative research methods should involve collecting data through observation, interviews, and other techniques that allow the researcher to gather rich, detailed information about the phenomena being studied.

Activity 1:

1. Introduce the concept of emotional intelligence and explain how recognizing and acknowledging emotions can improve communication.

   1.1. Emotional intelligence refers to the ability to recognize and manage our own emotions, as well as the emotions of others. When we develop emotional intelligence, we become better at understanding our own feelings and behaviors, and we can more effectively communicate with others. Recognizing and acknowledging emotions can improve communication in a few different ways. First, when we are aware of our emotions, we can more easily express ourselves in a clear and concise way. This can help prevent misunderstandings and improve the overall clarity of our communication. Secondly, acknowledging emotions can help us better understand others. When we recognize and empathize with the emotions of others, we are better able to connect with them and build stronger relationships. Finally, developing emotional intelligence can help us manage our own emotions during difficult or

stressful conversations. When we are able to regulate our emotions, we are less likely to react impulsively and can more effectively communicate our thoughts and feelings.

2. Provide each student with an Emotional Check-In Worksheet.

    2.1. Emotional Check-In Worksheet:

- Instructions: Take a few minutes to reflect on how you are feeling today. Use the space below to record your answers to the following questions:
- How am I feeling physically today? (Examples: tired, energized, achy, etc.)
- How am I feeling emotionally today? (Examples: happy, sad, anxious, excited, etc.)
- How do my emotions affect my speaking skills? (Examples: Do I feel more confident when I'm happy? Do I struggle to speak clearly when I'm anxious?)
- What strategies can I use to manage my emotions and improve my speaking skills? (Examples: take deep breaths, practice positive self-talk, visualize a successful conversation, etc.)
- This virtual worksheet can be shared with students through an online platform such as Google Classroom or Microsoft Teams. Encourage students to complete it regularly to help them become more self-aware and develop their emotional intelligence, which can lead to improve speaking skills. You can also use this worksheet as a starting point for class discussions about emotions and communication.

3. Instruct students to fill out the worksheet before participating in speaking activities, reflecting on how they are feeling in the moment.

4. Encourage students to share their reflections with the class, discussing how their emotions may have affected their speaking.

Intuiting phase:

The following activity is based on the intuiting phase and is aimed to help students understand the concept of emotional triggers and how they can affect communication. It is relevant to the research since it explores the influence of emotional intelligence on English-speaking development. By becoming more aware of their own emotional triggers, students can learn to manage their emotions more effectively and improve their communication skills.

Activity number 2 contains a worksheet that provides a list of common emotional triggers for students to reflect on and identify the ones that affect them the most. This activity can help students develop their emotional intelligence and improve their ability to communicate effectively in English. Additionally, by sharing their results and discussing how they can manage their emotions during speaking activities, students can learn from each other and improve their communication skills as a group.

Activity 2:

1. Discuss the concept of emotional triggers and how they can affect communication. Discussion: emotional triggers are certain events, situations, or words that can evoke intense emotional responses in individuals. These responses can range from mild irritation to overwhelming anger, fear, or sadness. Emotional triggers can affect communication in a few different ways. First, when someone is triggered, they may become defensive or reactive, which can lead to communication breakdowns. They may interrupt others, become dismissive or aggressive, or shut down completely. This can make it difficult for others to communicate effectively with them and can cause misunderstandings or hurt feelings. Secondly, emotional triggers can cloud judgment and impair decision-making abilities. When someone is feeling emotional, they may not be thinking clearly, and this can lead to poor communication choices. They may say things they do not mean, make assumptions, or jump to conclusions without fully

understanding the situation. Thirdly, emotional triggers can also impact body language and tone of voice, which are important components of effective communication. When someone is triggered, they may adopt a defensive posture, cross their arms, or use a harsh tone of voice, which can signal to others that they are not open to communication. To improve communication when emotional triggers arise, it is important to practice emotional regulation techniques such as deep breathing, mindfulness, or self-reflection. It is also important to recognize when triggers are present and take steps to avoid them if possible or manage them effectively if they cannot be avoided. This can help improve communication and lead to better outcomes in personal and professional relationships.

2. Provide each student with a worksheet containing a list of common emotional triggers.

2.1. Worksheet: Common Emotional Triggers

- Instructions: Use the space below to list any emotional triggers that you have experienced in the past or that you think may trigger you in the future. Becoming more aware of these triggers can help you manage your emotions and improve your communication skills.
- Criticism or negative feedback
- Feeling ignored or dismissed
- Feeling misunderstood or misinterpreted
- Conflict or disagreement
- Rejection or feeling left out
- Unmet expectations
- Feeling overwhelmed or stressed

- Feeling judged or scrutinized

- Feeling powerless or helpless

- Being interrupted or talked over

- Feeling excluded or ostracized

- Feeling embarrassed or ashamed

- Being accused of something unfairly

- Seeing or hearing about injustice or unfairness

- Feeling uncertain or unsure about a situation

- These are just a few examples of common emotional triggers that individuals may experience. Encourage your students to add to this list as they become more aware of their own triggers. By identifying and acknowledging their triggers, they can learn to manage their emotions more effectively and improve their communication skills.

3. Instruct students to mark the triggers that affect them the most.

4. Encourage students to share their results with the class, discussing how they can become more aware of their triggers and better manage their emotions during speaking activities.

Describing phase:

The objective of the following activity is to help seventh graders develop their emotional vocabulary and improve their communication skills in the context of the research topic: the influence of emotional intelligence in English speaking development. By introducing the concept of emotional vocabulary and providing a set of emotion cards or charts, students are encouraged to identify and label their emotions more accurately. Through

the speaking activity, students are given the opportunity to practice expressing their emotions in a structured and supportive setting.

The activity also promotes active listening and empathy as students respond to their classmates' emotions and perspectives. By engaging in this activity, students can enhance their self-awareness, emotional regulation, and interpersonal communication skills, which may help them in their English-speaking development and beyond. Overall, this activity supports the research topic by providing a relevant and practical way to explore the role of emotional intelligence in language learning.

Activity 3:

1. Introduce the concept of emotional vocabulary and how it can improve communication.

   1.1. Explanation: Emotional vocabulary refers to the words and phrases that people use to describe their emotions. Having a strong emotional vocabulary means being able to accurately identify and articulate one's feelings, which can be a powerful tool for improving communication. When individuals have a limited emotional vocabulary, they may struggle to express themselves effectively and resort to using vague or generic terms like "good" or "bad" to describe their emotions. This can lead to misunderstandings and miscommunications, as others may not fully understand what the individual is trying to convey.

   On the other hand, individuals with a strong emotional vocabulary are better able to communicate their emotions, which can lead to more meaningful and productive conversations. They may be able to describe the nuances of their feelings, such as feeling "frustrated" rather than simply "upset," which can help others better understand their perspective. In addition, having a strong emotional vocabulary can

also improve self-awareness and emotional regulation. When individuals are able to accurately label their emotions, they may be better able to manage them and respond in a more constructive way. To develop a stronger emotional vocabulary, individuals can practice identifying and labeling their emotions, either through journaling, talking to a trusted friend or counselor, or simply taking a few moments to reflect on their feelings throughout the day. This can help them become more comfortable with expressing their emotions and improve their communication skills in a variety of settings.

2. Provide each student with a set of emotion cards or charts.

2.1.

Emotion	Definition
Happy	Feeling or showing pleasure or contentment
Sad	Feeling or showing sorrow or unhappiness
Angry	Feeling or showing strong annoyance, displeasure, or hostility
Nervous	Feeling or showing anxiety or apprehension
Excited	Feeling or showing enthusiasm, eagerness, or anticipation
Scared	Feeling or showing fear or terror
Frustrated	Feeling or showing disappointment or annoyance when things do not go as planned
Embarrassed	Feeling or showing self-consciousness or shame
Proud	Feeling or showing satisfaction or pleasure in one's achievements or abilities

Confused	Feeling or showing a lack of understanding or uncertainty
Disgusted	Feeling or showing revulsion or strong disapproval
Envious	Feeling or showing jealousy or resentment towards someone else's success or possessions
Guilty	Feeling or showing remorse or responsibility for wrongdoing
Lonely	Feeling or showing a sense of isolation or lack of companionship
Curious	Feeling or showing a desire to learn or know more about something

Source: List of emotions that can impact learning process: own creation

3. Assign a speaking activity and ask students to use their emotion cards to describe their thoughts and feelings during the activity. Example:

3.1. Activity: Group Discussion

- Objective: To practice speaking skills and emotional expression.
- Instructions:
- Divide students into groups of 4-5.
- Provide each student with an emotion card.
- Choose a topic related to a current event, a book, or a social issue.
- Ask each student to take turns expressing their thoughts and feelings about the topic for 2-3 minutes.
- Encourage students to use their emotion card to describe how they feel about the topic.
- Other group members can respond and ask questions after each person speaks.
- After all group members have spoken, ask the group to reflect on the emotional impact of the discussion.

- Example Questions: How did you feel about the topic before the discussion? Has your opinion changed? Did anyone in the group express an emotion that surprised you? Why? How did the variety of emotions expressed in the group impact the discussion?

4. Encourage students to listen to their classmates and respond with empathy and understanding.

Interpreting phase:

The purpose of Activity 4 related to the interpreting phase is to help seventh-grade students develop their English-speaking skill, while also practicing emotional intelligence. By assigning students into pairs and providing them with a speaking prompt, students can practice using descriptive language, working through challenges in their plan, and communicating their ideas effectively to their partners. Additionally, the follow-up questions encourage active listening and further communication, which helps students develop empathy and understanding of their partner's perspective.

By reflecting on what they learned about their partner's thought process and communication style, students can also improve their own communication skills and emotional intelligence. Overall, this activity helps support the research on the influence of emotional intelligence in English-speaking development by providing students with an opportunity to practice both their language skills and their ability to communicate and empathize with others.

Activity 4:

1. Assign students into pairs and provide them with a speaking prompt:

1.1. Prompt: Imagine you are planning a surprise birthday party for your best friend. Describe to your partner how you would plan the party and why you chose certain elements.

Instructions

- Divide students into pairs.

- Provide each pair with the speaking prompt.

- Give students 2-3 minutes to brainstorm their ideas.

- Instruct one student to speak for 2-3 minutes about their plan while the other student listens.

- After the first student has finished, switch roles.

- Encourage the listening student to ask follow-up questions or give feedback on the ideas presented.

- After both students have spoken, ask each pair to reflect on what they learned about their partner's thought process and communication style.

- Example follow-up questions:

- How did you come up with the theme for the party?

- What challenges do you anticipate while planning the party?

- How do you plan on keeping the party a surprise?

- This activity allows students to practice their speaking skills while also learning about their partner's thought process and communication style. By working together to plan a birthday party, students can practice using descriptive language and working through challenges in their plans. The follow-up questions encourage active listening and further communication.

2. Instruct each student to speak for a set amount of time while their partner actively listens.

3. After the speaking portion, the partner must summarize what their partner said and how they felt during the activity.

4. Encourage students to respond with empathy and understanding by acknowledging their partner's feelings and offering support.

The illustration and activities visually represent the phases and their order in the phenomenological approach of qualitative research for the influence of emotional intelligence in the speaking skill of seventh graders from GLP. The timeline is divided into four weeks, which means one month, showing the project stages and the indicators of each phase as well as the activities for the students from seventh grade.

The dates are set depending on the schedule GLP organized at the beginning of each term. The duration of each phase can vary depending on the specific details of the research project and the number of participants. It can be modified depending on different factors, such as the cancellation of class due to sickness or family issues.

The timeline and the activities help to accomplish the research question: How is emotional intelligence involved in the performance of English-speaking skills in 7th graders at Gimnasio Los Pinos school from Bogotá? and the general objective of the actual research: to explore the influence of emotional intelligence on the performance of English-speaking skill in 7th-grade students at Gimnasio Los Pinos School from Bogotá.

Preliminary conclusion

In conclusion, the research has aimed to explore how emotional intelligence influences the performance of English-speaking skill in 7th graders at Gimnasio Los Pinos School from Bogotá, Colombia. By identifying emotional triggers that impact English-speaking performance and analyzing the correlation between emotional intelligence and English-speaking skill, the study seeks to shed light on how emotional intelligence can be developed to improve language learning outcomes especially English-speaking skill.

The study used a qualitative paradigm with a phenomenological approach and employed participant observation and semi-structured interviews to collect relevant data. The main construct for this research is emotional intelligence, which involves the rational and emotional mind, and the study focuses on students who experience emotions such as anxiety, stress, and insecurity when speaking in English. The actual project has been conducted in order to contribute to the educational field through psychology by facilitating the learning of oral skill through emotional intelligence and affective skills.

The project has been justified by the need to address the lack of balance between the emotional and cognitive aspects of learning English in Colombia and the hindrances to English skill development caused by emotional issues such as anxiety, stress, and insecurity. The expected results may show that emotional intelligence positively influences English- speaking skills and that the development of emotional intelligence could be beneficial in facilitating language learning. By identifying the emotional aspects that affect language learning, the research can also potentially help students, and educators who struggle with learning the verbal ability of English.

The expected results of this research are basically to find that emotional intelligence has a significant impact on the performance of English-speaking skills in 7th graders. The

study is likely expected to show that students with higher emotional intelligence perform better in English-speaking tasks, and that emotional triggers, such as anxiety, stress, and fear, can negatively impact English-speaking performance. The research is also expected to identify specific emotional intelligence skills that are critical for English-speaking performance, such as self-awareness, self-regulation, empathy, and social skills.

Moreover, the study is expected to propose recommendations for teachers and parents to promote emotional intelligence in order to enhance English-speaking skills in 7th graders at Gimnasio Los Pinos School. These recommendations may include incorporating emotional intelligence training into the curriculum, providing students with opportunities to practice their emotional intelligence skills, and encouraging parents to support their children's emotional development.

Overall, the results of this research are likely to provide valuable insights into the relationship between emotional intelligence and English-speaking skills, and offer practical recommendations for improving language learning outcomes particularly the English-speaking skill by promoting emotional intelligence.

Annexes

Annex 1: Field notes format done on 06/09/2022.

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ESEC

Licenciatura en Lenguas Extranjeras – Inglés Portugués

Prácticas Pedagógicas

Proceso año 2022-1

Formato N° _ Diario campo

COORDINACIÓN DE PRÁCTICA PEDAGÓGICA Y DIDÁCTICA

Diario de campo

N°: 5 Docente en formación: Jhoan Sebastian Montealegre Cuellar
Fecha: 06/08/09/2022
Lugar: My on platform and book called ' reducing pollution and waste'
Tema: Presentation of the posters related to the book 'reducing pollution and waste'
Propósito: To present the posters

DESCRIPCIÓN	REFLEXIÓN
The teacher started the class in 7c by checking attendance and the posters the students did about the book called 'reducing pollution and waste' in my on the platform. Suddenly, a student stuck his poster on the wall as an example. Then the teacher explained how students needed to present their posters according to my on the platform. The teacher started saying that students needed to explain first the cartoon and then the questions and the answers considering all participants in the group. That means everybody needed to speak following the rubric based on fluency, pronunciation, and body language. Besides that, the explanation needed to last just 5 minutes per group. After that explanation	The teacher used the board as the main tool to present the groups and the rubric to consider for the presentations without taking into account an emotional aspect in the rubric which hinder the development of the English speaking ability. Also, the teacher used an instructional method that was based on instructions such as doing the presentation and considering rules for the presentation such as fluency, body language, and pronunciation, and he did not consider an effective factor for improving the way students advance in the speaking

students started to prepare their posters and one group decided to start explaining their poster stuck on the wall. The group composed of 3 students started to explain by telling the that pollution is around the world and it affects the animals and the environment, and people needed to be carefully wasting the water. This group had good pronunciation but little vocabulary and body language and some grammar mistakes such as 'more hot'. Besides that, they seemed to be nervous and anxious because of the movements of the hands and the head. This group exceeded the time limit and the eyes were distracted the whole time. Afterward, the other group continued explaining the poster, this group had good fluency, and pronunciation but little a few grammar mistakes such as I would start to explain and little control of emotions like the stress, the seemed to be tense because of the tone of voice. However, this group had good time management. After that, the other group started explaining the cartoon and the questions. This group had good fluency but some pronunciation mistakes such as cause and gases, and some grammar mistakes like farm use and lack of body language.	skill. The teacher used the interactional technique since students were interacting with each other in the presentations about the posters.

Annex 2: Field notes that state students feel emotions that hinder the speaking skill performance done on 06/09/2022.

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ESEC

Licenciatura en Lenguas Extranjeras – Inglés Portugués

Prácticas Pedagógicas

Proceso año 2022

Formato N° _ Diario campo

COORDINACIÓN DE PRÁCTICA PEDAGÓGICA Y DIDÁCTICA

Diario de campo

N°:
Docente en formación: Jhoan Sebastian Montealegre Cuellar
Fecha:
Lugar: Gimnasio Los Pinos
Tema:
Propósito:

DESCRIPCIÓN	REFLEXIÓN

Annex 3: Informed consent in Spanish language for teachers and parents to freely apply the research project.

Consentimiento Informado

FORMATO DE CONSENTIMIENTO INFORMADO PARA INVESTIGACIONES EN EL ÁREA DE EDUCACIÓN Y CIENCIAS SOCIALES

ESCUELA DE EDUCACION Y CIENCIAS SOCIALES

FUNDACIÓN UNIVERSITARIA JUAN N. CORPAS

THE INFLUENCE OF EMOTIONAL INTELLIGENCE IN THE PERFORMANCE OF ENGLISH SPEAKING SKILL IN 7TH GRADE AT GIMNASIO LOS PINOS SCHOOL FROM BOGOTA-COLOMBIA.

Yo, Jhoan Sebastian Montealegre Cuellar

Con documento de identificación CC. 1117517382

Actuando como responsable investigador del presente proyecto autónomo, de manera libre y voluntaria, en ejercicio pleno de mis facultades. Según las facultades que me confiere la ley colombiana (Decreto 1546/98, articulo 9) o por delegación del usuario directamente.

Hago constar que

Una vez informado sobre los propósitos, objetivos, pruebas y procedimientos que se llevarán a cabo durante la investigación denominada *The Influence of Emotional Intelligence in the Performance of English Speaking in 7th Grade at Gimnasio Los Pinos School From Bogotá-Colombia* y los posibles riesgos que se puedan generar de la prueba o procedimiento, autorizo mi participación o la de la persona bajo mi responsabilidad, en la misma, así como el uso de los datos obtenidos con fines estrictamente académicos e investigativos.

Declaro, adicionalmente, que se me ha informado que:

1. Mi participación en esta investigación es completamente libre y voluntaria y puedo retirarme de ella en cualquier momento.

2. No recibiré beneficio personal de ninguna clase por la participación en este proyecto/producto, ni retribución económica alguna. Sin embargo, se espera que los resultados obtenidos permitan incidir positivamente en los procesos de mejoramiento de personas con condiciones similares a las mías, o a las de la persona bajo mi responsabilidad.

3. Toda la información obtenida y los resultados de la investigación serán tratados confidencialmente; en virtud de ello, esta información será archivada en papel y/o medio electrónico. Los archivos del estudio se guardarán en la Fundación Universitaria Juan N Corpas, Sede Bogotá Colombia, bajo la custodia del grupo de noveno semestre adscrito al programa académico de Licenciatura en Lenguas Extranjeras con énfasis en Ingles y Portugués, perteneciente a la Escuela de Educación y Ciencias Sociales de la **Fundación Universitaria Juan N. Corpas** y la responsabilidad de los investigadores participantes en el proyecto/producto.

4. Puesto que toda la información en este proyecto de investigación es llevada bajo condición de anonimato, los resultados personales no pueden estar disponibles para terceras personas como empleadores, organizaciones gubernamentales, compañías de seguros, medios de comunicación u otras instituciones educativas. Esto también aplica al cónyuge, miembros de la familia y licenciados o estudiantes.

5. En caso de requerir mis datos personales, las fotografías, los videos y otra información, resultantes de la aplicación de la prueba o procedimiento para presentación con fines estrictamente académicos o científicos en eventos tales como seminarios, congresos, cursos, simposios, revisiones de casos clínicos y publicaciones, entre otros tipos de espacios de divulgación científica, autorizo su uso, si así lo considero, a través de la firma de este documento.

Hago constar que el presente documento ha sido leído y entendido por mí en su integridad. Por lo anterior, hago constar que he sido informado a satisfacción sobre los procesos, procedimientos o pruebas que se realizarán por parte de los profesionales participantes en el proyecto como investigadores y, por tanto, doy mi consentimiento.

He leído y acepto los términos y condiciones anteriormente presentados

☐ Acepto

Annex 4: Taken by Google Maps (2023). It is the location of Gimnasio Los Pinos School.
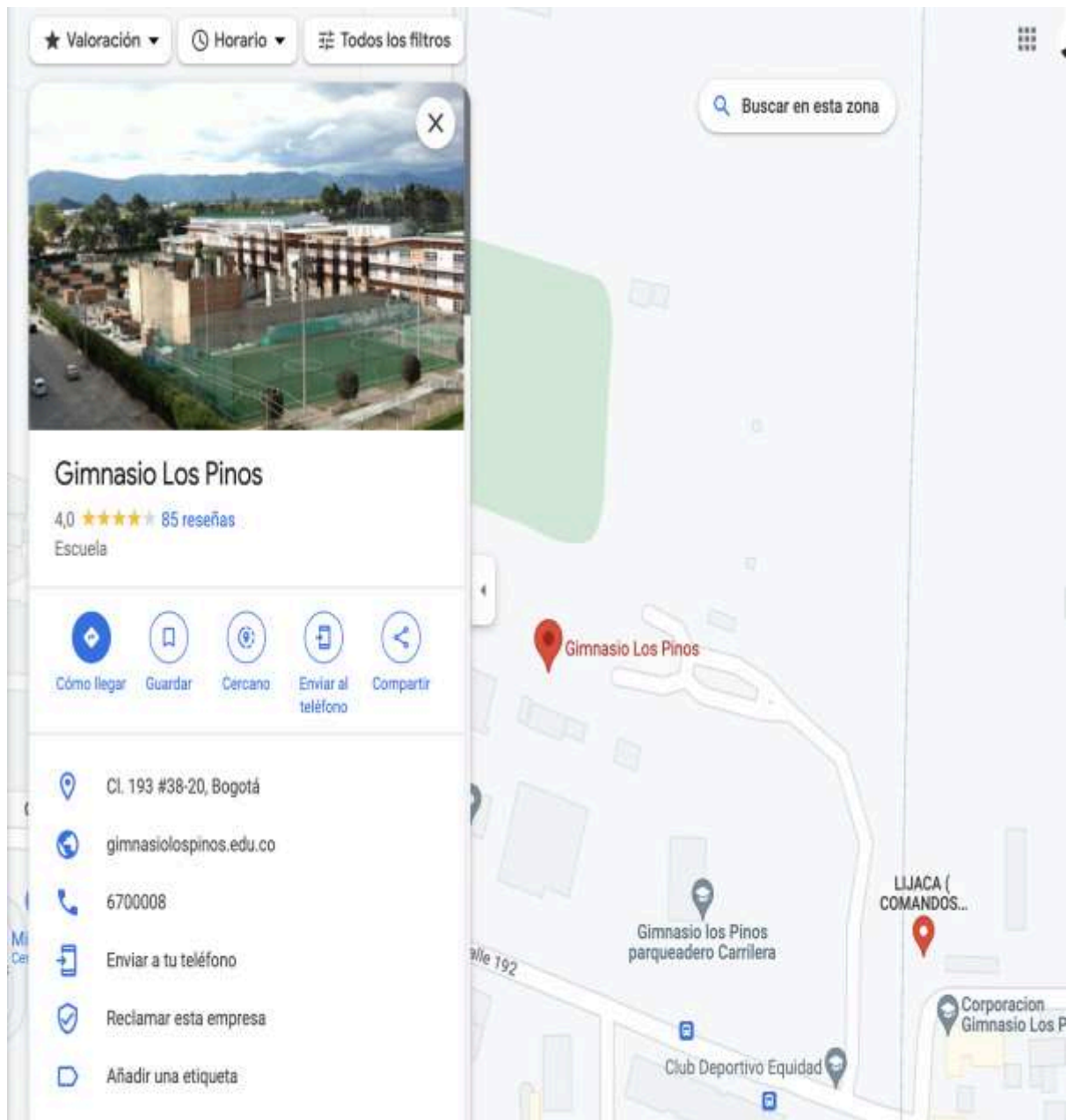
Annex 5: Taken by Noticias de Los Mejores Colegios (2020). This picture shows the school certification as the best way to prepare students for the Cambridge exam.

Annex 6: Taken by me in the observation process (2022). This picture shows the observation process while students are preparing their speeches to pass in from of their classmates.
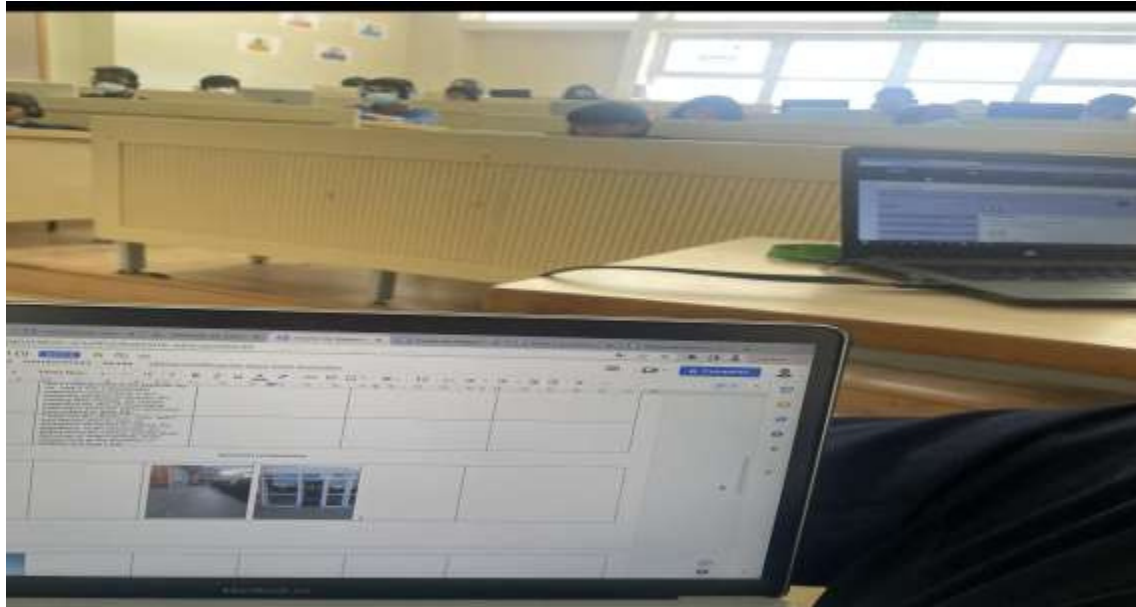
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