Differentiated Instruction and Emotional Intelligence Strategies in the Foreign Language Classroom Influencing Oral Performance and Academic Success

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ABSTRACT. This study introduces how the application of Differentiated Instruction (DI) and Emotional Intelligence (EI) strategies influence oral performance and academic success in the English subject. The investigation was carried out with 11th graders who belong to two different public-school settings in Colombia. After a seven-week research period, with both the application and observation of how strategies, activities, and oral tasks planned, impacted the English oral performance of students; data gathered through the application of a pre and post-test in an interview format, observations, and reflective journals; allowed the teachers to grasp a general idea on how students were being positively influenced. Results obtained showed that students improved in their control of emotions, which simultaneously impacted their oral performance and academic achievement in English. In addition, strategies implemented allowed the teachers to evidence different aspects: students prefer working with written materials, they have a marked necessity to have their responses written before orally producing them, leveled instructions play an essential role, that interaction is crucial and motivating for students, and that the use of Spanish in the classroom is a way to enhance engagement with the topics and activities proposed.

KEYWORDS: Oral performance, Differentiated Instruction (DI), Emotional Intelligence (EI), Strategies, Academic success.

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1. INTRODUCTION

The current study presents how strategies of Differentiated Instruction (DI) and Emotional Intelligence (EI) influence English oral performance of eleventh graders at two different public schools located in Cali and Dosquebradas, allowing students to improve their learning process and consequently, having the possibility to get academic success in the subject. This study explores how the different strategies applied in the classroom, enhance the control of emotions giving students the opportunity to advance in their development of oral skills. The research is carried out through an Action Research Approach that allows teachers to act and take active part into the course of the investigation. Observing, taking notes, recording classes, and directing self-reflection moments with students, provide useful tools and material to plan a well-structured intervention that seeks for the improvement of students in their academic process and oral skills in the English subject.

This document is organized into four different parts. The first one presents the introduction, justification of the study, background of both public schools taking part in the study, the research problem, and the objectives for the development of this research project. The second part includes the theoretical framework, which integrates the theory, concepts and authors who bring all the theoretical support and important aspects to be taken into consideration while developing our study. The third part considers all the methodological characteristics of the study, including methodological approach, phases of the study, data collection techniques and tools and data analysis. Last, in the final part of the document, results and discussions as well as conclusions and further recommendations for future investigations are provided.

2. JUSTIFICATION

In Colombia, educational policies have established some goals for the learning of English in which students are required to achieve certain levels according to the common European framework of reference for languages (CEFRL). For doing so, the National Ministry of Education (MEN) has developed a suggested curriculum, textbooks, and materials to support the teaching and learning processes in public institutions. However, it is important to consider whether that is enough to cover the demands and needs of our students or if that is the only material and support they need to face the world outside the classroom. Being prepared in terms of content and area of study is not and should not be the only focus of education. English is a subject that belongs to the area of humanities, which means it has to deal with the development of the human being. For doing so, it is important to empower students in the classroom to allow them to get involved in their learning process, providing the strategies and support they need. It is common to find that many teachers' lesson plans ignore students' individual cognitive, emotional, and social differences. As a result, this situation has made many students feel demotivated towards learning a language, and most of the time, to get low scores in the subject.

Differentiated instruction is an instructional design model that seeks to un-standardize students. This model allows students to develop their maximum capacity by fostering their abilities and addressing their needs. Tomlinson and McTighe (2006) argue that the primary goal is guaranteeing that teachers focus on processes and procedures that ensure effective learning for varied individuals, recognizing that students need to feel respected, accepted, secure, and important at school. When teachers acknowledge and practice those basic needs in their instruction, they develop in students a sense of belonging. At the same time, it produces a strong connection and willingness to learn. After addressing those needs, students can focus on their purpose, challenge, and power.

On the other hand, emotional intelligence is a concept that has gained relevance among teachers and educational contexts due to its applicability in the teaching and learning process. According to Goleman (1995), emotional intelligence is the ability one has to perceive, identify, understand, and control emotions in himself and others in order to promote emotional and intellectual growth. That is to say, individuals can affect their learning process through the acquisition of skills that allow them to control and focus their emotions. Consequently, allowing

students to improve their academic performance in the English subject will allow them to increase motivation towards learning.

Furthermore, there is ample evidence and studies that suggest the positive impact of emotional intelligence and the application of differentiated instruction strategies in the classroom. Both are associated with good academic performance. When referring to academic performance in English as a foreign language, we are talking about the extent to which students have reached their educational goals, DBAs (Basic Learning Rights in Spanish Derechos Básicos de Aprendizaje), and communicative skills in the language based on the standards required by the Ministry of Education in the country. Pedagogically, this research is trying to make students get a better academic performance in the subject by implementing tools and strategies that allow them to empower their emotional intelligence by using differentiated instructions. At the same time, it will provide teachers and students with useful data on how learning and teaching processes in an EFL classroom can be influenced in order to enhance autonomy and motivation in learning English. In other words, teachers should be continuously reflecting on their teaching practice since a classroom is a whole world. There are students with learning disabilities, highly advanced learners, limited English proficient students, those who lack economic support, and many other differences that make them particular and unique.

3. BACKGROUND

The current action research was simultaneously applied in 11th grade of two different public-school settings. Schools selected for the development of the project were Guillermo Valencia (GV) in Cali and Manuel Elkin Patarroyo (MEP) in Dosquebradas. Even though these schools were located in different cities with different backgrounds and traditions, they share the same situation; on the one hand, both schools follow the suggested curriculum of English and use the textbooks provided by the Ministry of Education; despite that students' oral performance in English is low. Moreover, some show low emotional intelligence development evidenced in demotivation. Having that in mind, we decided to explore how an intervention plan that uses tools and strategies to attend to this particular phenomenon worked in these two different public-school settings. The background of each public school is described below.

3.1 Guillermo Valencia (Cali)

Guillermo Valencia is a two-branch public school that serves students from district 4 in Cali, including La Isla, Camilo Torres, Guillermo Valencia, and Popular neighborhoods. Our students continuously face difficult situations such as gang violence, poverty, teen pregnancy, and substance abuse, all while trying to succeed in school. Even though they face these challenges, many of them find ways to persevere, continue their education or find meaningful employment, and excel in various careers. Others are able to find employment after graduation to support their families. Despite the difficulties, the community is characterized by its joy and brotherhood. Considering the community necessities, the school offers comprehensive care and an integral education program that involves students from early childhood to adulthood. The school supports its attention on Bronfenbrenner's ecological systems theory, which considers that different factors intervene in children's development: family, school, cultural values, laws, and customs. Having that into account, the school makes strong efforts and strategic alliances to guarantee health, nutrition, and education inside the school, which are some of the fundamental rights of the students. Referring to the pedagogical model, the school is moving from a hetero-structuring model to a self-structuring model that seeks students to be the center and the authors of their knowledge. Finally, the school offers a modality that gives students access to technical programs

in "El SENA," such as installing communication networks, a favorable opportunity to apply for a job in the industries around the neighborhood.

3.2 Manuel Elkin Patarroyo (Dosquebradas)

MEP is a public school in Dosquebradas, Risaralda that offers children, adolescents, and adults an integral educational program based on the development of personal values, skills, and competencies that allow each student to face social challenges from a critical perspective. Thus, the school promotes in students the development of those skills that allow them to perform and take an active part in the problems and situations that occur within their context. The community is characterized by an evident influence of arts and social expression. Most of the students who have graduated are recognized because of their talent in music, drawing, sculpturing, and artistic performances such as dancing or acting. The school offers a modality which focuses on the development of physical activity and recreational skills, where the students learn how to promote healthy lives for both kids and grown-ups through the implementation of techniques, games, and activities that help others to work cooperatively, do community work and liberate stress or tension from daily life situations. Students receive special training in body knowledge, basic medical formation, social skills, group management, and empathy. Some of the values the school promotes for the development of integral beings are self-esteem, honesty, respect, sense of belonging, commitment, solidarity, and responsibility. The principles guiding the school action are integrality, cross-curricular work, good spare time use, and the promotion of aptitudes and attitudes that help students become better citizens who perform excellently in their personal, academic, and working lives. The pedagogical model of the school has a humanistic emphasis; however, it seems to be an eclectic one in which each teacher implements what he or she thinks is best for those students and particular groups.

4. RESEARCH PROBLEM

In our experience as English teachers we have observed that English is a subject that many students consider irrelevant in their learning process, except for a minimum of them who feel comfortable learning the language. Authors like Dörnyei (2009) say that motivation is key to learning a foreign language, lack of motivation explains why students do not engage in learning experiences in a way that would allow them to make progress in their process. That is one of the leading causes that does not allow students to learn what they should or improve as much as they can when learning English. However, when analyzing deeper, we also realize that most students in public schools lack a lot of preparation and skills for performing in their real-life contexts. We assume that what does not allow students to achieve an appropriate academic performance is their low motivation for learning because they do not understand how they learn or how to apply the knowledge they gain in their particular contexts. In other words, teachers must help students understand their learning process and use different strategies to make them autonomous.

On the other hand, bearing in mind that according to the Colombian National Ministry of Education, the ultimate goal of education is to foster the development of integral human beings with academic and social skills, we want to understand if by integrating emotional intelligence and differentiated instruction strategies in the classroom along with effective use of tools, techniques, and methodology; the students will improve their academic performance in the subject. Furthermore, it is essential to consider students' differences and understand that "teachers must focus on processes and procedures that ensure effective learning for varied individuals" (Tomlinson & McTighe, 2006, p. 3). All these issues and ideas lead to our research question, *"To what extent does the implementation of Emotional Intelligence and Differentiated Instruction strategies in the English class influence eleventh-grade students' oral performance, who study in two different public schools in Cali – Valle del Cauca and Dosquebradas-Risaralda?"*

4.1 General objective

To analyze the influence of the implementation of Emotional Intelligence (EI) and Differentiated Instruction (DI) strategies in English oral performance of eleventh graders from

two different public-school settings in Colombia, who do not have a good academic achievement in the subject and/or show some low emotional intelligence development.

4.2 Specific objectives

To assess students' oral performance in the English subject through the implementation of a pre-test and post-test.

To analyze data gathered through the pre-test, observations, and field notes to decide how to plan an appropriate intervention plan.

To document the design and implementation process of an intervention plan that uses emotional intelligence and differentiated instruction strategies in English class.

To examine the extent to which eleventh graders are influenced by the intervention plan proposed through interviews and the post-test application.

5. THEORETICAL FRAMEWORK

The current study focuses on how students' English oral performance is influenced by implementing Emotional Intelligence and Differentiated Instruction strategies. Concepts in theories about language learning and teaching and some aspects directly influencing the learners, their context, and instruction in the classroom are explored. In the first place, oral performance is addressed in the light of how it is mainly related to the act of speaking, leading students into facing some cognitive, social, and affective processes that support their development in the language (Burns, 2016). Second, we refer to Emotional Intelligence, a concept that has gained relevance among teachers and educational context due to its applicability in the teaching and learning process. According to Goleman (1995), Emotional Intelligence is the ability to perceive, identify, understand, and control emotions in oneself and others to promote emotional and intellectual growth. That is to say, individuals can affect their learning process by acquiring skills that allow them to control and focus their emotions. Consequently, permitting students to improve their academic performance in English will increase their motivation to learn.

On the other hand, Differentiated Instruction is an instructional design model that seeks to un-standardize students. This model allows students to develop their maximum capacity by fostering their abilities and addressing their needs. Tomlinson and McTighe (2006) argue that the primary goal is to guarantee that teachers focus on processes and procedures that ensure effective learning for varied individuals, recognizing that students need to feel respected, accepted, secure, and important. When teachers acknowledge and practice those basic needs in their instruction, students develop a sense of belonging. At the same time, it produces a strong connection and willingness to learn. After addressing those needs, students can focus on their purpose, challenge, and power. Both Emotional Intelligence and the application of Differentiated Instruction strategies in the classroom are associated with good academic performance. This research project aims to analyze the influence of the implementation of Emotional Intelligence (EI) and Differentiated Instruction (DI) strategies in English oral performance on eleventh graders who do not have excellent academic achievement in the subject in two different public-school settings in Colombia.

5.1 Oral Performance

One of the most important concepts necessary to explore is oral performance. This concept is directly related to the idea of communicating and interacting with others by using verbal signs and symbols leading to expressing points of view, feelings, opinions, or thoughts in the second or foreign language. Therefore, oral performance is linked to the concept of speaking. Aboulhadid (2021, p. 737) asserts that "oral communication is the process of building and sharing meanings using verbal and non-verbal symbols in different contexts. It is a productive necessary skill to communicate effectively and efficiently in any language." Then, speaking is considered an essential ability when learning a foreign language. That is to say, speaking is seen as a crucial skill to be developed in students, being one of the primary tools that guarantee success in the communicative act. A skill that is necessary to reinforce and improve by providing learners with strategies and a basis to comprehend what others say, and maintain the interaction with another foreign language speaker.

Furthermore, developing oral abilities in students is perhaps one of the most challenging aspects for language teachers. It is very common to perceive students reluctant to participate in class when they have to use English in their interventions. For this reason, Burns (2016) states that English speakers are required to develop some cognitive, social, and affective factors that will be put into practice while speaking. The *cognitive* factors include how the speaker is conceptually prepared with utterances, topics, structures, and vocabulary which are strung together to effectively communicate in a particular situation. Next, the *social* factors, refer to the ability to express and cope with specific social and pragmatic aspects of oral communication. Accordingly, spoken language is seen as a process carried out with a specific purpose, being either functional or transactional. Thus, students need to learn how to handle authentic communicative situations that demand them to perform in the most appropriate way in a given context. Last, the *affective* factors involve learners' emotions, feelings, and particular psychological traits of their personality, affecting both their performance as individuals and their motivation to participate in the communicative act. To sum up, when it comes to learning to speak in a second or foreign language, it is necessary for teachers to bear in mind what students' needs and particularities are; to bring the support learners need to fulfill their capacities in the

classroom providing them with enough tools that allow them to effectively communicate in the language.

5.2 Emotional Intelligence

The second concept we are concerned to address in the current study is Emotional Intelligence (EI) which Dr. Daniel Goleman popularized in 1995. According to Goleman (1995), EI refers to a person's ability to manage and express his feelings appropriately and effectively. Moreover, Goleman (1995) considers that EI is more powerful than cognitive intelligence since it determines the ability to manage feelings and relations, which allows the students to gain social skills that at the same time allow them to perform better when developing a task. For Goleman, intelligence quotient (IQ) can give people access to a career, whereas EI can tell who succeeds or fails since EI is a predictor of success. Recently, other definitions have taken place, like the one of Bar-On. For Bar-On (2000), EI refers to the collection of emotional and social knowledge and skills a person has. From both definitions, someone can say that EI refers to recognizing, accessing, understanding, and generating emotions to assist thought that allows people to regulate emotions in themselves and others reflectively.

When talking about EI, it is essential to mention the five components it encompasses according to Goleman's (1995) original model: self-awareness, self-regulation, internal motivation, empathy, and social skills. The former, self-awareness, refers to recognizing and understanding moods, motivations, and abilities one has. That is, knowing what one is feeling and why one is feeling it, which is the basis of good intuition and sound decision-making. This is also called *intrapersonal* skill. Second, self-regulation is the ability to control impulses, the ability to think before one speaks or reacts, and the ability to express oneself appropriately. In other words, the ability to control distressing emotions effectively so they do not interfere with what one is doing. Managing emotions is also called *interpersonal* skills. The third component is internal motivation which refers to the personal interest in learning and self-improvement. That is, having the strength to keep going when there are obstacles in life and setting goals and following through with them. In the fourth place is empathy, seen as the ability to understand others' emotions and reactions. Finally, social skills include the four components together in a

skilled relationship. It has to do with the idea of humans being social entities taking part in society and community.

On the other hand, EI can also affect the teaching and learning process within a classroom. Here our interest is how EI influences the academic and oral performance of students in EFL classrooms. Having that in mind, emotionally intelligent teachers, learners, and curricula play an important role. In the first place, teachers demonstrate care and prepare the emotional climate that enhances the learning environment. That way, students achieve the academic goals they set. According to Dewaele (2011), a learner's progress in foreign language learning depends on the good class atmosphere teachers establish. It means, the learning environment plays a crucial role and somehow helps building a *"chemistry"* between the learner, the group of learners, and their teacher.

Moreover, an emotional setting helps learners decrease their anxiety and fear of mistakes when participating in cooperative tasks. Nevertheless, some emotions are not evident, and it is the teacher's job to identify them. As Alrefaai and Shah (2020) state, the essential skill a language teacher must have is to perceive learners' emotions, especially those expressed nonverbally. Facial expressions can help teachers identify whether a learner is confused or anxious, so they can intervene by using a different strategy to eliminate that barrier and help students learn the foreign language collaboratively. However, when those barriers are not addressed, they cause demotivation and negative behaviors. That is to say that if a student interprets the input as positive, the student is motivated to act and achieve the goal; meanwhile, negative emotions such as anxiety, depression, anger, or frustration can interfere with learning. This accurate observation indicates that the teacher has a high EI. Furthermore, some results in Alrefaai and Shah (2020) showed that only EI was related to academic success among the teachers' characteristics. To sum up, emotionally intelligent teachers are capable of effectively establishing an appropriate environment that prepares both the brain and the student for learning. That is minimal stress results in maximum engagement with the material to be learned.

After teachers' interventions, students can develop high EI or low EI. That is to say that if a student has low EI, he or she will have the opportunity to improve his or her EI during the class. Dulewicz and Higgs (2004), Myers and Tucker (2005), and Tucker et al. (2000; all three sources

cited in Alrefaai & Shah, 2020), assert that a person can develop EI by a training action, this means by practicing. EI can also improve throughout a person's life with their personal experiences. This training action develops interpersonal and intrapersonal skills learners need to have a successful academic performance. In the same way, when a student feels part of the group that fosters his or her confidence. Furthermore, it also can increase a sense of belonging with the school. According to Osterman (2000, cited in Aritzeta, et al, 2016), students that feel comfortable at school can develop higher levels of intrinsic motivation, which allows them to have a more positive attitude towards themselves, adults, and peers. These types of attitudes are related to greater academic performance.

The last role refers to the school curriculum. Teachers and learners belong to a school system; however, the curriculum establishes the different expected goals and the strategies to achieve them. For that reason, if teachers develop an EI program in their classes but it is not considered within the curriculum, that program becomes a solo effort. Therefore, EI must be taught and should therefore be a part of the school curriculum. This idea is receiving widespread attention in education. For example, Hasanzadeh and Shahmohamadi (2011, p.1828) suggest that schools should design programs to assist students in knowing "more about their feelings and their learning, guide them to develop goals, and cooperate with others". Those are relevant strategies students can apply at their jobs to increase their performance and healthy relationships. In addition, Alrefaai and Shah (2020) state that educational institutions should help teachers and students become skillful in dealing with the emotional challenges they may face inside and outside their schools. Finally, MacCann, et al. (2020) add that EI can also be used to identify students at risk for failure, attrition, or underperformance. Consequently, teachers should be able to identify specific aspects that could be intervened and positively affect the learning and teaching process.

In short, EI refers not only to an ability a person develops to control and express emotions in an appropriate way, but in how teachers, along with the educational system, allow students to intervene their own learning process by providing tools that help them become active learners, knowing how to deal with self-awareness, self-regulation, internal motivation, empathy, and social skills. That also impacts the teaching and learning process within a classroom. It is then the teacher's responsibility to intervene in such a way that he or she gives the opportunity to

students to improve, surrounded by emotional settings and a good emotional environment within the classroom.

5.3 Differentiated Instruction

Differentiated Instruction (DI) can be referred to as "the way someone gains knowledge and strategies they apply during the learning process" (Naka, 2017, p. 72). Here teachers in their role of guiding students are the ones in charge of modifying the curriculum, teaching methods, resources, learning activities, and assessment. To develop learners' capabilities and address their interests it is necessary to consider the three different aspects in which DI takes place. The main areas of Differentiated Instruction we consider in this study are content, process, and product, which vary according to students' needs, context, and learning styles.

First, *content* integrates all the topics that students are to master or learn from the instruction that is given (Tomlinson and Moon, 2013). This one includes the curriculum and syllabus of the area. It is the same for all and integrates the syllabus designed by the teacher or school at the beginning of the school year. Furthermore, it comprises the knowledge, concepts, and skills that students need to learn in the subject or area of study. Differentiation of content is visible when teachers use varied delivery formats to introduce or explain the different content. That is to say, teachers can use videos, readings, audios, graphic organizers, diagrams, or even songs to provide students with the same content, but address their different learning styles and interests. In this case, students may have the same opportunities to learn the same content, however, it is particularly focused on their personal interests and abilities. Differentiated Instruction presents an effective means to address learner variance (Tomlinson, 2000 cited in Subban, 2006) while supporting the multiple intelligences and varying learning styles.

The second area relates to the *process*. This one is how the students must complete the learning content (Tomlinson and Moon, 2013). In other words, it is the methodology used, and the different strategies and methods the teachers apply to achieve content learning. Taking into account that not every student is the same, for they have their own individual learning style; teachers are responsible for integrating the appropriate strategies and techniques that allow them to reach everyone in the class. Once again, teachers are responsible for providing students with

different types of aids and material that include varied learning styles of students in the classroom. Moreover, an opportunity for interaction is given through cooperative learning. As Ismail and Al Allaq (2019, p. 1) pointed out, "English language teachers consider cooperative learning as a valuable instructional procedure for promoting learners' engagement, classroom social interaction, cultural appreciation, and differentiated instruction". Teachers should promote students' interaction with more capable peers, under their supervision, allowing them to construct meaning and their own knowledge of the content that is being taught since learners interact within a context that becomes collaborative, sociable, pleasant, engaging, and interdependent.

The last area is the *product*, which concerns how the learning is demonstrated or observed (Tomlinson and Moon, 2013). It is the way through which teachers assess the same content in students by offering them different possibilities to demonstrate their knowledge. In this case, products may range from different levels of complexity and different kinds of tasks. Taking into account that new generations of students are becoming increasingly academically diverse, it is necessary to provide them with opportunities to learn, access, and demonstrate their learning. Tomlinson (2014) argues that one of the objectives of Differentiated Instruction is to take advantage of every student's ability to learn. Besides, today's classrooms are more diverse, inclusive, and plugged into technology, which means that education cannot aim at standardized learning targets or the performance of students. Instead, it is necessary to provide students with opportunities to access practical ways to explore and apply knowledge.

Another important aspect to consider within Differentiated Instruction is the Differentiated Classroom Management Approach. Dugas (2017, p.41) asserts that DI is "a set of strategies to help teachers meet each child where he or she is in order to improve students' engagement, lead them to do their best work, and maximize their success". Considering this idea, differentiation in classrooms supports students who learn in different ways, at different rates, and those who have different backgrounds, interests, and abilities. This approach gives every student new ways to help them discover their own unique roles so that they can contribute positively to the whole classroom group. Teachers teach students about the different roles, both positive and negative, which allow them to transform misbehaviors in a constructive way, understanding that roles are something they choose rather than what they are. In this sense, students are allowed to engage in a proper learning environment where everyone takes an active part in their own learning process.

Finally, what concerns our subject in the current study is the teaching of English as a foreign language (EFL) and how those elements in DI could influence the academic performance of students in class. One of the major challenges teachers face in the classroom is having mixed-ability English classes. According to Naka (2017), mixed-ability EFL classes are groups made of students with different English language proficiency levels who attend the same class. As it has been argued before, classrooms are full of very different and varied skilled students, who do not have the same capabilities, but who are provided with the same opportunities to reach their learning goal and development in the subject favoring the methodologies and techniques proposed by the teacher. Hereby, teachers are required to implement strategies that address students' individual needs in order to make the learning process meaningful and successful. In this particular area concerning the learning of a foreign language, it becomes relevant that teachers implement the most appropriate strategies, methodologies, and techniques allowing every student in the classroom to develop their competence in the language to the fullest.

To sum up, DI helps both teachers and students to take the most out of the teaching and learning processes. There are different areas in which DI is carried out, but the most relevant ones considered for the study were *content*, which refers to the topics students are expected to learn; *process* that refers to how students complete or deal with the content that is being studied; and *product*, referring to how the final takings and learnings of students are evidenced. Furthermore, differentiation in each area varies depending on students' needs, context, and their learning styles. That implies teachers have the responsibility to provide students with strategies that address their individual needs in order to make the learning process more effective.

5.4 Academic Success

Considering that academic success is understood as the accomplishment of the learning process; it means, getting knowledge in a specific subject, and developing the appropriate skills or domain to develop a task in a particular area, it is necessary for this theoretical review, to analyze the impact of different aspects within the achievement of proper academic performance of students. First, it is important to note how the emotional development of the students and their motivation towards learning, along with an appropriate classroom environment; influences the

process of learning. And second, an examination of how students' context and factors in the middle of their diversity impact their academic success.

An important aspect to consider within a successful academic process is the influence generated from the type of interactions that occurred between the individuals. According to Aritzeta, et al. (2016), interactions constantly framed by joy, interest, confidence, enthusiasm, gratitude, serenity, love, and others are highly contagious. Those interactions are likely to spread and affect others. As a consequence, the result is a group-level construct based on group members' shared subjective emotional experiences; for Aritzeta, et al. (2016) individual-level affective experiences may combine to form an affective-level collective construct. Furthermore, this "collective construct" originates in an appropriate classroom climate, where students feel supported and an essential part of the group. That classroom climate becomes the support for learners' motivation, facilitating them to focus on the classroom's goals and achieve success.

However, on the other hand, a negative climate results from low EI interactions that involve frustration, anxiety, and boredom which also affect others turning into demotivation to learn. "Positive and supportive classroom climates have been related to goal-directed behavior, whereas permanently negative and non-supportive and ambiguous climates have been associated with avoidance, disruption and cheating behavior" (Patrick, et al. 2003 cited in Aritzeta, et al. 2016, p. 2). All the above shows how peer emotional relationships positively influence learners' attitudes towards both school and themselves which translates into a proper academic performance. Nevertheless, the teacher still has the strongest and most direct impact on students´ psychological experiences in the classroom as Osterman (2010 cited in Aritzeta, et al. 2016) states. To recap, healthy relationships among peers, positive and supportive classroom climate, and a teacher that fosters EI development increase learners' motivation towards learning at all scales.

Attached to the previous ideas, there are several diverse factors influencing academic performance in the classroom such as socio-cultural background, learning abilities, teaching, and learning styles, and students' personality. The socio-cultural background refers to the context of students' life experiences as shaped by their membership in community groups such as school and family, as MacCann et al (2020, p 155) say "social demands are present at all stages of education, from sharing crayons in kindergarten, resisting peer pressure and managing group

projects in high school, to adjusting to moving out of home when starting university". There is a big influence on socioeconomic status, language, religion, sexual orientation, geographical area, society, and family relationship, as well as parental education and the importance they place on their child's education process. Learning ability is another cause for diversity in the classroom that need to be addressed. According to Tomlinson and McTighe (2006, p. 19) "When learning challenges are already substantial, it is sensible to allow students to work in ways that best suit them.". This one has to do with the motivation of the students to learn, their talents, and their disposition to get knowledge. Also, their commitment to asking for teachers' help when needed and the ability to communicate and interact with their classmates. Moreover, Tomlinson and McTighe (2006) suggest that teachers' experience, teaching methodology, creativity, and the way they manage the classroom can influence, either positively or negatively, students' performance in the subject. Similarly, learning styles help both teachers and students to understand how learners perceive, interact, and behave in the learning environment, which allows them to monitor and progress in their own learning process. Finally, as we illustrated before, students' personalities can somehow influence their performance in the classroom considering their attitudes, strengths and weaknesses, level of confidence, problem-solving skills, and sense of responsibility to the class.

Another aspect goes into teaching approaches and methodologies that support learning in students. Students differ widely in nature, which makes it almost impossible to mention universal ways of teaching and learning methods that guarantee academic success for every student. Nevertheless, it is important for teachers to implement different strategies that support students in the acquisition and use of concepts, so that their learning process becomes easier, faster, enjoyable, and more effective. As we have evidenced, groups and classes are not homogeneous in terms of skills, interests, and progress. On the contrary, there is such a huge diversity within a single group, making progress rates differ. This is due to the fact that students possess different levels of cognitive development as well as particular characteristics that make them have different learning progress and different expectations in terms of academic achievement. In this sense, Tomlinson, and Moon (2013, p. 146) suggest that "the common sense here is that if we have evidence that kids differ as learners—and we do—then classrooms that require everyone to work in rigid ways simply will fail many students". Discussing this in detail, "The schools and

teachers have the responsibility to adjust to the different developmental needs and the varying levels of individual learners" (Suprayogi, et al., 2017, p. 291). That is why, Tomlinson and Moon (2013) strengthen the idea that the *one-size-fits-all* teaching approach which assumes that all students can be taught in the same way, is hugely far from reality at schools since it neglects the idea of diversity in students. Conversely, there are different concepts, which have been previously discussed, about the DI model and EI taking into account the differences between students, acknowledging their strengths, and working on their weaknesses to help them reach a good academic performance that somehow guarantees their academic success in the subject.

    In the long run, there are certain topics and concepts that are relevant to consider, for they serve as a basis for the theoretical support of our study. These concepts connect with ideas presented in how oral performance, Emotional Intelligence, Differentiated Instruction, and the teaching practice correlate to generate engagement of students in purposeful learning, allowing them to develop the necessary knowledge and skills to communicate in English, deriving the accomplishment of academic achievement for students and the improvement of their oral performance in the English subject.

6. METHODOLOGY

6.1 Methodological Approach

   In order to conduct this research in which the idea is to evidence the impact of implementing strategies in the classroom to foster the development of emotional intelligence using differentiated instruction; it was necessary to focus the investigation under action research studies. According to McIntyre (2007), action research is an approach characterized by the active participation of researchers and participants in the construction of knowledge and the promotion of self and critical awareness that leads to individual, collective, and/or social change. Similarly, action research encourages us teachers to conduct studies that address specific problematic situations we face in the classroom to make some change and transformation in the teaching-learning process. Moreover, it allows us to implement some sort of intervention plan to solve the identified problem. Action research involves teachers with a reflective role, who identify real teaching-learning and social issues, to address in participation with their students or community. According to Ferrance (2000), conducting action research provokes participants' empowerment, collaboration through active participation, and acquisition of knowledge and social change. Also, this author suggests that in action research implementation there are five phases of inquiry: identification of the problem, collection and organization of data, interpretation of data, action based on data and reflection. In this sense, we followed the steps proposed by the author in the execution of the current research study.

6.1.1 Phases of the Study

6.1.1.1 Research stage.

a.   Identification of the problem.

b.   Selection of the target population for the study (purposive sampling).

c.   Selection of the methodological approach.

d.   Selection of data collection techniques, tools and analysis.

6.1.1.2 Action Stage- Implementation.

a. Data Collection (first stage). Pre-test implementation to measure students' oral performance in English and levels of Emotional Intelligence.

b. Data analysis (first stage). Analysis of the Pre- test results.

c. Pedagogical Intervention Plan design (first stage). Lessons 1, 2, 3, 4.

d. Data Collection (second stage) carried out through observations, voice notes and record of important events attached to the virtual reflective journal. This is carried out throughout the application of the intervention plan.

e. Data analysis (second stage). Interpretation of the data gathered during the application of the first four lessons of the intervention plan.

f. Pedagogical Intervention Plan design (second stage). Lessons 5, 6, 7, 8.

g. Data Collection (third stage) carried out through observations, voice notes and record of important events attached to the virtual reflective journal. This is carried out throughout the application of the intervention plan.

h. Data analysis (third stage). Interpretation of the data gathered during the application of the last four lessons of the intervention plan.

i. Data collection (fourth stage). Carried out through interviews and post- test implementation.

j. Data analysis (fourth stage). Analysis of the Post-test.

6.1.1.3 Evaluation Stage.

a. Reflection and Evaluation based on the results from the fourth stages of the data collection and data analysis.

b. Final results, discussion, conclusions, and further recommendations.

6.2 Data Collection Techniques and Tools

6.2.1 Pre and Post Test.

One pre- test was designed and implemented in order to measure both students' oral performance in English and emotional intelligence level, at the beginning of the course. The test was designed taking into account the DBAs (Basic Learning Rights - in Spanish Derechos Básicos de Aprendizaje); the suggested curriculum and the standards for teaching oracy of English in private and public schools in Colombia. It was implemented as an individual interview and it was divided into three parts: the first one as an introduction for the student to the test, where the teacher allows him/her to low his/her anxiety and get in touch with the teacher through an ice breaker. A second moment where the student was asked to follow some instructions and develop some oral tasks to measure his/her oral performance in English. The last part of the test was intended to measure the emotional intelligence of students and those possible emotional factors that can influence his/her oral performance in the subject.

6.2.2 Reflective Journal.

A reflective journal is a tool that allows teachers to write about important events taking place during the investigation. It is an important and practical method to observe and analyze what happens in the classroom. They not only describe people, events and dialogues that result from the teacher's observation, but also his feelings and perceptions to the particular situations that occur. We decided to use a virtual journal developed through shared drive folders and WhatsApp. This tool helped to capture significant reflections and events that occurred in class during the study's implementation. The entry time was written soon after the lesson had finished or after having a reflection about a relevant event taking place in the classroom.

6.2.3 Interviews

The interview aims to help understand differences students have, so that teachers can implement and use strategies according to students' needs. Cohen, Manion and Morrison (2007) explain that during an interview, people discuss their interpretations of the world where they live and express how they regard situations from their point of view. Thus, allowing teachers to address their particular interests and strengthen what they need. Interviews in the current study

took place at two different moments. The first interviews to be applied, intended to measure the level of students in terms of emotional intelligence and oral performance in English. The second ones were applied once the intervention plan had concluded, so that we could realize how students perceive the intervention and the effectiveness of the EI and DI strategies implemented during the classes that allow them or not to improve their oral performance in the subject. These were designed as a way to grasp students' perception and progress during the process.

6.2.4 Purposive Sampling

A sample of the target population was selected for the study. This sample was grouped according to some criteria relevant to our research objectives. Criteria taken into consideration for selecting the sample of students included: students should belong to public schools in Cali and Dosquebradas, they had to be actively studying eleventh grade, they should have either low or acceptable oral performance in English, and/or they lacked or show some low emotional intelligence development.

6.3 Data Analysis

This study was developed under qualitative research, which is developed to understand how individuals perceive and give meaning to their social reality. As Denzin and Lincoln (1994, p. 2 Cited in McLeod, 2019) pointed out that "qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter". In other words, researchers investigate the phenomena in an authentic setting, where they aim to make sense and interpret data, in order to understand how people bring meaning to the particular matter of study. This type of investigation is exploratory and seeks to explain how and why a particular phenomenon or behavior occurs in a specific context. For doing so, interpretation of data was carried out twice during the process. On one hand, the pre-test applied through an interview was analyzed soon after the application since those results were the starting point to develop the intervention plan. On the other hand, analysis and interpretation of data took place after having implemented the intervention plan proposed and having the post- test results. This study considered individual and classroom data to identify major issues related to the problem under observation. We made groups of data and wrote summaries of the findings. Besides, we employed descriptive statistics techniques to analyze data.

Finally, we did some matching, contrasting, and comparing of the results to analyze students' improvement in their oral performance in English. For this analysis we used descriptive statistics, a method that is currently used in the field of second language teaching and learning, since it allows us to collect data qualitatively but analyze them quantitatively using frequencies, percentages, averages, or other statistical analyses to determine relationships. For doing so, we first examined the qualitative data to find the relevant themes and ideas, but then we converted them into numerical data for further comparison and evaluation. That is to say that with the descriptive statistics, we described the behavior of the sample data.

7. RESULTS AND DISCUSSION

7.1 Findings 1

This section includes a preliminary analysis of the information and data gathered in the first stage of our Action Research, which served as a basis to propose the intervention plan to be implemented.

Following the different phases of the study, we carried out a very first analysis of the data gathered through the implementation of the pre-test. This was going to help in the development and focus of the activities when planning the lessons as a proposal for the intervention plan. The pre-test, which is also going to serve as the post- test; included three different stages in which the student was individually interviewed for both measuring oral performance in English and to check on how he or she responds to oral tasks in terms of emotional level and anxiety balance.

The first stage of the test, which was referred to as an Ice- Breaker, included a Neuro- Linguistic Programming or NLP exercise in which students were asked to say the alphabet in Spanish, while performing some actions with their hands. In this case, students were asked to look at a picture of the alphabet which had letters I, D or J below[1]. Then, students had to say the letter and raise their hands (I- Izquierda, D- Derecha, J- Juntas). The teacher was being observant and took notes on what she could evidence in students' attitude towards the exercise. Here, it was evident that most of the students were nervous, they expressed the exercise was kind of difficult, however, they tried once and again until they could do it in a successful way. They were persistent, they did not give up and laughed when doing something wrong. Some of them were very confident and enjoyed playing the game. Finally, what we realized is that some common behaviors students made evident to show their frustration included scratching their heads, laughing, looking at the teacher trying to get some approval, repetition of some letters when they did it wrong, self-correction, asking for clarification, and using facial gestures.

[1] See Appendix C. El Alfabeto Mágico.

The second stage was aimed at measuring Speaking domain (Oral Performance) as a way to collect information about the students' ability to express ideas, support and evaluate opinions or arguments, and participate in graded conversations to the light of the DBAs, topics, grammatical structures, and content suggested in the curriculum proposed for the teaching of English as a Foreign Language in Colombia. The Speaking task types included stand-alone questions, pictures, graphs, and a spoken presentation followed by some other questions to be responded to. These provided real contexts for students that allowed them to orally exchange information and ideas, provide and support personal opinions, and give presentations about a particular topic. Each of the question types were aligned with the Basic Learning Rights, Standards, and content in the suggested curriculum from the Ministry of Education, the topics selected for the different tasks were taken from the textbooks provided by the Ministry of Education. The test was administered to each student individually and the teacher was responsible for reading the directions and the questions to the student and filling in the rubrics for scoring each part of the stage, as well as writing comments on every relevant aspect taking place during the test. This part of the test consisted of four parts with a total of eight questions and a possible total score of 20 points. Parts 1 and 2 were scored up to 2 points each question, parts 3 and 4 scored up to 3 points each[2].

In part 1 "Talk about a scene", the student looked at a picture of a scene in a familiar context. The picture was about a family celebrating that the son had just graduated from school. The student then answered three different questions about the scene with a single word, a short phrase, or a longer response. The questions were: *Q1 "What are the people doing?", Q2 "What kind of celebration is this? How do you know?", Q3 "What do you think are his plans for the future?"* Scores were given according to the students' response. 0 was assigned to those students whose response was not relevant, contained no English, responded "I don't know" or was completely unintelligible. 1 was marked in those whose responses were limited or partially relevant, there were some errors in grammar, pronunciation or intonation that impeded meaning.

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[2] Ideas on task types and rubrics were taken from ELPAC (English Language Proficiency Assessments for California).

2 was scored in those cases in which the student answered in a relevant way and that even when there were some errors in grammar, pronunciation, or intonation, they did not interfere with meaning. In Graph A, the average results for the first part of the second stage are presented. For Q1 most of our students got a 1 score, which means that they were familiar with both the topic and vocabulary to address the topic. For Q2 students were equally placed between 0 and 1, meaning that they still lacked some lexical and grammatical knowledge to talk about a particular topic and/or support their ideas. For Q3 most of the interviewees scored 1. This implies that probably it was easier for them to say and mention what is observable, so that they could use more predictable language and experiment with true or false cognates to communicate what they wanted to express.

PART 1: Talk about a scene
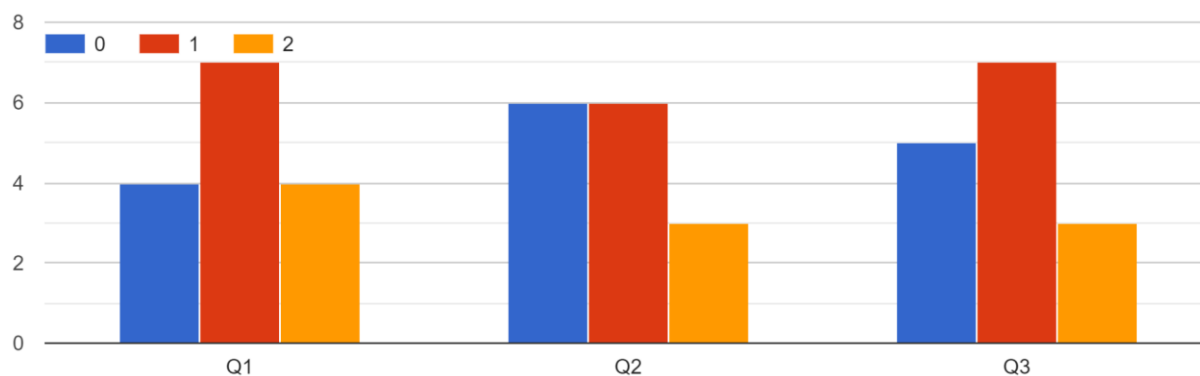
Graph A- Part 1 Second Stage of the Pre-Test

In part 2 "Speech Functions", the teacher described a situation the student might encounter in a school context. The student then had to give an answer of what he or she would say in that situation. The function of the language addressed was *asking for information*. The question and situation presented to the students were *Q4 "You want to know what your friend wants to study in the future. What would you say to your friend?"* Scores were given according to the students' responses. Score 0 was marked to those students whose response did not address the language function, contained no English, responded "I don't know" or was completely unintelligible. Score 1 was given to the students whose responses addressed the language function in a limited

way, effort was required to interpret meaning, there were errors in grammar, word choice, pronunciation or intonation that impeded meaning. Score 2 was marked in those whose response appropriately addressed the language function in a clear way, no effort was required to interpret meaning, and errors in grammar, word choice, pronunciation, or intonation did not impede meaning. In Graph B, the results for the second part of the second stage are presented. For Q4, most of the students scored between 0 and 1. This can be supported by the fact that most of our students use isolated words or short phrases to respond to or participate in English. Then, there is an urgent need to work on how to formulate, ask and answer questions in the language.

PART 2: Speech Functions
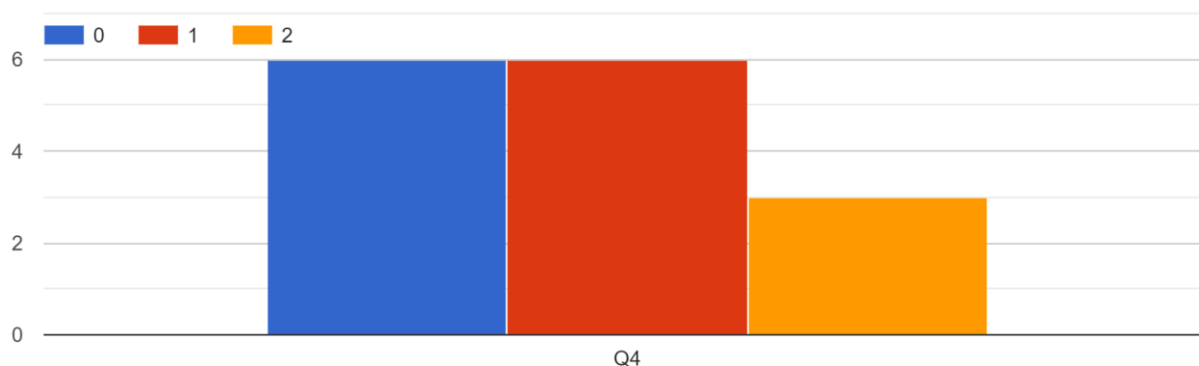
Graph B- Part 2 Second Stage of the Pre-Test

In part 3 "Support an opinion", the teacher presented the student with a familiar situation at his or her school. She told the student that the school had some money to make one improvement. The principal is deciding between purchasing some technological devices or building more classrooms, but he needs his or her personal opinion on the subject. Then, she asked the student to give an opinion and decide which option was better than the other. The student was asked to give relevant reasons to support the opinion expressed. The questions used were *Q5 "Which one do you think would be a better option for your school?", Q6 "Justify your choice by giving relevant reasons to support your opinion."* Scores were given according to the students' response. 0 was assigned to those students who did not express their opinion, their response contains no English, responded "I don't know" or the response was completely

unintelligible. 1 was marked for those who gave an opinion, but it was not supported, a reason was not provided, relevant or clear; there was an effort required to interpret meaning, errors in grammar, word choice, pronunciation or intonation impeded meaning, and speech consisted of isolated words or phrases. Score 2 was given to those students who expressed and supported their opinion using simple language, at least one relevant reason, or repeats language from the prompt, effort was required to interpret meaning, errors in grammar, word choice, pronunciation or intonation occasionally impede meaning, and speech was slow, choppy, or halting. Finally, score 3 was marked to those whose opinion was expressed and supported using effective language (using precise vocabulary, grammatical structures, connectors, noun phrases, verb phrases, etc.), provided at least one relevant reason with explanation or elaboration, little or no effort was required to interpret meaning, errors in grammar, word choice, pronunciation or intonation did not impede meaning, speech was fairly smooth and sustained. In Graph C, the results for the third part of the second stage are presented. For Q5 most of our students scored 1. Once again, they are placed among the lowest scales of performance. For Q6 most of the population got a 0 mark, which one more time made us reflect on the need for us, teachers, to work on the precise vocabulary, structures and skills that allow students to interact in the foreign language.

PART 3: Support an opinion
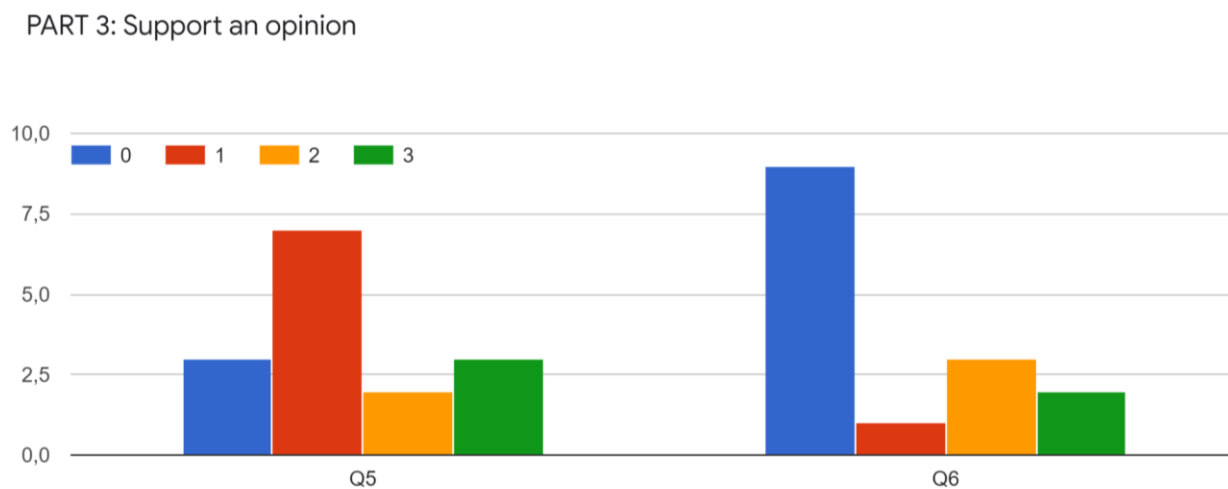
Graph C- Part 3 Second Stage of the Pre-Test

In part 4 "Present and Discuss Information", the student was presented with a graphic showing results of a survey applied by The Economy and Education Laboratory (Laboratorio de Economía y Educación LEE) of Universidad Javeriana. The study consisted of a survey applied

to determine the most popular professional careers chosen by students in Colombia. There was a pie chart showing the percentages of the top 10 careers students plan to study in the country. Interviewees were asked to observe and analyze the information presented in the chart. After that, they had to respond to some questions. Questions in this part were as follows: *Q7 "What does the pie chart show about students' career choices? Include details from the pie chart in your answer.", Q8 Is the following claim supported or not supported based on the information in the pie chart? - Claim: There is a significant number of students preferring to study health related careers. -Give details from the pie chart to support your answer."* Scores were given according to the students' response. 0 was assigned to students whose response was not relevant, contained no English, responded "I don't know" or was completely unintelligible. 1 was given to students whose response might have included information in the pie chart, but contained little relevant or accurate information, significant effort was required to interpret meaning, errors in grammar, word choice, pronunciation or intonation often impede meaning, speech might have consisted of isolated words or phrases related to the pie chart or claim. Score 2 was marked in those whose responses included a limited description of information or partially accurate information in the pie chart, effort might have been required to interpret meaning, errors in grammar, word choice, pronunciation or intonation occasionally impede meaning, speech might have been slow, choppy or halting. Finally, score 3 was given to students whose response answered to the questions, including a mostly clear and accurate description of information in the pie chart, little or no effort was required to interpret meaning, errors in grammar, word choice, pronunciation or intonation did not impede meaning, and speech was fairly smooth and sustained. For both Q7 and Q8 most of the students scored 0. That showed us that our effort and commitment towards helping students improve their oral performance in English must be considered anew.

PART 4: Present and Discuss Information
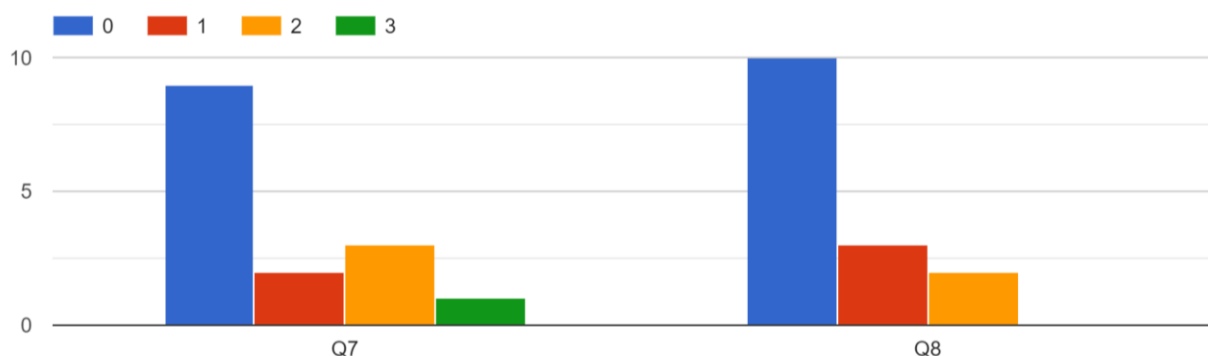
The last stage of the test was directed to get students' own perceptions of feelings and emotions they could have felt during the implementation of the test. Students were given the possibility to share any idea, thought, opinion, or feeling they experienced during the exercise, but this time in Spanish. They had to answer the following questions "*¿Cómo te sentiste durante el ejercicio? (How did you feel during the exercise?),* and *"¿Cómo actúas cuando tienes ese tipo de emociones? (How do you act when you feel those emotions?)."*

To the first question, most students remarked that they felt nervous. Some of these students declared that the fact that they did not know how to answer, did not understand much English, or did not have enough vocabulary, made them feel afraid of giving wrong answers. Consequently, they felt nervous. Besides, they were not used to speaking in English. On the other hand, just a few students expressed they felt confused because they understood the questions but did not know how to answer them. Finally, just one student commented on feeling peaceful and calm and insisted he did not feel anything related to anxiety or nerves. Their answers to this question allowed us to confirm what was evident during the previous stages of the pre-test, that most of the students were nervous.

To the second question, the students who remarked feeling nervous during the process, commented that every time they experience this type of feeling, they can have some external and internal body manifestations. Within the internal body manifestations, they recognized the

following: accelerated heart, lump in the throat, headache, dizziness, and desire to vomit, or they usually forget what to say. On the other hand, within the external body manifestations, they expressed the following: cold sweat, speechless, unable to walk, sudden laughing or urge to cry, involuntary shakes, constant legs, or hands movement to regulate, mental blocks, gaze at some part of the body to get distracted, desire to eat and facial gestures to show their frustration. Some students reported that both internal and external body manifestations turned into panic. Meanwhile, students who manifested feeling confused evidenced their feelings by their facial gestures; nevertheless, they assured that they tried to breathe deep to control themselves. Finally, the student, who felt no nerves or confusion, stayed calm and focused on the questions.

7.2 Findings 2

Now, it is time for us to move towards the analysis of how the first four lessons in the implementation have influenced our different students in their English oral performance and their personal academic achievement in the subject. For doing this, we considered that a more meaningful way to present what was evident in each lesson is by showing a parallel between both schools. Comments, relevant aspects, and situations included in the reflective journal we developed virtually through WhatsApp and drive folders were considered in the development of this section of our investigation.

7.2.1 Lesson 1

The first lesson proposed focused on the topic "Dreams". In this lesson, students were going to be able to ask and answer questions about their dreams by using specific vocabulary, and grammatical structures worked in class. The strategies we selected for this lesson were the following: Differentiated Instruction (DI) in Content, particularly placed in the Engagement phase of the class, differentiation in the learning environment; and the application of the Emotional Intelligence (EI) strategy "Expressing feelings through words"; which was also evident at the end of the class. We included one oral performance task called "Talking Cards," where students were asked to apply vocabulary, grammatical structures, cooperative work, and social skills to create questions related to dreams, which were going to be exchanged with other students in the class.

GUILLERMO VALENCIA CALI	MANUEL ELKIN PATARROYO DOSQUEBRADAS
The first part of the class lasted 60 minutes. The majority of students felt more interested in the pictures of kids wearing costumes about what they would like to be in the future. They tried to share the conclusions of the first activity in English, but they felt ashamed and did it in Spanish. They enjoy discussing their dreams and recognizing they had dreams when they were little and that those have changed. The students concluded that they changed their dreams because they did not have the ability for that profession or because they realized it was not exciting and changed it, but they have not abandoned their dreams; on the contrary, in some cases, those turned into better ideals.	The class took longer than expected. Students felt more interested in selecting the letters to get the input from the class.
They worked really well on the vocabulary matching after some clarifications.	The discussion was done in groups and using Spanish. They felt comfortable when discussing the video, letters, or pictures about dreams. Once the final thoughts were shared with the whole group, they arrived at the same conclusion: dreams change according to their perceptions of the world and the reality around them. They change because of their expectations, they realize how life really is in terms of economic resources and possibilities of professional development in their contexts, which make them lower the level of difficulty or expectations for their dreams.
When the teacher wrote the examples about how to express future plans, they quickly understood how to express their plans, and they felt confident and started saying their own examples. Then, they worked on the talking cards. I had to stop there and continue the next day. In the second part, I began reviewing what we did in the last class: I	In addition, for them it is very important to have a feeling of success, but having in mind how difficult their context is, they decide to adopt more reachable dreams or to mold them into their economical possibilities.
	Another relevant aspect is that they didn't have any difficulty in understanding the vocabulary and meanings of the expressions.
	They understood well why the teacher

asked them to remember what activities we had done, what expressions they remembered, and which was the last activity. After that, they share their talking cards and start answering using short answers. When they finished this first exercise, I asked them how we could ask for more information (if I wanted to chismosear); they mentioned three WH questions. Then we continue reviewing WH questions. After that, I asked them to write another question for the talking cards using a WH question. They did an outstanding job. Most of the students answer the question orally without writing the answer previously but using simple words.

During the reflection moment, students expressed that they felt comfortable and enjoyed the activities. Just one student said he felt stressed with the first activity because he did not understand, then he felt better. One student said she enjoyed all the activities because she felt she was playing and learning.

used different colors to indicate different parts within the sentences talking about future plans and dreams. It was necessary to explain deeper how to structure questions in English using the future tense with "going to".

The class was cut into 2 different days since as it was mentioned earlier, the class took longer than expected. This first day took fifty minutes.

The next day we continued with the lesson. It was necessary to make a review of the previous class, so that students could engage again into the topic and pace of the class. Besides, it was important to make a general review of how to ask questions in a proper way, since it was the aim of the class. Students felt a little bit stressed because of the activity proposed with the talking cards. Although they said that they feel more comfortable doing the exercise in small groups than in front of a whole class because they do not like talking in front of others.

Something very important that was evident is that they preferred to write their responses in their notebooks before producing them orally when participating in class. It was a general behavior in most of the students. That is, as they say, a way to feel secure in what they were going to say in front of others

| | because that somehow guarantees that they succeed in the task. |

7.2.2 Lesson 2

The second lesson was shorter than the previous. It was planned around "Ambitions and Goals" for students, where they were expected to talk about their own. The DI was developed in the process through the explanation stage. Besides, the EI strategies addressed were Self-improvement, Feeling of Success, and Self-Management. As a final product for the class, students had to perform individual oral presentations about short and long-term goals and ambitions. They were asked to use vocabulary and grammatical structures studied in class.

GUILLERMO VALENCIA CALI	MANUEL ELKIN PATARROYO DOSQUEBRADAS
The class began with some external difficulties; nevertheless, they were very participative during the different suggested activities.	The class went very well. Better than expected. Students felt less reluctant to participate in the activities and appeared to be more confident in how they sound in English (which was one of the initial problems and inhibitors for them to use English in class).
The soccer goal on the board was an excellent tool for them to understand what they had to do and for the teacher to give the instructions entirely in English. In addition, when the students saw the colored papers on the board, they felt engaged with the lesson, and one student told me if she could keep the papers with the written goals to paste them in their classroom.	The different instructions provided (DI) for the written exercise in short and long-term goals, helped students organize their ideas and to scaffold their own learning so that they could perform the final oral task in a more confident way.
In the short and long-term goals writing exercise, the instructions given	Students did not realize that the teacher gave them different leveled instructions. When they were kind of confused

according to each student's English level helped students organize and express their ideas and feel more confident to talk about their goals in front of the others.

Students did not realize they had different instructions.

When performing the oral exercise, they used their writing as help; nevertheless, they felt secure and did not hesitate to come in front of the others to do their presentations. As time was short, they just prepared their oral presentation, but they did not prepare visual aids.

During the end of the session interview, they said they felt really emotional with the first activity. The students also mentioned that it was easy to write following language frames.

One student who has a deficient English level and who is very shy and not used to participating in classes raised her hand because she wanted to come in front of the others to share her presentation.

Another very anxious student, even though her hands were shaking, looked very secure and succeeded with the exercise.

One student that is not part of the sampling and whose English level is low did a

or frustrated because they felt they could not develop any exercise, they looked for extra help from peers and the support of the teacher. However, students with the simplest instruction (low level), it means, the ones with basic explanations and steps to be followed; received extra help from the teacher to develop the exercise.

Students showed interest in the activities proposed and did not have much difficulty doing the final presentation about their ambitions and goals. It was probably because they felt more comfortable since they had the opportunity to practice with the language and structures in the previous exercise. Besides, the written exercise somehow helped them build what they were going to say for the presentation. At least, it functioned as a support for them to understand the use of the structure and vocabulary, which although has not had the same use in written and oral communication, helped them guide their speech and low their anxiety levels.

great job and had no problem with the oral presentation.	

7.2.3 Lesson 3

The third lesson of the intervention dealt with "Skills and Abilities". Students had to ask and answer questions related to their abilities and skills, which was going to help them reinforce previous content studied in class and to build knowledge and use of structures for the classes to come. The DI strategies were worked with the product along the application stage of the class. The strategies to work on EI focused on the use of Social skills and gaining Self Awareness. The oral task for this class was the elaboration of a questionnaire about abilities and skills, which was going to be applied within classmates and teachers.

GUILLERMO VALENCIA CALI	MANUEL ELKIN PATARROYO DOSQUEBRADAS
In the beginning, students thought the person singing was a 17-year-old man. So, they were surprised when they saw he was an older man instead. Students were eager to participate during the activity of placing the pictures according to their abilities/skills on the board. When they recognized their characteristics on someone else's picture card, they exchanged their cards. In the end, just column A had pictures. One student placed his picture on column B; when he was on his chair, he said in Spanish, "Yo, puedo hacer arroz y huevos" then he went to the board and changed his picture to column A.	The class was a little bit messy at the beginning because students came from a math class where they were developing oral presentations. They were kind of stressed and extra time from the class was taken. However, this was not a problem to develop all the activities and exercises that were planned. After having students focused on the lesson and having given them some time to organize themselves and prepare for the class, everything went well. It was not very difficult for them to guess the gender and the age of the singer in the video, that was proposed for the

The questionnaire was great for them. All the students participated and used English most of the time. I asked them to include me in the questionnaire, so every student had to ask me questions too.

At the end of the session, when it was time to interview the students (just the sampling group was surveyed), they confirmed they felt excellent. They said they felt confident asking their questions to others. They felt no stress or anxiety.

engagement phase. They really liked the video and appreciated the ability of the singer.

When moving onto the next stage (exploration), students wanted to participate a lot, and while doing the exercise of posting skills on the board, some of them were trying to identify those abilities in their classmates and themselves. In fact, they were mentioning their skills while doing the exercise as a whole class. This was a really engaging exercise that helped them recognize their own skills and those of others.

When developing the questionnaire, going around the class asking, and answering the questions, students felt really excited and committed to the exercise. They were trying to do it in the best possible way, they tried to pronounce the words, expressions and questions clear enough for the others to get the real idea of what they intended to ask. They enjoyed the task.

At the end, they all knew what the question to close the session was going to be. They respond very well and express good feelings and emotions towards the oral exercise. They really liked this kind of exercise because they had the possibility to move around the classroom, interact with others and even get to know what their

	classmates could or could not do.

7.2.4 Lesson 4

This was the last lesson of the first cycle. The topic for the class was related to careers, jobs, and professions, which at the same time was going to be connected to the previous topics and lessons on dreams, goals, ambitions and skills. The objective for students in the class was to be able to orally communicate their abilities and skills. The strategies for DI were implemented in the product. Students were given the possibility to select, through a choice board, the oral product they were going to present, as well as the possibility to perform individually, in pairs or as a group task. The EI strategy focused on Social skills and Self Awareness.

GUILLERMO VALENCIA CALI	MANUEL ELKIN PATARROYO DOSQUEBRADAS
Students felt engaged with the suggested topic and all the activities. The memory game was great for them, and it became a competition between men and women. There were some comments like "women's memory is better than men's memory."	Students were very interested and attracted to the topic for the class. They played the memory game as a group and had no problem discovering the theme for the class.
Most students chose the written article in the second activity, where we offered two different suggestions to address content: a video and an article. Some commented that it was easier for them to have a printed document since they could go back to the information; they needed with complete sense to get the general idea of what it meant in Spanish. Others communicated that they felt	They were offered two different options to address the content for the class. The first one was a video about an interview of a boy studying industrial engineering and the second one was a letter a young woman wrote about what it was like studying law and Spanish. Most of the students chose the letter. Once again, we observe that students prefer to work on written, printed text than working on listening to someone speaking English, even when they can use subtitles in English.

anxious when reading the article because they faced new vocabulary and the text was longer. When sharing their conclusions, they used few words, expressions, and no structured sentences even though they had already studied them. Nevertheless, they understood the general idea. For the last activity, students prepared straightforward but meaningful products.

Students did not have any problem participating in a group discussion about the possible dreams, ambitions, goals, and skills those people in the video or letter had, for they already knew the vocabulary, expressions, and grammatical structures to discuss that. Every group participated in an appropriate way.

Finally, they developed the oral task for the class in which they were allowed to do it individually, in pairs or in groups. Only 1 out of the 10 students who belong to the investigation decided to do it individually. Most of them decided to do it either in pairs or in groups.

Students were eager to plan and develop the exercise. Most of them selected the second option of the choice board (podcast) and they were happy with their results.

The last part of the class was done through WhatsApp because time was over. So, they were asked to send a voice note in which they indicate how they felt during the class and activities proposed. All of them, except a particular case you will get to know about in the last section of the findings (Fernanda's case); expressed enjoying the task and having improved their confidence towards the use of English.

7.3 Findings 3

Moving into the last part of the implementation of the intervention plan proposed for this research project, it is time to analyze how the last four lessons influenced English oral performance of students. A detailed description of relevant aspects in each lesson according to what happened in each of the two schools is included in the charts below.

7.3.1 Lesson 5

The fifth lesson planned for students was aimed at developing a kind of a "Career Day", where students at both schools had the possibility to walk through different learning stations that for this particular case we called "learning centers". In these learning centers, students could find information, posters, brochures, advertisements, and videos about each public university they had available near their place. That is to say, students from Cali were presented with universities near Cali, and students from Dosquebradas were introduced to universities in Pereira, Armenia, and Manizales, which are cities very close to that one of theirs. The objective for the class was that at the end of the class, students were going to be able to answer questions in a simulated admission interview, which they had to create on their own. The strategies for DI addressed were focused on content in the exploration phase and implemented through the different learning stations. The EI strategy focused on Self Awareness, Self-regulation and Social skills.

GUILLERMO VALENCIA CALI	MANUEL ELKIN PATARROYO DOSQUEBRADAS
Students felt really motivated with the first part of the class because, by coincidence, they were planning to attend a university fair. So, they were very interested in the information about the four different public universities in the region presented during the videos and the learning centers. However, unfortunately, there was a rude stop after the	It was a very successful day. Students were really engaged with the topic and the activities proposed for the class. Some of them were very interested in getting to know the universities in the region as well as the professional careers, pre-requisites and all the information offered in the four learning stations disposed around the classroom. The

learning centers because of a misunderstanding. This situation disorganized the class and cut the harmony we had. In the end, we could continue with the admission interview. Students had the opportunity to think about possible answers to the questions before the inner-outer circle exercise. The time for this activity was short.	final task was productive in terms of language use and communicative strategies. They did not get the chance to write their answers or overthink on linguistic aspects for the admission interview. They dealt with the questions and situations with the information, vocabulary, and structures they could utter. They expressed lots of interest and enjoyment while doing the inner- outer circle exercise. They had fun and realized they have advanced a little bit in their use of the oral language.

7.3.2 Lesson 6

From this lesson on, we decided to introduce a new topic, which was also related to previous topics and content covered in the first five classes. The focal point was effective communication, the promotion of leadership, teamwork, and assertiveness, which are skills and values that students and future professionals should reinforce before going to perform in society and getting into work lives. The aim of this lesson was that students were going to be able to use different tone voices to effectively communicate meaning in different contexts and situations that were going to be proposed for the last task. The DI strategy focused on content through the exploration phase and the implementation of the Think- Pair- Share strategy. The EI strategy addressed leadership and effective communicative strategies (tone-voice).

GUILLERMO VALENCIA CALI	MANUEL ELKIN PATARROYO DOSQUEBRADAS
Students were committed to every single activity suggested for the class. In addition, they worked as a team when required and followed instructions to	It was such an amazing class. Students were really interested in doing all the activities proposed. They worked together as a group to develop the tasks proposed in the

communicate effectively. For example, they agreed on who would guide the blindfolded classmate, even though they all wanted to be the leader in the engagement phase. Then, they took notes about the problem in communication observed in the video; some of them did it in Spanish, and others wrote some words in English. Thus, when they got to the moment to share, they were clear about what they wanted to communicate to their partners; besides, they evidenced confidence when finally sharing their ideas with the whole group. After that, they could understand how the tone of voice changes the meaning of words when communicating with others. Therefore, they enjoyed this moment where they could play with different tones, and when they had to assume a role to act, they efficiently performed the situation given. Finally, they expressed that they felt confident. Something to consider was that all the students participated in the role-play without rejection.

first exercise. It was a kind of challenge for them. They realized the importance of communicating with others so that they can carry out their activities in a successful way. They did not have any problem identifying one of the leaders in the group. Besides, they were disposed to work together and plan the most appropriate strategies for maneuvering the field.

It was easy for them to identify the problem in communication that was evident in the video. After that, it was easier for them to have clear ideas on what they wanted to express and share in pairs and finally to comment as a whole group. They had fun and understood the aim of the tone voices for changing meaning when communicating with others. It was also a meaningful activity, in which they realized that communication goes beyond words. Finally, they liked having to perform a role-play in which they put into practice what they studied and learned during the class.

7.3.3 Lesson 7

The seventh lesson of the intervention plan was related to communication, technology addiction, social networks and expressing personal opinions. Here, students had to learn about different ways to give their personal opinions and comment on different issues concerning the topics covered. For doing so, the objective proposed was that students were going to be able to express their opinions about technology addiction. The DI strategy was placed in content through

the exploration phase, scaffolding, the implementation of the Think- Pair- Share strategy, interest, and personal choices, as well as providing a variety of materials. The EI strategy concerned expressing feelings through words.

GUILLERMO VALENCIA CALI	MANUEL ELKIN PATARROYO DOSQUEBRADAS
Students felt identified with the topic of this lesson. First, they all wanted to share their experiences with technology, especially on social media. Some of them said they have never considered the number of hours they spend during the day on their favorite social media nor the times they checked it per day. Then, as this is a small group with good relationships, they had no considerable difficulties with the division into two groups for the video activity. A relevant aspect was observing how one of the sample students challenged herself to choose the option to listen to the audio with no video, something she was not used to doing if we consider this was more difficult than watching the video. Finally, all the students could share their opinions about if social media was good or bad for them, using the expressions studied before.	The class went well although most of the students were not in the mood because they had just had an event to celebrate Language Day at school. It was interesting and appealing at the beginning because the questions and the topic were directly related to their interests and daily life. They realized that they spend lots of time on social media. On the other hand, they had difficulty in dividing themselves for the first exercise. In fact, it was evident that some of them have concomitance issues within the group. They had to discuss and agree on those who were going to watch the video and those who were going to listen to the audio. They mostly decided where to work because they were looking forward to staying with friends. After that, they were told that they had to work with someone from the other group (contrary to where they worked before). This was surprising for them since they had to work again with those students they do not

	have more contact with. Anyway, it was a very successful exercise, they did not have any problem and developed their discussion to "reconstruct" the video from the information both of them gathered.
	When giving their personal opinion about social media being "good" or "bad", some of them were kind of shy. They preferred to give their personal opinion in a more private way, so they approached the teacher and said it individually. Some others shared their opinions with the rest of the class.
	Finally, they expressed feeling a little bit better and more confident than before because they have freed themselves from the fear and anxiety when participating in class and speaking in English in front of others.

7.3.4 Lesson 8

As a closure for the intervention plan and in an attempt to connect the last three lessons included in the second general topic to be covered during the intervention, the last class proposed was focused on effective communication through social media. This time, the aim was that students were going to be able to make suggestions and recommendations about social media use. For doing so, students had the possibility to select among a list of options presented in a choice board, where they could choose whether they wanted to do it individually, in pairs or as a group task; and the activity they preferred to present the final product. In this case, the list included: oral presentation, Tik Tok video, YouTube tutorial, role play and podcast. The DI strategy was placed in the product through the application stage. The EI strategy emphasized Social skills and Self-awareness.

GUILLERMO VALENCIA CALI	MANUEL ELKIN PATARROYO DOSQUEBRADAS
Even though we had many interruptions, the class went well. In the beginning, students could not relate the presented picture to the topic of the class; instead, they thought it was about bullying, so I had to clarify what was the exact topic. When the students worked in groups to discuss the comics and how relations change because of/through social media, they concluded that it is the person's responsibility to affect or not their relations because of social media use. Then, they shared their points of view using the expressions studied in the previous class. After listening to their classmates' opinions, they found it easy to express suggestions and recommendations, even though this topic was new. For the choice board, they selected the podcast again.	The class was great. However, at the beginning students found it difficult to relate the picture that was presented and the real topic of the class. Their guesses were not completely right. Once they realized the topic and aim for the lesson, they could evidence how this one was connected to what was going to be covered. The group exercise was great. They had the opportunity to analyze and discuss the comic and the questions related to relations and social media use. They concluded that social media could be either positive or negative, but that there is a more negative impact in relations. The review of how to make suggestions and recommendations was not something difficult for them. It was more a kind of reminder of how to use those modal verbs (should and could). They liked the options provided for the choice board. This time most of them chose TikTok videos or role-plays. They had fun doing the exercise and expressed that they enjoy doing this type of collaborative tasks. In the last question asked about how they had felt during the last eight sessions,

	they assert having felt good. They also expressed that they consider those exercises important since they have to speak and practice their oral skills with others. Besides, they feel they have improved a lot in how they control emotions when participating in class and speaking in the foreign language.

7.4 Findings 4

Getting closer to the end of our study, this section includes findings and relevant aspects concerning data collected in the post- test applied to students. The post-test was in essence the same one applied at the beginning of the process (pre-test). There were only few changes in the first and third stage, which we adapted having in mind two aspects: the first one was providing students with a different NLP exercise in the form of an icebreaker, and the second was that it was necessary to include questions in the last part that included all the possible considerations students may have had during the application of the strategy and the final test. So, it became a kind of a final reflection and metacognitive exercise with students.

The first stage, as it was stated before, consisted of an icebreaker in which we used an NLP exercise to make students regulate their emotions and get concentrated before commencing the test. This time we presented students with a picture of different colored words that represented colors as well. Students were asked to say the color out loud without having to read the word. In this case, the words read colors but were colored in a different way to that one they really meant[3]. Teachers took notes while students did the exercise. What we found was that students did not have difficulty doing the activity proposed. On the contrary, they looked really engaged and interested. When facing a possible opportunity to make a mistake, they laughed and took a moment to think before answering. There was only one student (Fernanda) who was really stressed and worried because she could not do it perfectly in her first attempt, so she kept saying "¡ay no!" and "si ve profe". Another key aspect we noticed was that students did not show any

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[3] See Appendix C. Di el color, no la palabra.

sign of stress, concern, or nervousness. Besides, they did not show any gestures or body language signs as they did in the first test. As an illustration, this time there were no students scratching their heads, looking around, trembling, or waiting for teachers' approval, as they did in the pre-test.

The second stage consisted of four different parts to measure oral English performance of students. This part was not altered in respect to the pre-test. That is to say, the different parts of the stage were presented as they are described below.

In part 1 "Talk about a scene", students were presented with the same picture of a family celebrating the graduation of their son. They were asked about what the people in the picture were doing, what the celebration was about and how they knew about it, and about possible future plans the man in a graduation gown had. Results obtained are shown in the graph. Once they are compared to those we got in the pre-test, it is very evident that students and results improved in a significant way.

PART 1: Talk about a scene
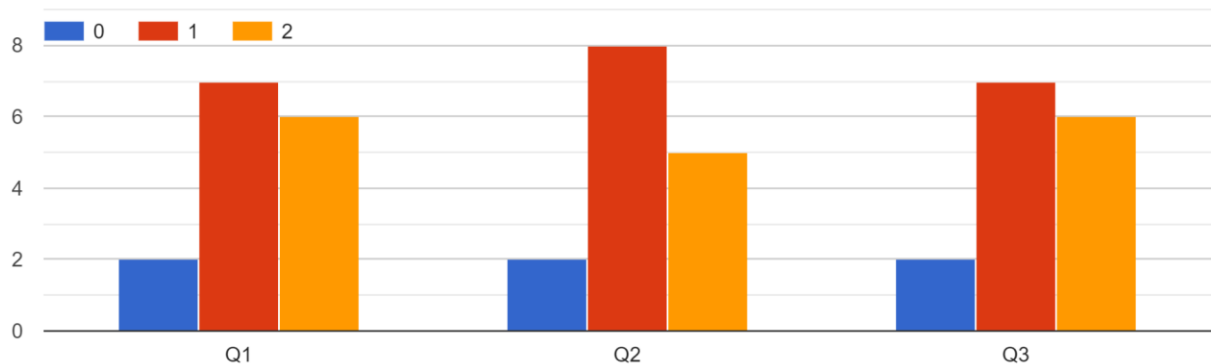
Graph E- Part 1 Second Stage of the Post-Test

Question	Pre-Test Scores	Post- Test Scores
1. What are the people doing?	0 (Blue) = 4 students 1 (Red) =7 students 2 (Orange) =4 students	0 (Blue) =2 students 1 (Red) =7 students 2 (Orange) =6 students
2. What kind of celebration is this? How do you know?	0 (Blue) =6 students 1 (Red) =6 students 2 (Orange) =3 students	0 (Blue) =2 students 1 (Red) =8 students 2 (Orange) =5 students
3. What do you think are his plans for the future?	0 (Blue) =5 students 1 (Red) =7 students 2 (Orange) =3 students	0 (Blue) =2 students 1 (Red) =7 students 2 (Orange) =6 students

In the second part "Speech Functions", students were presented with a situation which was linked to their real contexts and personalized through using names of real people and friends the students have. This part consisted of a single question and the results are presented in the graph below. When compared to the results obtained in the pre-test, it is also noticeable that there were some improvements.
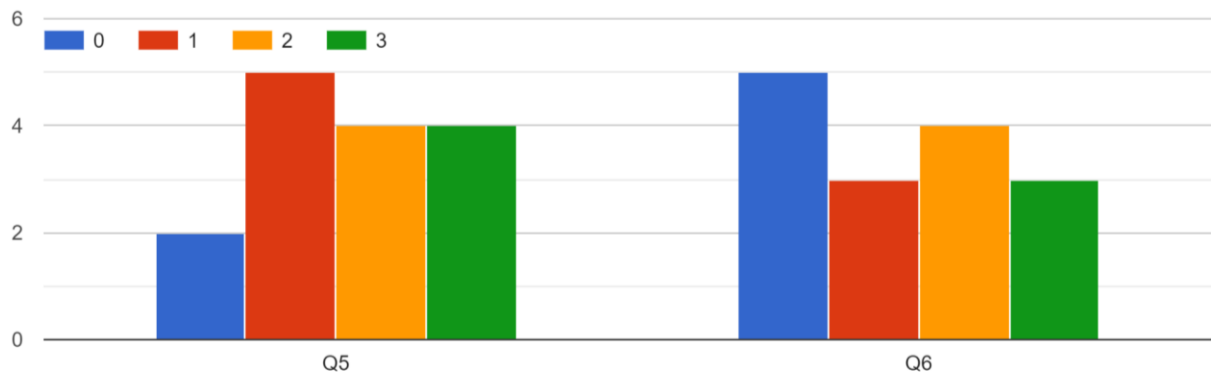
PART 2: Speech Functions
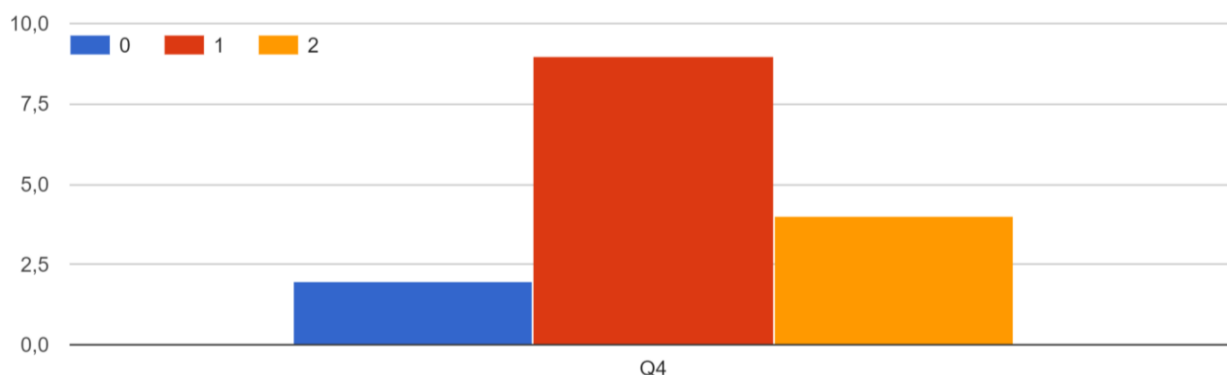
Graph F- Part 2 Second Stage of the Post-Test

Question	Pre-Test Scores	Post- Test Scores
4. You want to know what your friend wants to study in the future. What would you say to your friend?	0 (Blue) = 6 students 1 (Red) =6 students 2 (Orange) =3 students	0 (Blue) =2 students 1 (Red) =9 students 2 (Orange) =4 students

In the third part "Support an opinion", students were presented with a real situation related to their schools. Students were asked to respond to two questions by providing and supporting their personal opinions. Results are presented in the graph below. After comparing them to the results obtained in the pre-test, there are important differences which have to be considered.
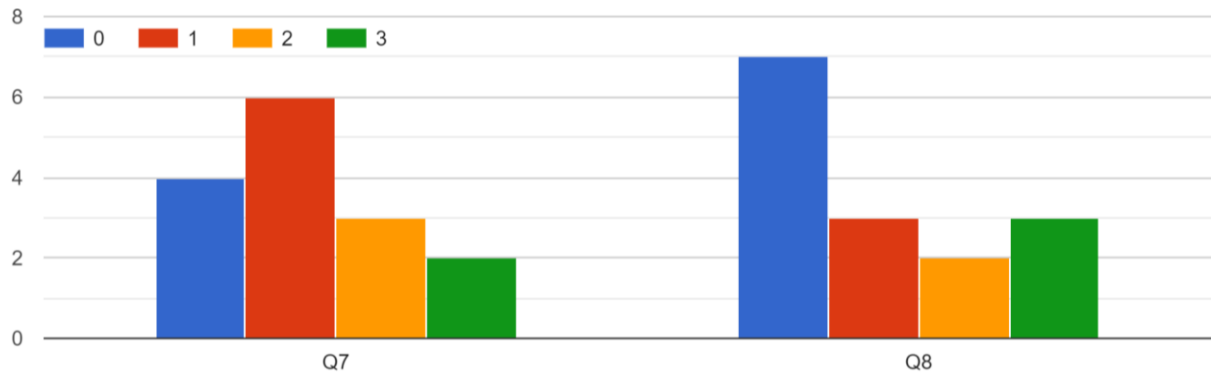
PART 3: Support an opinion

Graph G- Part 3 Second Stage of the Post-Test

Question	Pre-Test Scores	Post- Test Scores
5. Your school has some money to make one improvement. The principal is deciding between purchasing some technological devices or building more classrooms. Which one do you think would be a better option for your school?	0 (Blue) = 3 students 1 (Red) =7 students 2 (Orange) =2 students 3 (Green) = 3 students	0 (Blue) =2 students 1 (Red) =5 students 2 (Orange) =4 students 3 (Green) = 4 students
6. Justify your choice by giving relevant reasons to support your opinion.	0 (Blue) =9 students 1 (Red) =1 students 2 (Orange) =3 students 3 (Green) = 2 students	0 (Blue) =7 students 1 (Red) =3 students 2 (Orange) =2 students 3 (Green) = 3 students

In the fourth part "Present and Discuss Information", students were presented with a pie chart in which they had to analyze information and results obtained from a study related to career choices made by students in Colombia. Results are presented in the graph below and they are compared to the ones obtained in the pre-test.

PART 4: Present and Discuss Information

Graph H- Part 4 Second Stage of the Post-Test

Question	Pre-Test Scores	Post- Test Scores
7. What does the pie chart show about students' career choices? Include details from the pie chart in your answer.	0 (Blue) = 9 students 1 (Red) =2 students 2 (Orange) =3 students 3 (Green) = 1 students	0 (Blue) =4 students 1 (Red) =6 students 2 (Orange) =3 students 3 (Green) = 2 students
8. Is the following claim supported or not supported based on the information in the pie chart?	0 (Blue) =10 students 1 (Red) =3 students 2 (Orange) =2 students 3 (Green) = 0 students	0 (Blue) =7 students 1 (Red) =3 students 2 (Orange) =2 students 3 (Green) = 3 students

Claim: There is a significant number of students preferring to study health related careers. Give details from the pie chart to support your answer.		

The last stage of the post-test was aimed at getting students' insights about the whole process they lived through during the implementation and development of the project. The questions proposed for this last part were presented in a kind of guided reflection and metacognitive exercise, where students were asked to reflect upon their own process, evaluate their own perceptions, and experience in the study. The questions proposed were presented as follows *"Tómate un momento para evaluar todas las experiencias que has tenido en la clase de inglés. Danos tu comentario acerca de cómo te sentiste en las actividades y ejercicios, incluyendo este último test que tuvimos hoy. Responde ¿cómo te sentiste y qué crees que aprendiste?, ¿Crees que has mejorado tu desempeño oral en inglés o no?, ¿aún te sientes nervioso o ansioso cuando tienes que hablar en inglés?, ¿Qué tan diferente crees que fue tu desempeño en el primer test con respecto a este último?"* In the responses gathered from students, it was notable that students believed that activities developed during the classes, allowed them to improve their understanding of the topics and English language in general. Also, they realized that getting more vocabulary and having the opportunity to practice with the language, gave them the possibility to learn in a different way. Before, it was difficult for them to participate or at least try to speak in English in front of others. However, they are now more confident and feel more comfortable when talking in English. They are aware of the importance their own effort has in the process. Some of them still feel nervous, but it is not as it was at the beginning. In this second test, it was easier for them to find the words, expressions and to form utterances with which they could express themselves.

7.5 Special Case

7.5.1 Fernanda's Case

There was a particular case in Manuel Elkin Patarroyo school. A female student from the course, who for this investigation we will call Fernanda, seems to be suffering from trait anxiety. According to Horwitz (2001, p. 113) trait anxiety is "a relatively stable personality characteristic". Similarly, for Dörnyei (2005, p. 198) it is "a stable predisposition to become anxious in a cross-section of situations". Then, this particular anxiety occurs when there is a tendency to experience and report negative emotions such as fears and worries across many situations. Fernanda had been suffering these emotions since she was very young. She expresses that there is an uncontrollable fear she feels once she has to do an oral presentation, participate in class or talk to some particular teachers. She has tried to prepare herself days before she has to present an oral task, she has tried by drinking infusions, sleeping well, meditation, talking to partners and parents, among other strategies she has come up with by herself. She insists that the same happens in every single subject, not only for English class; however, not knowing the language and her difficulties towards understanding some aspects in her language learning process, makes it more difficult for her to perform well or as she expects to do it in the subject. She did not do very well in the pre-test. In fact, she scored 0 (zero) in all the questions proposed for the second stage of the test, which was aimed at measuring oral performance in English. In the first lesson, Fernanda appeared to be comfortable because most of the tasks were in groups. She needs constant support and help from peers or the teacher to develop the tasks. That makes her feel secure about what she is doing. The second lesson was not as successful with her as it was with the rest of the class. Fernanda was very stressed. Actually, she cried because she said she didn't understand what to do and she didn't know English. Even when the teacher tried to explain the activity, she was not disposed to hear and to follow the instructions that were provided in a different way and with even more support than the one the others received. It was necessary to talk to her after class and to explain that it was just an exercise with which she could learn. That was the purpose of the activity, the class, and the subject. Then, the teacher provided extra class support to the student, so that she could develop the exercise as homework. In that way, she could lower her anxiety and stress levels. Fernanda agreed. The third lesson was more meaningful. She had a positive attitude to develop the exercises. She paid a lot of attention to the

instructions and asked peers or the teacher when she needed extra help. It was necessary to provide specific examples on how to construct the questions about skills. She got the idea and created a well-structured questionnaire. She enjoyed a little bit more having to go around asking her classmates about their abilities. However, she was reluctant to be recorded as she spoke in English. She argued that she did not know English, therefore she did not sound very well. Anyway, this time it was a huge improvement with her because at least she did not cry or stop doing what she had to.

7.6 Discussion

From the analysis of the results gathered through the different stages of our research, we realized that there are significant issues that took place, and which are important to address in our discussion.

First, we evidenced that students showed a notable preference for working with visual aids like pictures or photographs and written texts. Few of them showed interest in working with videos as a source to get input for the classes. In other words, it was evident in this particular study that students prefer to work with written language. Students prefer texts they can work with, instead of having to listen to a person talking about a particular topic or issue. When they were asked about the reasons why they think this happens, they argued that they are now so used to the methodologies of previous English teachers, who did not privilege the use of oral exercises, that it is kind of difficult for them to change their minds. Besides, they are so accustomed to having written instructions, that it is easier for them to have the possibility to refer to the words and text whenever they had any doubt, while in the listening exercises, with pictures or the videos, this was not possible. However, at the end, we evidenced that even when our students are not very fond of videos and such tools, visual aids support and allow them to better understand topics and goals for the exercises proposed, even though they were not very aware of that.

Afterwards, in a kind of a similar situation, we found that some of the students wrote their answers before saying them orally when having to participate in the discussions proposed during the classes. Once the teacher asked the students about their decision to have them written, they

mentioned that they wanted to have their responses written beforehand because they did not want to forget about what they were going to say, and it was also a way to avoid making mistakes. As Collante-Caiafa, C. et al, (2020, p. 16) found in their study, "one of the main causes of reluctance to participate in oral activities is the fear of making mistakes and being ridiculed by their classmates." Then, having the possibility to write the responses before sharing them with the rest of the class was the only possible way to make students feel safe and confident to speak up in front of others. Similarly, another perspective that allows us to analyze students' choice to have their responses written before orally performing them, is what Lotter (2012, cited in Sánchez and Ballester, 2014, p. 9) argues, "integrating written language with oral production for young learners might lead to greater gains in oral proficiency." This is not only true and applicable, but relevant among our students. Writing their responses or scripts to prepare oral tasks that were assigned, gave them confidence, security and eagerness to participate in the oral exercises proposed.

To continue with the previous idea, there were only two occasions in which this situation related to students writing their responses before orally producing them, functioned in a totally different way in both schools. To illustrate, students from Guillermo Valencia (GV) and Manuel Elkin Patarroyo (MEP), developed one final task proposed in one of the lessons where students were asked to create some talking cards. For doing so, they were going to share questions with their classmates. These questions were related to personal interests, goals, dreams and/or future plans. On one hand, GV students were able to answer the questions without having to write in their notebooks prior to their oral interventions. They used simple words and phrases they could form. Whereas MEP students had the necessity to write their answers in their notebooks before sharing them with their classmates. The second case took place when developing the oral simulated admission interviews, where students had to play in the inner-outer circle dynamic proposed. This time, roles changed. GV students felt the necessity to write their responses in advance, while MEP students did it in a totally free and non-written way. When the teachers asked them about the reason why they decided to write their answers beforehand, they told them that it was a feeling of "doing the right thing" they had. It means, they thought that writing the answers would allow them to feel more confident about what they wanted to say and feeling more secure in terms of correctness in language forms that they were expected to produce. It was

our duty, then, to analyze how the head teachers and the mood of the class could have impacted students' decisions. In fact, it made us reflect on how the emotions of the teacher, who in this case were probably stressed because of the time getting shorter due to external activities that happened at both schools, could have influenced students in writing their answers before. Also, students could have considered that the most important thing was guaranteeing to have correct and asserted responses at the end, just thinking about how the teachers were going to be grading. That is why, it was necessary to make students aware that grading is just a small part of what learning is about, but what is more important is their own learning process and the improvements they could make.

Another relevant aspect we perceived was that leveled instructions allow students to work in a more personal and intimate way. For example, they worked on writing their own short and long-term goals without realizing that they had different instructions according to their levels. They were so concentrated on their activities that they overlooked that. One of the students affirmed: "Yo al principio me sentí muy emocionada, la verdad creí que no tenía conocimiento en varios de los vocabularios pero si …me gustó mucho siento que pude tener una mejor estructuración a la hora de hacer las actividades". When the teacher asked if they were aware of that difference, they realized they were doing the same in different ways. Then, it is the role of the teacher to come up with strategies that help learners improve their engagement in class, lead them to do their best work, and maximize their success (Dugas 2017). Thus, providing them with the opportunity to have extra help from both teachers and peers, allowing them to experience a so-called metacognitive moment that helped them understand and reflect on their own learning, getting ideas through examples, language frames or models that are presented in the class.

Moreover, we perceived students enjoyed doing exercises and activities where they had to interact with others. This allowed them to get to know themselves and share with those classmates they did not usually spend time with. Besides, all the students in the class, including those who were not part of the sampling, felt that this had a huge impact on their learning. When asking students about how they felt doing the oral exercises proposed as a closure for the lessons, most of them accepted feeling nervous but comfortable with the dynamics proposed. One of the students said: "me siento cómodo haciendo las actividades porque siento que entre más actividades se hacen, se pierde el miedo y se aprende más". Another student expressed as

follows: "profe, al estar compartiendo con los compañeros uno se siente más relajado." Likewise, a different student, who did not use to participate in oral activities, stated "me sentí feliz, porque pude interactuar con mis compañeros …. y utilicé inglés la mayor parte de la actividad." As a result, we can say that giving students the possibility to choose if they want to develop the exercises individually, in pairs or groups, gives them enough motivation to engage with the different activities and topics. In other words, allowing students to choose how to do the different exercises proposed is something they consider fun for them, which at the end will help them to develop some cognitive, social, and affective factors that are also put into practice while speaking (Burns, 2016). Going around the classroom, working with others and moving away from their usual place, allow them to relieve stress, to stay focused and enjoy the tasks they have to do. Also, practicing the language with others who are not "experts" gives them the opportunity to experiment with the language without restricting themselves, and to feel more confident when using English in the classroom. Besides, activities proposed along the class were a good way in which they got to know each other. The exercises assigned were really engaging and helped them recognize their own persona and those of others.

Besides, when developing the final tasks students felt more motivated towards group or pair work. This fact could be supported by ideas of cooperative learning. As Ismail and Al Allaq (2019, p. 1) express, cooperative learning is a valuable procedure that promotes learners' engagement and classroom social interaction. On most occasions, students preferred to work with others, to negotiate ideas and plan on what they had to do for the tasks. As an example, in both lessons where options to develop the final oral task for the class were provided in the form of a choice board, including five options each; all of the students decided to work in groups. For these particular cases, most of the students decided to work with podcasts (in the first exercise) and TikTok videos (in the second exercise). In the first one, they had to talk about those skills they have and would allow them to perform well in the career they dream to have in the future. In the second, they had to provide tips for effective communication through social media.

Furthermore, what called our attention the most was the fact that a significant number of students picked the podcast out of the five options that were provided in the choice board. When asking students the reason why they chose to develop this exercise, we found out that even when they have somehow lost their fear to speak in English in front of others, they are still very

reluctant to perform in front of their classmates or in front of a camera. The mere idea of having to expose themselves to others, makes them feel afraid and not very confident. They expressed ideas such as "profe, hablar inglés no es fácil. Imagínese en frente de los otros", "no profe, ¿yo tengo que aparecer en el video?" We do know that there is still more to be done with students, but what we have done is the very first step to be taken, which will allow them to improve their skills in the language and their own performance in real life.

Last but not least, we confirmed that students felt more comfortable using Spanish in some of the group discussions they had as a whole class. For us, it is important to have in mind that one of the aims of education is that the teacher focuses on those processes and procedures that promote effective learning, recognizing that students need to feel respected, accepted, secure, and important (Tomlinson and McTighe, 2006). Allowing students to use Spanish in class is another way to promote appropriation of content, engagement with the topics and a safer classroom environment. As Cook (2001, p. 418) stated in his paper "rather than the L1 creeping in as a guilt-making necessity, it can be deliberately and systematically used in the classroom.". Ways in which it can be used according to the author are "to build up interlinked L1 and L2 knowledge in the students' minds and to carry out learning tasks through collaborative dialogue with fellow students." That is exactly why teachers and students should see Spanish as an opportunity to learn from others and as a facilitator in the process, instead of acting as an inhibitor of second or foreign language development.

8. CONCLUSIONS AND FURTHER RECOMMENDATIONS

Being aware of the lack of opportunities for students to express themselves in a foreign language, it is our duty to start thinking about different ways in which us, teachers, can contribute to students' motivation towards learning another language. English, in this case, is the language we were concerned about. By bringing opportunities for students to learn, to produce, and to practice with the language; we were trying to engage students in the subject. Making them realize that English is possible and that orally communicating with others, expressing ideas and using what they have at hand makes the process of learning more effective and enjoyable. From the beginning, we evidenced in students a lack of emotional management, which at the same time affected their overall performance in the course. Once we planned to work on this issue, it was also important to intervene through the implementation of strategies of Differentiated Instruction that allows students to work in a more personalized and focused way, for this model takes as a primary goal adapting instruction, content, process or products so that all students can achieve their own learning, based on their capacities and possibilities, trying to take the most out of them.

After observing our students, it was necessary to focus our investigation on the oral production of students through the implementation of both DI and EI strategies that allow them to improve in their academic performance. Planning of lessons, including activities and oral tasks were aimed at making students relieve those emotions affecting their production in the subject. Besides, providing students with opportunities to work at their own pace and according to their needs and preferences, helped them and their classmates to benefit from the lessons and exercises proposed. It is important to mention that not only the students taken as part of the purposive sampling for the investigation were impacted with the intervention, but every student in the classroom had a profit in the process. Since lessons were planned for the whole class, we observed that some students, different to the ones in our list, began to show some significant improvements. In fact, they recognize that activities developed were useful and gave them the opportunity to better the use of vocabulary, control of emotions and their English oral performance.

In addition, we had a special case in the course of our investigation. The case was about a young girl, who for this research we called Fernanda. We evidenced that the student shows signs

of trait anxiety, which inhibits her from participating in class, having oral presentations, or even orally communicating with others. Even though strategies, private talks and personalized activities through both EI and DI strategies were applied with her; improvement was not as expected. She understands that it is part of her own process and that even when the intervention helped her to make the decision to take risks and work with others she felt comfortable with; there is still too much to be done with her. Thus, we consider that if these and more strategies continue to be applied, she will probably have a more significant improvement in her process.

Then, what we found is no more than vivid proof that giving students access to control their own emotions hugely impacts students' performance in whatever they attempt to do. After the implementation of the investigation, observations, interviews and talks we had with the groups, it was evident that students felt more confident, prepared and secure when talking in English in front of others. The activities that were planned, helped them realize their own capacities, what they were able to do with the language and ways in which they could improve not only for the English subject but also as a personal gain they got for themselves, and which is applicable to almost all the aspects of their lives. Besides, students were captivated with the topics and activities proposed because they were not isolated content. On the contrary, topics were related to their own context, they had relevance and contributed to different aspects of their lives. They had the possibility to talk about their dreams, recognize their abilities, goals, future plans, getting to know the universities available in their own region, and being aware of the importance of communication and knowing how to communicate with others. We do know that there is still too much to work on and things to be done; but this is just our little contribution to the much that can be done in the future.

According to what us, teachers, found concerning our own expectations and findings in our investigation process; we consider that this was an opportunity to get to know our students, their needs, their preferences, and their own capacities. This process allowed us to confirm the amazing things that are possible in the classroom and that sometimes because of the time, because of the many things to be done, teachers overlook. We know now that much of what students learn and gain in their learning process is influenced by the teacher, his view of learning and teaching, his own practice, implementation of methods and methodologies that help students to move forward and to advance in their process at their own pace and through the right path. It is

our responsibility then to help students realize what they are able to do, by providing them with useful strategies that teach them how to take control over those emotions, reactions or processes affecting their learning.

This was also an opportunity for us to develop an interinstitutional project, in which two public schools from two different cities were involved. We are aware of the fact that even though contexts, cultural and socio-political aspects are different in each city, most of the public institutions in Colombia share a similar situation regarding what students face either at home or at the neighborhoods they live in. Violence, abuse, robbery, drug trafficking, among other problematics is what students have to deal with every single day. That is why we decided to carry out this project to give them some elements that, as we have argued along the development of our study, will affect them not only in what they do for the English class, but in every other aspect of their lives because this is exactly what learning is about *giving students opportunities to grow, to do and to get knowledge that is applicable and useful in their lives.*

Finally, there are some implications this study has and some further recommendations for future investigation we would like to pass on. In the first place, it is necessary to evaluate and investigate the fact we found concerning preferences of students for written language instead of oral or visual. We looked for information, studies, papers, articles and others but there is not too much that has been done in this field. Second, it would be interesting to apply this type of research in a real bilingual environment, where students are surrounded by the target language most of the time. Implications, effects, and changes could be very positive and have a greater impact on students from those contexts. Third, applying this study during a longer period of time. Let's say for example, planning the intervention for a complete school year, to check on the progress students could have in their English oral performance and control of emotions.

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APPENDICES

Appendix A: Schools' authorization to implement the research project

Guillermo Valencia

Manuel Elkin Patarroyo

UNIVERSIDAD ICESI

Maestría en La Enseñanza del Inglés como Lengua Extranjera
Investigación: "Differentiated Instruction and Emotional Intelligence Strategies in the Foreign Language Classroom Influencing Oral Performance and Academic Success"

PERMISO DE LA INSTITUCIÓN EDUCATIVA PARA LLEVAR A CABO LA INVESTIGACIÓN

Institución Educativa Manuel Elkin Patarroyo

Álvaro Dussán Arbeláez

Apreciados miembros del comité de ética:

El propósito de esta carta es informar que he autorizado a YIRLEY ANDREA QUIRAMA identificada con cédula de ciudadanía No 1094728381 de Buenavista (Quindío), para desarrollar la investigación titulada "Differentiated Instruction and Emotional Intelligence Strategies in the Foreign Language Classroom Influencing Oral Performance and Academic Success" en la Institución Educativa Manuel Elkin Patarroyo. Esta comunicación también asegura que el colegio se asegurará de que la ESTUDIANTE cumpla con todos los procedimientos que ha explicado.

☐ Aceptamos tomar parte en esta investigación.

Sinceramente,

Álvaro Dussán Arbeláez
Rector I.E. Manuel Elkin Patarroyo

3/3

Appendix B: Informed consent

UNIVERSIDAD
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Maestría en La Enseñanza del Inglés como Lengua Extranjera
Investigación: "Differentiated Instruction and Emotional Intelligence Strategies
in the Foreign Language Classroom Influencing Oral Performance and Academic Success"

CONSENTIMIENTO INFORMADO

Título de la investigación: "Differentiated Instruction and Emotional Intelligence Strategies in the Foreign Language Classroom Influencing Oral Performance and Academic Success"

Investigadoras Principales: PAULA ANDREA CERÓN - YIRLEY ANDREA QUIRAMA– Estudiantes de Maestría en La Enseñanza del Inglés como Lengua Extranjera, Universidad Icesi en Cali, Colombia. Correos electrónicos paulaandrea.ceron@gmail.com yirleyquirama@mep.com.co :, números de celular: 3154181049- 3206159858

Asesor de investigación: DIANA MARGARITA DÍAZ diana.margarita.diaz@gmail.com

| Después de haber discutido su participación en este estudio, por favor lea los siguientes enunciados y marque en el cuadro que está de acuerdo ✔ o no ✖ con participar.	Acepto ☑	No acepto ☒
• Confirmo que me han socializado el objetivo de estudio, metodología, actividades, uso de imagen y audio, confidencialidad y uso de la información para el presente estudio. He tenido la oportunidad de considerar la información, hacer preguntas y que éstas fueran respondidas de manera satisfactoria.	☐	☐
• Entiendo que mi participación es voluntaria y que soy libre de retirarme del estudio en cualquier momento y por cualquier motivo.	☐	☐
• Entiendo que mi participación no será recompensada de ninguna manera.	☐	☐
• Entiendo de la información que yo ofrezca será mantenida anónima y que será guardada de forma segura.	☐	☐
• Acepto participar en la aplicación de PRE & POST Test para analizar mi desempeño oral en la asignatura de inglés.	☐	☐
• Estoy de acuerdo en ser parte de las observaciones de clase, grabaciones de audio y videográficas que se realizarán durante el estudio.	☐	☐
• Estoy de acuerdo en brindar entrevistas, compartir mis opiniones y sentir de manera oral y escrita a partir de las actividades desarrolladas en la asignatura.	☐	☐
• Estoy de acuerdo en que los resultados de este estudio sean anonimizados y se mantengan sin identidad.	☐	☐
• Estoy de acuerdo en que mis comentarios aparezcan como referencias directas en el documento final y en posteriores publicaciones académicas o documentos educativos.	☐	☐
• Estoy de acuerdo con que mis comentarios sean parafraseados en la tesis y posteriores publicaciones académicas o documentos educativos.	☐	☐
• Acepto participar en el presente estudio	☐	☐

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Maestría en La Enseñanza del Inglés como Lengua Extranjera
Investigación: "Differentiated Instruction and Emotional Intelligence Strategies
in the Foreign Language Classroom Influencing Oral Performance and Academic Success"

Nombre del participante (Estudiante)	Fecha	Firma con número de documento

Nombre de quien toma el consentimiento (Acudiente)	Fecha	Firma con número de documento

Appendix C: Pre and post-test supporting material

The *pre-test first stage image* refers to "El Alfabeto Mágico" a Neuro-Linguistic Programming (NLP) technique.
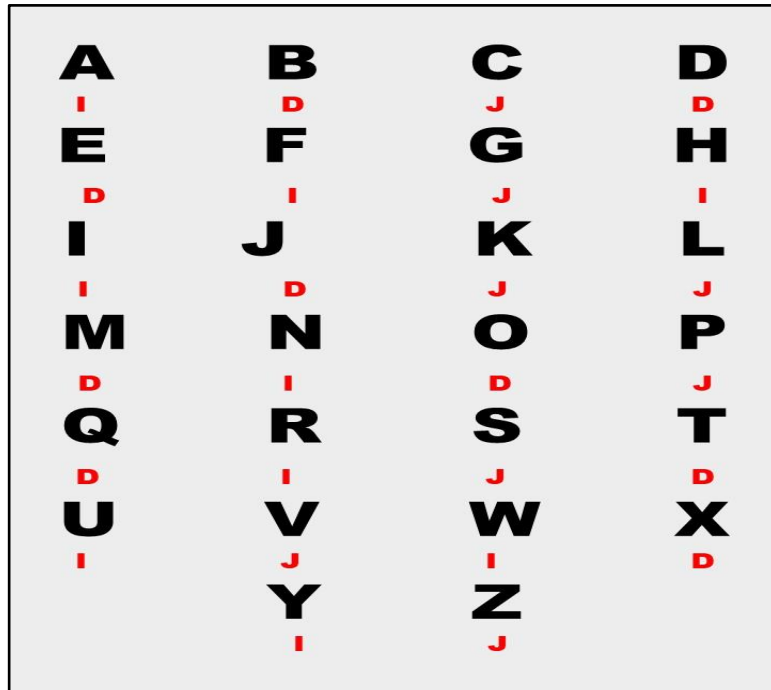
The *post-test first stage image* refers to the activity "Di el color, no la palabra" which provokes a Stroop effect we used to activate students' minds.

Google form used to collect the pre-test data.

Google form used to collect the post-test data.

Pre and post-test second stage pictures.

Picture 1.

Picture 2.
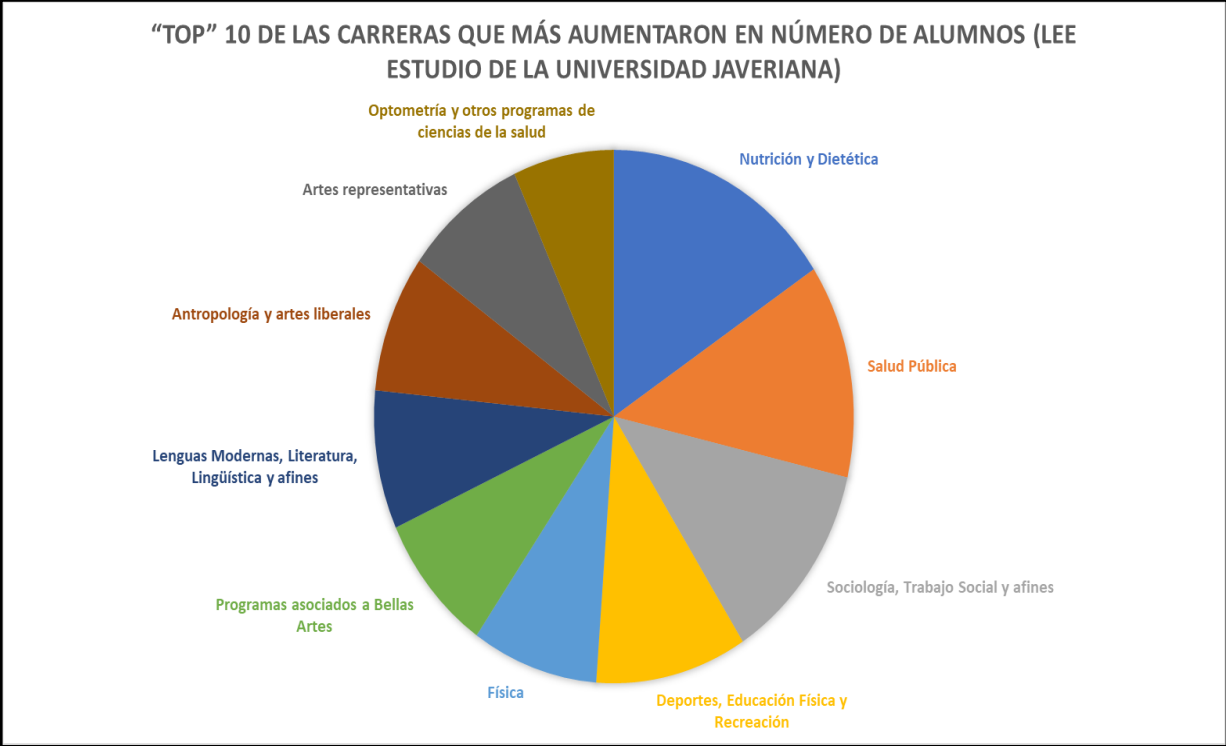
Pre and post-test rubrics.

Talk about a scene. Q1, Q2 and Q3.

Score 0	Score 1	Score 2
• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• Response is limited or partially relevant. • Errors in grammar, pronunciation, or intonation impede meaning.	• Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning.

Speech functions. Q4.

Score 0	Score 1	Score 2
• Response does not address the language function. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• Response addresses the language function in a limited way. Listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation impede meaning.	• Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

Support an opinion. Q5 and Q6.

Score 0	Score 1	Score 2	Score 3
• An opinion is not expressed. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated words or phrases.	• An opinion is expressed and supported using simple language and at least one simple relevant reason or repeats language from the prompt. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow choppy, or halting.	• An opinion is expressed and supported using "effective language" and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.

*Note: Effective language is defined as including all or some of the following attributes: precise vocabulary, modal verbs, text connectives, noun phrases, and verb phrases.

Present and discuss information. Q7 and Q8.

Score	Descriptors
3	• Response answers the question, including a mostly clear and accurate description of information in the graph/chart. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
2	• Response includes a limited description of information or partially accurate information in the graph/chart. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow choppy, or halting.
1	• Response may include information in the graph/chart, but contains little relevant or accurate information. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the graph/chart or claim.
0	• Response is not relevant. • Response contains no English. • No response, "I don´t know," or is completely unintelligible.

Appendix D: Lessons plans design and supporting material

Overview

LESSON	TOPIC	DI STRATEGY	EI STRATEGY
1	Dreams	Content (providing a variety of materials)- Engagement; Learning Environment	Expressing feelings through words.
2	Ambitions and goals	Process (tiered activity)- Explanation	Self-improvement and Feeling of Success
3	Skills and abilities	Product (tiered product?)- Application	Empathy and Self-esteem
4	Careers, jobs, professions	Content (providing a variety of materials)- exploration. Product (choice board)- Application	Social skills and self-awareness
5	Career day Closure- Practice (Choice Board)	Content (providing a variety of materials- learning centers)- Exploration	Self-awareness, Self-regulation, and Social Skills
6	Effective communication (Leadership, teamwork, and assertiveness) – Tone of voice	Content (Scaffolding-Think- Pair- Share strategy) -Exploration	Leadership and effective communicative strategies (tone of voice)
7	Communication- Technology Addiction- Social networks and expressing personal opinion.	Content- Interest and personal choices. Providing a variety of materials	Expressing feelings through words
8	Effective communication (Communicative Strategies)- Ask for clarification	Product (choice board)- Application.	Social skills and Self-awareness

Lesson Plan No. 1

Lesson Plan No 1 Class time: 1h 30 mins	
Week:	March 22nd - 25th
Topic:	Dreams
Learning Objective:	Students will be able to ask and answer questions about their dreams.
DI & EI Strategies:	DI: Content- Engagement; Learning Environment EI: Expressing feelings through words.

Oral Performance Evidence:	Talking Cards
ENGAGEMENT	Students will analyze and explore different content about dreams in groups (that students previously chose according to the way they prefer to receive the information). For example, some students will watch a video about some kids talking about their dreams. Some others will have to look at some pictures of kids wearing costumes about what they would like to be in the future, and others will read some letters kindergarten kids wrote about the future professions they would like to have. After analyzing the information, students will have to discuss in their groups how they think their dreams have changed since they were kids._x000D_Then, the teacher will ask them to share their opinions and thoughts. Finally, students share their responses with the rest of the class._x000D_*Video:*_x000D_https://www.youtube.com/watch?v=GIHucfatYpM
EXPLORATION	The teacher will show students some expressions to talk about dreams._x000D_*Expressions:*_x000D_I **would like to**… (used to say that someone wants to do or have something)_x000D_I **want to**… (have a desire to possess or do (something); wish for)_x000D_When I **grow up**… (develop into an adult)_x000D_It is **a dream come true**. (Something that happens that you always wanted.)_x000D_**Living in a dream world**. (To have unrealistic expectations or views of the world)_x000D_Students will match the expressions to their possible meanings. Then, both students and teachers check the real meanings.

EXPLANATION	The teacher introduces the use of "going to" to talk about future plans (Affirmative, negative and interrogative forms). Here, the teacher uses the noticing approach to make students realize the structure and rules by themselves. *I am going to study medicine.* *Lucía is not going to travel to Mexico.* *Are Dario and Juan going to take the Icfes test? Yes, they are/ No, they are not.* The teacher presents the students with different examples of sentences talking about future plans. She uses different colors to indicate a different tense. Then, she asks the students to spoil the differences they see.
APPLICATION	In groups of 3 people, students will create three talking cards about future situations related to their dreams. They will have to use the future with "going to" to create the prompts. ***Example:*** *What are you going to study?* *Are you planning to make a trip before going to the university?* Students will exchange their cards with another group, and they will discuss the answers for each.
SHARE AND REFLECT	Students will be asked how they felt doing the exercises in the class. They need to mention feelings, thoughts, or perceptions they got while performing the tasks.
Assessment	Reflections and comments of students, talking cards, questions and answers, participation of students in class.
Resources	YouTube video, pictures of kids wearing costumes, kindergarten letters, markers, oaktag, cellphones.
Teachers in charge:	Paula Andrea Cerón Yirley Andrea Quirama

Material

Engagement: Differentiated material (image of the video where kids talk about their dreams, kindergarten kid's letters and kids wearing costumes.)
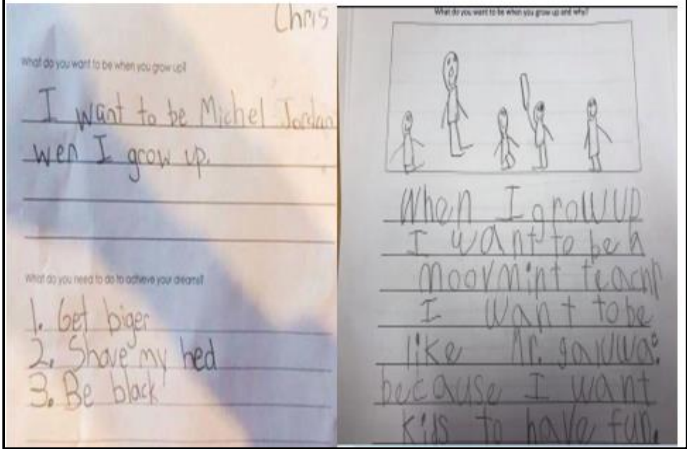
Exploration: Expressions about dreams (matching activity)

I would like to…	**When I grow up…**
Used to say that someone wants to do or have something.	Develop into an adult.

Living in a dream world.
To have unrealistic expectations or view of the world.

I want to…	**It is a dream come true.**
Have a desire to possess or do (something); wish for.	Something that happens that you always wanted.

Application: Talking cards (talking cards done by students and students using the talking cards)
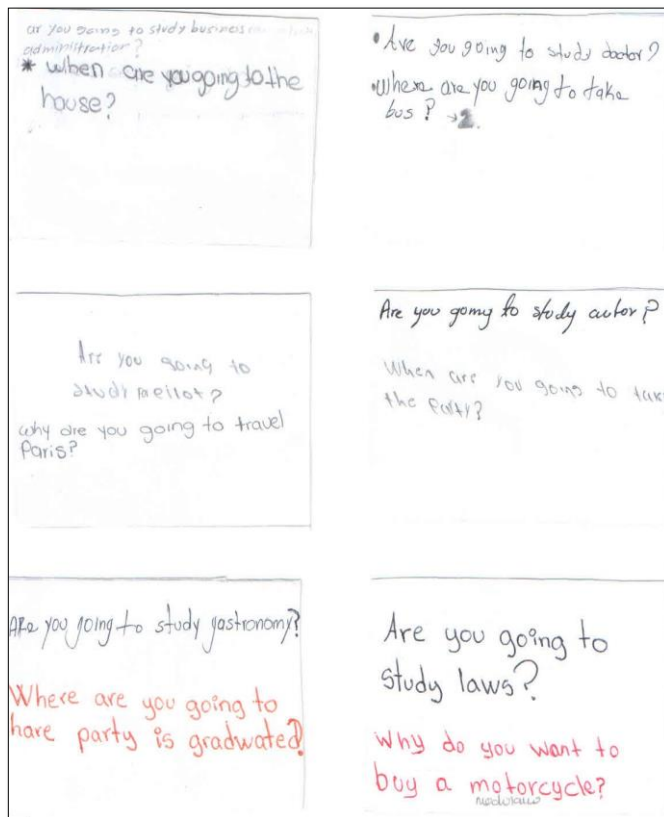
Lesson Plan No. 2

Lesson Plan No 2 Class time: 80 mins	
Week:	March 28th - April 1st
Topic:	Ambitions and Goals
Learning Objective:	Students will be able to talk about ambitions and goals.
DI & EI Strategies:	DI: Process- Explanation EI: Self-improvement, Feeling of Success, Self-Management
Oral Performance Evidence:	Individual Presentations about Goals and Ambitions
ENGAGEMENT	The teacher will draw a soccer goal on the board. Then, she will give students a piece of paper in which they will have to write a goal they have for their future. Finally, she will ask students to paste it on the board. After all the students have posted their goals, the teacher will tell them that having goals is only a small part of the process of reaching them and being successful in their lives. It is essential to create the path and plan strategies that allow people to make their dreams come true.
EXPLANATION	The teacher tells students that to talk about strategies and planning about how to make their goals and ambitions come true, they need some specific

vocabulary and consolidate ideas and structure of future with going to, which were studied last class.

Vocabulary: *short-term, long-term, hope, aim, intend, scholarship.*

Example:

*I **am going to** study hard because I want to get a **scholarship**.*

The teacher will provide students with three different types of instructions for the same task. The first one is low-level instruction, where the teacher gives the students a set of steps indicating what he/she has to do. The second one (middle level) provides statements about what students are expected to produce. The third one is a higher leveled instruction in which students are presented with a longer instruction, using more complex language, sequence words, and connectors of different complexity.

1st level (low):

Steps:

1. Fill in the chart.

2. Write ideas (actions) related to your SHORT-TERM goals

3. Write ideas (actions) about your LONG-TERM goals.

4. Make the ideas you wrote into longer sentences like this:

    _____ (Time) I am going to _____ (action) / **Next year**, I am going to **study at the university**.
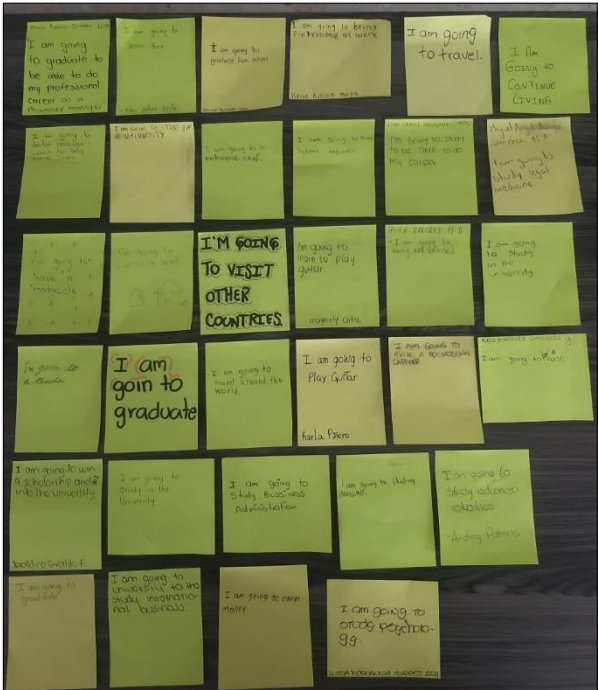
2nd level (middle):

Steps:

1. Observe and fill in the chart.

2. Complete the information about SHORT and LONG-term goals.

3. Make the ideas you wrote into sentences to indicate your goals.

	Example: **Next year**, I am going to **study at the university**. **3rd level (high):** Steps: You will have to analyze your goals for the future. First, fill in the chart with the information that is required. Try to include detailed actions or ideas about what you are planning to do. Then, write about your short and long-term goals below the chart you completed. Example: **Next year**, I am going to **study at the university**.
APPLICATION	Following the previous activity and based on the ideas they developed with the chart, students will have to prepare a short presentation (1 minute) to talk about their goals and ambitions for the future. Again, they will have to use vocabulary and structures studied in previous classes to create their presentations. *Students will be allowed to use support materials such as pictures, posters, cards, or banners they create in class.
SHARE AND REFLECT	Students perform their presentations in class.
Assessment	Rubric to assess oral performance for the presentation.
Resources	Board, oaktag, tape, markers, magazines, or newspaper.
Teachers in charge:	Paula Andrea Cerón Yirley Andrea Quirama

Material

Engagement: Sticky notes on the "soccer goal".

Explanation: Leveled instructions
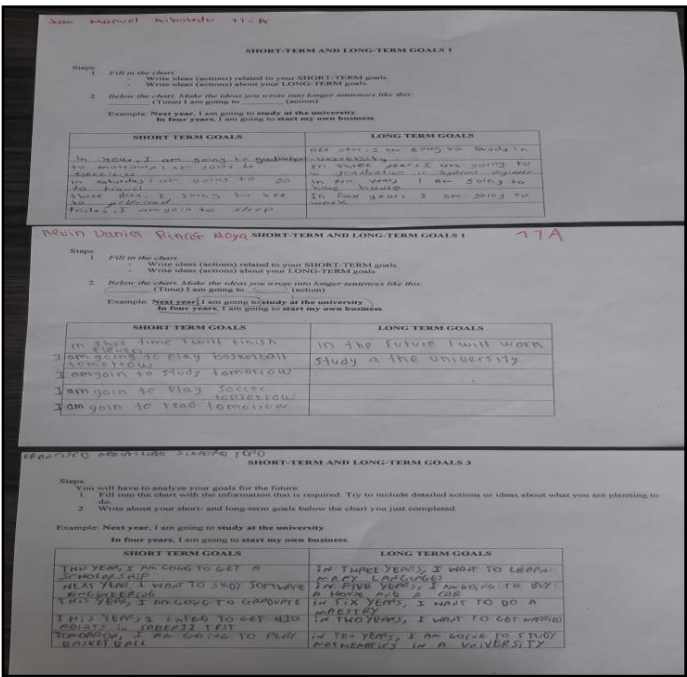
Lesson Plan No. 3

Lesson Plan No 3 Class time: 45 mins	
Week:	April 4th- 8th
Topic:	Skills and Abilities
Learning Objective:	Students will be able to ask and answer questions related to abilities and skills.
DI & EI Strategies:	DI: Product- Application EI: Social skills- Self Awareness
Oral Performance Evidence:	Questionnaire about abilities and skills.
ENGAGEMENT	The teacher will play a song for students to listen to. She will ask them to hear and try to identify the person who is singing. Is it a man or a woman? A young person, a teenager, an adult, or an older person? Students will share their guesses. Then, the teacher will show them the video of the person singing (a grown-up man) and ask students what they think about it and whether they were right or wrong about the age and gender of the singer. Now, the teacher will direct students to think about the ability this person has and asks them:

	Do you know anyone here with a similar skill to that one this person has?
	Some students share their answers.
	Video:
	https://youtu.be/WOu-ROAxano
EXPLORATION	The teacher will draw two columns on the board (Column A= Tick, Column B= Cross) and will give students some picture cards of people performing actions. For example, a picture of someone drawing a human face.
	She will ask the students to place the picture according to the ability/skill she/he has.
	The teacher will ask: Do you have the ability/skill to…? Yes or Not?
	Then, volunteers go to the board and post the picture in the most appropriate column for them.
EXPLANATION	The teacher will tell students that we have to use some specific words to talk about abilities and skills. She will show students some examples of using the modal CAN in the affirmative, negative, and interrogative forms. Once again, she will use the noticing approach (using different colors) to make students realize the structure and place where they have to use the modal to talk about skills and abilities.
	Example:
	I CAN dance salsa choke.
	Mariana CAN'T sing very well.
	CAN you play soccer? Yes, I can./ No, I can't.
APPLICATION	Students will design a questionnaire of 15 questions to ask their classmates about their abilities.
	They will have to go around the classroom asking students (orally) their questions and writing their answers and names. Finally, they will have to get

	the respondents' signatures. They should have something like this: | Question	Answer	Name	Signature
---	---	---	---
Can you dance bachata?	Yes, I can.	Jairo	JAIRO	
SHARE AND REFLECT	After that, students will be asked how they felt during the exercise and doing the different activities in class.
Assessment	Rubric for oral performance, checklist as a self-assessment tool.
Resources	Board, markers, computer, audio, speakers, cellphones, notebooks, and pens.
Teachers in charge:	Paula Andrea Cerón Yirley Andrea Quirama

Material

Engagement: Identify the person who is singing.

Lesson Plan No. 4

<table>
<tr>
<td colspan="2" align="center">Lesson Plan No 4

Class time: 45 mins</td>
</tr>
<tr>
<td>Week:</td>
<td>April 4th- 8th</td>
</tr>
<tr>
<td>Topic:</td>
<td>Careers, jobs, professions</td>
</tr>
<tr>
<td>Learning Objective:</td>
<td>Students will be able to orally communicate their abilities and skills.</td>
</tr>
<tr>
<td>DI & EI Strategies:</td>
<td>DI: Product- Application

EI: Social skills- Self Awareness</td>
</tr>
<tr>
<td>Oral Performance Evidence:</td>
<td>Choice Board</td>
</tr>
<tr>
<td colspan="2"></td>
</tr>
<tr>
<td>ENGAGEMENT</td>
<td>Students will play a memory game on the board. Then, the teacher will present students with pictures and words related to professional careers. They will have to match the pictures and words that correspond.

Once all the pictures and words have been matched, the teacher will ask the students what they think is the topic for the class. Students share their guesses with the rest of the class.</td>
</tr>
<tr>
<td>EXPLORATION</td>
<td>Students will be offered two different options to approach the lesson's content.

They can either read an article about a young person who just started a</td>
</tr>
</table>

	career or watch an interview about a person studying a professional career at the university.
	https://www.youtube.com/watch?v=xnqmD9wTwSc
	Students will select the most appropriate according to their preferences. They will have the possibility to decide if they want to develop the exercise individually, in pairs or small groups (grouped with the ones that selected the same input mode).
	After they read the article or watch the interview, they will have to talk about the possible *dreams, ambitions and goals* the person in the article or video has.
	Then, some students will share their thoughts with the rest of the class.
EXPLANATION	The teacher will tell students that there are some skills necessary for some particular jobs and careers. For example, an engineer needs to be skilled at math, and a doctor should be very kind with people.
	She provides some examples of skills using the modal CAN.
	Examples:
	Surgeons CAN operate patients.
	An English Teacher CAN speak English.
APPLICATION	Students will have to think about the professional career they would like to study once they finish school. Then, they will have the possibility to select among different options of a choice board that the teacher will present.
	They will have to talk about their personal abilities and skills related to the career they aim to study. They need to use the modal CAN.
	*The exercise can be carried out individually, in pairs, or in groups.
	Options for the Choice Board:
	Role play- Monologue or conversation

	Podcast
	Interview
	Video- Filminute
	Presentation- Talking about myself
SHARE AND REFLECT	Students will perform the activity they selected from the choice board. After that, they will be asked to write down how they felt doing the exercises and activities proposed for the class.
Assessment	Rubrics, self- assessment techniques, reflection, comments, etc.
Resources	Board, markers, pictures and words, article, video, Choice board.
Teachers in charge:	Paula Andrea Cerón Yirley Andrea Quirama

Material

Engagement: Memory game
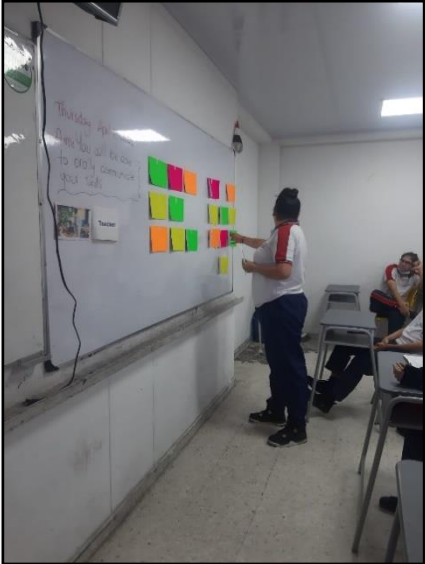
Lesson Plan No. 5

Lesson Plan No 5
Class time: 45 mins

Week:	April 18th- 22nd
Topic:	Career Day - Learning centers
Learning Objective:	Students will be able to answer questions about an admission interview.
DI & EI Strategies:	DI: Content- Exploration- Learning Centers EI: Self Awareness- Self-regulation- Social skills

Oral Performance Evidence:	Inner- Outer circle game
ENGAGEMENT	Students will watch a video about a career day developed at a school in Colombia. They will be asked about what they can see in the video, what the people are doing and which aspects they recognize. They will have to use words or expressions in English to indicate what they see.
EXPLORATION	The classroom will be set into different learning stations in which they will find information about different public universities in the region. In addition, they will find pamphlets, videos, informative brochures, pictures, news, statistics about academic performance, a list of careers, and prerequisites necessary to enter a university. They will have some time to explore the different stations in a type of circuit, where they will find information in each. Students are expected to approach the tools they feel more comfortable and capable of understanding according to their English level and learning preferences.
EXPLANATION	The teacher is going to explain to students that sometimes, to enter a university, it is necessary to have an interview with a professor or person in charge of filtering or selecting students. This is what we call an admission process.
APPLICATION	The teacher is going to provide students with some possible questions they could have in a real interview to access a professional career. Students will have to prepare notes, ideas, and possible answers to those questions. Then, they will play the inner and outer circle game. Half of the students in the

	classroom will have to play interviewers, and the other part will have to play as interviewees. They will rotate every time the teacher gives a signal to do so. Finally, interviewers will ask some questions to the students, simulating a real admission interview at a university. The idea is that everyone interacts with all the other classmates acting as both interviewers and interviewees.
SHARE AND REFLECT	Which activity do you think makes you feel anxious or stressed? Which one makes you feel confident? How do you identify those emotions in your body?
Assessment	Rubrics, checklist, self- assessment techniques, reflection, comments, others.
Resources	Video, learning stations with pamphlets, videos, informative brochures, pictures, news, statistics about academic performance, list of careers and prerequisites necessary to enter a university; board, markers, notebooks.
Teachers in charge:	Paula Andrea Cerón Yirley Andrea Quirama

Material

Exploration: Career Day (students learning about the careers of their preference when visiting the four learning centers)

Lesson Plan No. 6

Lesson Plan No 6 Class time: 45 mins	
Week:	April 18th- 22nd
Topic:	Effective communication (Leadership, teamwork, and assertiveness)
Learning Objective:	Students will be able to use different tone voices to effectively communicate meaning.
DI & EI Strategies:	DI: Content- Exploration- Think- Pair- Share strategy EI: Leadership and effective communicative strategies (tone-voice)
Oral Performance Evidence:	Role Plays- Voice Tones
ENGAGEMENT	The teacher will develop the "Maneuver the Minefield" Game. Here, students will have to blindfold one person in the group. Then, they will set up an obstacle course or minefield around them (where students play as obstacles). Next, they will choose one person who is going to be in charge of leading the blindfolded one by using a set of words that can be said to direct the person through the minefield. The only words allowed are: left, right, forward, and back. This leadership game aims to guide the blindfolded person through the minefield without incidents. Once students have developed the exercise effectively, they will be asked about those skills they considered necessary for succeeding in the game.

EXPLORATION	The teacher is going to tell students that they will watch a clip from the movie Ratatouille. Here, the scene shows Linguini and Remy (the rat) trying to figure out a way to communicate. http://youtu.be/TlfomfB2BNs Before watching the video, the teacher asks the students to think about the following questions while watching the clip: What is the problem in communication? How could you solve it? Students need to make notes if necessary. After that, students will discuss their answers in pairs to get to a conclusion. Finally, students share their conclusions with the whole group.
EXPLANATION	The teacher will explain to students that communication is not only verbal but that there are many other ways to communicate ideas when using a language. It is important to use everything we have at hand to communicate with others effectively. For example, gestures and body language, sounds and every alteration in the phonetics (pitch, accent, tone, stress, etc.) The teacher will provide examples of utterances in both English and Spanish where the meaning of what is being said changes due to the communicative strategy that is being implemented. *Examples:* *¡Qué bonito! ¿No? (Neutral voice tone)* *¡Qué bonito! ¿No? (Sarcastic voice tone)* *That's fine! (Calm voice tone)* *That's fine! (Sarcastic voice tone)* *That's fine? (Interrogative voice tone)* *That's right! (Excited voice tone)*

	That's right! (Sarcastic voice tone plus face gestures)
	That's right! (Angry voice tone)
	Students will have to analyze and find the possible meanings for the following utterances by changing the voice tone according to how it is suggested. Finally, students will be assigned one example of utterance and volunteers will show their results.
	Can I get a cup of coffee? (Friendly voice tone)
	Can I get a cup of coffee? (Authoritative voice tone)
	That's not what I ordered! (Friendly voice tone)
	That's not what I ordered! (Angry voice tone)
	Are you waiting for me? (Happy voice tone)
	Are you waiting for me? (Funny voice tone)
	Are you waiting for me? (Romantic voice tone)
	Are you waiting for me? (Angry voice tone)
APPLICATION	Now, the teacher will assign pairs of students one situation and a particular voice tone, with which students will have to perform a short role play.
	Situations:
	- Asking for boyfriend/girlfriend's location. (Prompts: Where were you? It's not what you are thinking about!)
	Voice tone: Angry
	- Eating at a restaurant. (Prompts: Can I get a cup of coffee? What can I do for you?)
	Voice tone: Polite

	- Chatting with friends. (Prompts: Are you ignoring me? That's not what I meant!) **Voice Tone: Frustrated** - Buying clothes. (Prompts: Can I try this one? That's a cool shirt) **Voice Tone: Sarcastic**
SHARE AND REFLECT	How do you feel when you organize your ideas first and then share them with someone else? How did you feel when you had to share your conclusions with the whole group and when you had to act your roleplay?
Assessment	Self-assessment techniques, comments, role plays.
Resources	Video, board, markers, cellphones, tv.
Teachers in charge:	Paula Andrea Cerón Yirley Andrea Quirama

Material

Engagement: Students giving and receiving instructions along the "Maneuver the Minefield" activity.

Lesson Plan No. 7

Lesson Plan No 7	
Class time: 45 mins	
Week:	April 25th- 29th
Topic:	Communication- Technology Addiction- Social networks and expressing personal opinion.
Learning Objective:	Students will be able to express their opinions about technology addiction.
DI & EI Strategies:	DI: Content- Interest and personal choices. Providing a variety of materials EI: Expressing feelings through words.

Oral Performance Evidence:	Personal opinions.
ENGAGEMENT	The teacher will ask the students to enlist the different social media they commonly use. They need to indicate the name, number of hours they use it per day (e.g., 4 hours a day), and the number of times they check on social media in a single day. **Example** WhatsApp- 8 hours- between 20 and 30 times. After having enlisted them on the board, students will have to reflect on the following question: *Are you a Tech Addict?* Students share answers with the whole group.
EXPLORATION	The teacher will ask students to divide the group into two. Students will have to negotiate and divide themselves according to what is more appropriate and beneficial for a post-activity in pairs that is going to be implemented. Once the group has been divided, the first group of students will watch a video about technology addiction without any sound. The other part of the group will only listen to the video's audio. After watching or hearing their part, students mix into pairs (one from each group) to get ideas on both sides and try to understand what was happening in the video. In the end, the whole group will watch the video to confirm whether the information and ideas they shared were correct or not. Video:

	https://youtu.be/J95DS4PdQZQ
EXPLANATION	The teacher will explain to students that it is important to use expressions to indicate a personal opinion in effective communication. This allows us to confirm to someone an idea we really want to express. Some of the expressions we commonly use are: *I agree with ...* *I feel that ...* *I guess/imagine ...* *I have no doubt that / I'm certain that ...* *I strongly believe that ...* *I've never really thought about this before, but ...* *My personal opinion is that / Personally, my opinion is that ...* *To be honest / In my honest opinion,* The teacher will check the expressions, pronunciation and meanings with students.
APPLICATION	The teacher asks the students if they consider social media as good or bad. Then, they will have to express their personal opinions using one of the expressions studied before. The teacher will divide the ideas on the board into those supporting that social media is either GOOD or BAD. After that, the teacher will tell students that the way social media and technology use in general are seen in society, depends a lot on what people consider is useful or beneficial for their own.
SHARE AND REFLECT	How do you feel when your classmates' decisions affect your likes or interests? (This question is particularly referring to the first activity in the

	exploration stage)
Assessment	Self- assessment techniques, comments, personal opinions.
Resources	Video, board, markers, audio.
Teachers in charge:	Paula Andrea Cerón Yirley Andrea Quirama

Material

Exploration: Students watching the video without audio.

Lesson Plan No. 8

Lesson Plan No 8 Class time: 45 mins	
Week:	April 25th- 29th
Topic:	Effective communication through social media.
Learning Objective:	Students will be able to make suggestions and recommendations about social media.
DI & EI Strategies:	DI: Product- Application EI: Social skills and Self-awareness
Oral Performance Evidence:	Choice Board
ENGAGEMENT	The teacher will post a picture on the board. Then, she will ask students to observe and guess what the class is going to be about.
EXPLORATION	In small groups, students will take a look at some comics related to social networks. They need to analyze how relations change because of/through social media use. After that, students will share their opinions with the rest of the class. Students will have to use expressions to talk about personal opinions, which were studied in the previous class.

EXPLANATION	The teacher will tell students that technology and social media are not always obstacles to communication and establishing relations with others. On the contrary, it enhances communication among people far away from them and people from other countries and cultures. However, it is important to know how social media should be used in order to relate and communicate with others effectively. For doing so, it is important to work with students on how to suggest and recommend in English. The teacher will explain to students the use of the modal verbs "**should**" and "**could**" to make suggestions. She will provide examples related to technology use. **Examples:** *You **should** avoid sharing false information through social media.* *You **could** check twice before posting a personal opinion on Facebook.*
APPLICATION	Students will have to create a final presentation in which they provide recommendations and suggestions for either good social network use or giving personal opinions through social media without offending others. Students can work individually, in pairs or groups of maximum 4 people. In addition, they will have the possibility to select among different options provided on a choice board. **Choice Board:** ❖ Presentation ❖ Tik Tok video ❖ YouTube Tutorial ❖ Role Play

	❖ Podcast
SHARE AND REFLECT	Take a moment to evaluate all the experiences you have been through in the English class during the last eight sessions, and give us your comments about how you felt and what you have learned. Do you think you have improved in your English oral performance or not? Are you still anxious or nervous when speaking in English?
Assessment	Rubrics, self- assessment techniques, reflection, comments, etc.
Resources	Pictures, comics, board, markers, tape, cellphones.
Teachers in charge:	Paula Andrea Cerón Yirley Andrea Quirama

Material

Engagement: Picture used to discover the topic of the class.

Exploration: Comics to analyze how relations change because of/through social media use. Each group had different comics.