espol **Facultad de Ciencias Sociales y Humanísticas**

PROYECTO DE TITULACIÓN

"THE EFFECT OF SELF-AWARENESS IN THE ATTITUDE AND PERFORMANCE ON SPEAKING SKILLS OF EIGHT-GRADE STUDENTS OF A SCHOOL IN CHUNCHI – CHIMBORAZO."

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DEDICATION

The present work is dedicated to the Almighty since, without them, nothing would have been possible. To my parents Rosario and Gilberto, who have influenced me in different ways to become who I am now. To my partner Juan Gonzalez for his never-ending patience and support.

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ABSTRACT

This study explores the effects of applying self-awareness activities and strategies in the attitudes and performance on speaking skills in eighth-grade students from a rural school. This study seeks to support students in improving their communicative skills due to the difficulty they represent for most learners. The research was performed with two groups of students, one class A, and one class B. Participants from Class A received Social Emotional Learning instruction using explicit self-awareness skills through content and activities. The instruments used were surveys and speaking rubrics. The data analysis showed that even though self-awareness does not directly influence the learners´ performance in speaking, it improves their attitudes towards learning and contributes to their self-perception. These factors could benefit them in a long-term period.

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CHAPTER I: INTRODUCTION

1.1 Antecedents

This study aims to research one of the problems that English as a Foreign Language (EFL) teachers and students face when addressing speaking: attitude and performance. Speaking is developed through the collaborative work between teachers and students. Its development does not only depends on the teacher's ability to imparting knowledge but also needs the learners` willingness to learn and adapt to the new language (Hughes, 2010)

Students have always been concerned about speaking in English. Practicing this skill might generate anxiety and reluctance towards the foreign language. Research suggests that motivation is one of the critical factors that affect EFL learning (Fithri AlMunawwarah, 2018). However, other studies suggest that demotivating factors also influence students' performance in English speaking. Teachers' and peers' attitudes are one of them. Learners are highly sensitive to what their peers think or express about them. In the same way, teachers' attitudes are highly influenceable in students' motivation. (Soureshjani & Riahipour, 2012)

Attitude and motivation are fundamental when developing speaking skills; however, social and emotional abilities are essential and beneficial. Social and Emotional Learning (SEL) helps students, teachers, and parents achieve great academic and personal results. SEL focuses on five main competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (CASEL, 2012)

The importance of teaching social-emotional skills in the classroom has been studied for a long time. Zins, Zigler, Yagcioglu, Weissberg, Durlak, and more have tried to understand how SEL supports students' developmental process. There is clear evidence that including SEL as part of the curriculum or as an explicit skills course improves students` wellbeing and increases their opportunities of upscaling their academic performance.

Self-awareness is the ability to focus on the self by noticing feelings, habits, behaviors, and thought is essential for human beings. According to research, it might improve students` performance in speaking besides their overall behavior. Due to the current situation with the COVID19 pandemic, our students need more than ever to be emotionally healthy to achieve academic goals. (CASEL, 2020a)

The present study is done with eighth-grade students aged 12 to 13 years old. Due to the transition that education has been through in the last year, they need to improve their life and academic skills.

1.2 Definition of the Problem

Speaking has been one of the significant inconveniences when learning English as a foreign language. Some learners believe that they can write, listen, read and understand but cannot speak English. Teachers have experienced the same situation several times: when a speaking practice occurs, students do not seem eager to speak at all. The reactions can vary, but the most common is showing reluctance and expressing that they cannot speak. Coskun, (2016) states that most of the reasons for this affirmation are emotional. Students need to be genuinely supported to reduce their fear during speaking classes in EFL.

Currently, the classroom environment is different. Classrooms are no more physical but virtual spaces that students share with a teacher for a determined time. The technical difficulties that sometimes students face put them into a stressful state, adding that the fear they mostly experience when their turn to speak comes could cause unwillingness to participate in classes and fear. It is now more than ever that our students need emotional support because of the changes they are experiencing as they grow and the uncertain times education is going through. (CASEL, 2020a)

The participants of the present study are students at a rural school in Chunchi, Chimborazo. The students are 8th-graders who receive virtual classes from Monday to Friday. English classes used to be two times per week with the previous teacher. Due to a parents` petition, the direction changed the schedule three times per week; each class is 45 minutes long. Most of the students come from different communities and schools, most of them are multi-grade schools. The great majority of students did not receive English classes in their elementary education and had no basic vocabulary or everyday expressions. At the beginning of the year, some teachers were moved to different schools, so they did not have English classes for about two months. Later, a substitute teacher was sent to the school but had to leave one month later.

The learners` situation causes different attitudes about speaking in English. As their families are Spanish or Quichua speaking, they do not receive any English input in their daily lives. Some of them look reluctant to participate in classes. Homework is rarely sent on time. They seem nervous and insecure during classes; most of them avoid turning on

their cameras during classes. Their grades are low in performance, according to reports left by the previous teacher. The principal cause of unwillingness to speak is intrapersonal insecurities that cause fear to participate. (Ali, 2007). These antecedents might have low grades and low motivation to learn as the most common consequences.

Research has shown that social-emotional interventions could help learners improve their confidence and general performance at school. Even though SEL has five components, applying self-awareness could be pretty helpful to improve the learners` self-concept and contribute to their attitude towards learning English. (Bora, 2012; Soodmand Afshar & Rahimi, 2016)

In order to improve learners` attitudes and performance in speaking classes, it is necessary to take some actions. It is crucial to intervene and allow these students to discover a world of possibilities to discover their potential in learning English. For this reason, the purpose of this qualitative study is to describe the effects of the application of self-awareness as a complement to improve the speaking skills of eighth-grade students (12 to 13 years old).

Research Questions:

The research seeks to answer the following questions:

What are the effects of applying Self-awareness as a component of social, emotional learning in the instructional design of teaching speaking in an EFL class in 8th-grade students ages 11 to 12 of an elementary school in Chimborazo?

Sub-research Questions

How does the application of self-awareness in speaking classes' instructional design in EFL change students` attitudes towards speaking?

How do students perceive self-awareness as a part of social, emotional learning applied in their classes?

1.3 Objectives

1.3.1 General Objective:

This study aims to describe the effects of applying self-awareness in teaching speaking in English as a Foreign Language class in a public elementary school in Chimborazo.

1.3.2 Specific Objectives:

The specific objectives of this study were:

To study how self-awareness can be applied in a speaking class.

To examine how self-awareness affects students` attitudes towards speaking.

To explore the students` perceptions of including self-awareness in an EFL speaking class.

1.4 Importance of the Study

Teaching and learning EFL is a challenge. Students should learn how to express their ideas and work with a language that works differently from their own. (Krawczyk, 2016) The reality in the school where this study is conducted shows shy and insecure students who have not been fully trained in English in their elementary school years. Learners need support and rapport, but the current situation of online learning does not improve the state of their current academic and emotional development. The school allows to participate in academic activities and nurtures social and emotional needs through interaction and social harmony. (Carruth, 2016; Oberle & & Schonert-Reichl, 2017)

According to Yaeger (2017), the years of adolescence are filled with significant changes and learning. In this stage, behavioral issues might emerge. Teenagers are in a stage where they are looking for their identities; they start by becoming more independent from their parents. In these years, teens develop their identity, gain acceptance, thrive, and commit to goals and beliefs. In order to achieve these goals, teenagers are at risk of misguiding their paths and involve in different problems as violence, substance abuse, and more.

Nowadays, children are exposed to a complex world through media and internet access. Learners come from different cultures and sometimes speak different languages. Furthermore, come from different social and economic backgrounds. These differences could be the source of several risky behaviors. The alienation of emotional and social competencies from the educational system or their temporary inclusion in the curriculum is a cause of considerable concern. (Weissberg et al., 2015)

For the reasons mentioned above, the researcher aims to find ways of supporting learners through this study. The research was conducted applying self-awareness, one of the five components of SEL, and observing students` attitudes and performance before and

after the intervention. Some of the students' attitudes and performance make us think about social and emotional learning and how learning in isolation affects them.

1.5 Ethical Considerations

This study was performed with eighth-grade students from a rural school in Chunchi, Chimborazo. The classes were selected because of their difficulties and reluctant attitudes towards speaking. However, class A was elected due to their lower performance in English. The researcher obtained all the permissions from Distrito de Educación 06D02 Alausí-Chunchi and the consent of the institution's director for the present work.

Due to the learners' age, the researcher informed their parents through a parent-teacher conference. The parents fully understood that the participation was optional, and they could freely withdraw their children from the study at any moment. They were also informed about the importance of the study and the benefits it could bring to their children. The consent formulary was utterly explained, and the parents and students asked all the necessary questions to clarify any doubt. The data collected from the present research will not include the students` names nor the school name. All the information collected will be only for research purposes of finding the effects of applying self-awareness instruction in students` attitudes and performance in speaking skills.

CHAPTER II: LITERATURE REVIEW

2.1 Speaking

The objective of any course that includes speaking as the central skill or as one of the integrated skills is to support learners to manage meaning-focused input and meaning-focused output. It is essential to notice that speaking in English as a Foreign Language class might differ for each learner. It will depend on their needs and level. For this study, we will focus on the beginner level. According to Nation & Newton (2009), the principles of teaching beginners are focusing on meaningful and relevant content, maintain interest, provide comprehensible input, and creating a safe classroom environment.

It is common to notice nervousness in students who are not accustomed to speaking in another language. Some students feel fear of their peer's opinions when they speak. Others may feel insecure speaking with their teachers. These situations might lead to different consequences as communication anxiety, reticence, and shyness. Thus, when learners do not perceive their environment as safe, they do not feel confident enough to speak out. (Yashima, 2004) Some learners have low performance in speaking for cognitive reasons, but psychological reasons also affect their achievement. Fluency, accuracy, vocabulary To improve the learning experience, teachers should encourage students in different ways. Making students feel safe in the classroom can be pretty subjective. However, there are different activities that we can apply to improve students' well-being.

2.1.1 Historical Background

Speaking is a pretty complex ability to learn. According to Levet (1989), cited by Criado & Mengual (2017), this skill requires complex processes as conceptualization, formulation, articulation, and self-monitoring. Later, in 1990 Richards distinguished interactional and transactional speaking types. According to Ur (1996), interactional communication occurs in short periods, while transactional can be short or long.

Hedge (2000), cited in Shabani & Ghodrati (2018), claimed that speaking has different factors to be examined as fluency and accuracy. Fluency meaning that the learner can interact appropriately and express their ideas using the target language. Accuracy refers to how the target language`s structures are used. Also, the effectiveness of conveying a clear message is necessary to fulfill the criterion. Also, the researcher cited Redmond and colleagues (2007), Nelson (2001), and Richard (2002), addressing pronunciation, grammar, and vocabulary as integral parts of speaking. Pronunciation

allows words to be understood. Grammar is the part that takes utterances to complete sentences. Finally, vocabulary refers to the proper use of words.

Traditional classrooms are usually teacher-centered; the teacher's desk is in the front, the students' seats are arranged in lines. Also, in the traditional class, the attention lies on the teacher, while the student is a mere receptor. (Sadeghi & Richards, 2015) However, several studies support the use of new methodologies and techniques in teaching speaking. A study performed in Japan showed that English learners who used various interactive activities in class obtained favorable results. All the strategies used were student-centered, besides the learners felt in charge of their process. (Nakatani, 2010)

Another study suggested that educators must involve students in selecting activities for speaking, giving them the power to choose an activity that results in stimulants. Also, the study sustained that students must be able to choose the topic of a speaking class. Moreover, the social speaking time between peers should be included in classes. (Sadeghi & Richards, 2015)

As we can identify, speaking is a social skill, and it is vital to include purely social activities in practice. Learners could not feel eager to participate if the goal of the activity is to use a determined grammatical form. However, if the teacher uses the lesson content to create conversation topics, students will feel more free and relaxed when practicing speaking. According to the Ministry of Education`s curriculum guidelines for eighth grade, students should board topics as their immediate surroundings (social and educational). Teachers should use a wide range of communicational activities that emulate real-life situations in the classroom where the students can practice. (Ministerio de Educación del Ecuador, 2012)

2.1.2 Approaches

Several years ago, learners needed to master correct writing sentences and find some passages' right meaning. Vocabulary learning was essential. However, the native language was the mean of instruction. The focus on grammatical skills belongs to the Grammar-Translation Method. (Richards & Rodgers, 2002) according to Hughes (2010), GTM consisted of mechanical translations and learning complex grammar rules.

Later, learners were required to learn and reproduce English sounds in isolation and as part of sentences. Some exposition to authentic materials was also present. However, it was not enough to help students develop their potential by only listening and repeating. (Brown ; Yule, 1999) The practice of speaking through dialogues or role-plays has been a

well-known activity in EFL. In the audio-lingual method, some examples of speech used to be limited to the grammar structure learned and were far from the actual and natural interaction in conversation. (Hughes, 2010)

Some approaches as the Direct Method, tried to emphasize the use of the target language in class. Some years later, the Communicative Approach suggested that students should learn English with communicative purposes. The learning experience improves due to trial and error, and the content is taught interactively with the communication needs. (Brown ; Yule, 1999) These considerations were quite essential to improve language teaching. Identifying learners` foremost need as communication and accepting that learning a language is a process that should not be mechanized started to create a different way of seeing EFL.

It is important to remark that the Communicative approach was highly influenced by Krashen's work, as cited in (Krawczyk, 2016); the learning process should be centered on students` needs. According to Krashen, the affective filter hypothesis sustains three factors to consider for learners: motivation, self-confidence, and anxiety. Thus, emotions might create a barrier for learners to receive language input and produce correct language output. (Ni, 2012) Once again, the educator is given the power to improve the learning experience. However, it is not by delivering content or providing instructions. It is by taking steps to lower the affective filter and allow students to feel confident enough to speak and act in classes.

Thus, Krashen's research was centered on creating a friendly classroom environment and avoiding stressful situations that might generate anxiety or fear in learners. For this reason, it is considered essential to create tasks that aim at communication rather than to practice grammar. This concords with the information specified in the National Curriculum of English as a Foreign Language. The document states that the learning process of EFL should be student-centered and communication-focused. This fact encourages educators to recognize learners` individualities and make decisions according to their needs. It also remarks on the importance of emphasizing communication in the classroom and the essentiality of lowering the affective filter to improve learners` experience. (Ministerio de Educacion del Ecuador, 2017)

2.2 Social and Emotional Learning

CASEL (Collaborative for Social, Academic, and Emotional Learning 2020) defines SEL as "a process through which children and adults understand and manage emotions, set and achieve goals." In this process, children learn how to feel and show empathy, establish and maintain positive relationships, and make responsible decisions. Teaching SEL is possible through different frameworks; some approaches might identify the same skill differently (S. M. Jones & Doolittle, 2017). However, for the present study, the CASEL framework will be used.

However, due to the current situation of education facing a pandemic, the SEL definition has evolved. SEL is an integral part of education and human development; it guides young people and adults to acquire and apply the skills that will help them. They will develop healthy identities, manage their emotions, show empathy, establish and maintain supportive relationships, achieve goals, and practice responsible decision-making. (CASEL, 2021)

SEL is an integrative process that focuses on the development of learners. It also includes the family and the school staff. The educational community needs to be involved in the students` social and emotional development. Teamwork is essential, and everyone needs to use the same language.

This process has five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Self-awareness consists of recognizing one's feelings and being conscious of their effects on behavior. Self-management means managing one's emotions. Social awareness helps people build empathy towards others` needs, feelings, and decisions. Relationship skills will allow learners to build and maintain healthy relationships with their families, teachers, and peers. Finally, responsible decision-making will allow students to make decisions that consider other's well-being and concerns. (CASEL, 2012)

2.2.1 Historical Background

Schools are expected to prepare students for their future lives. When learners leave school, they are supposed to be independent, open-minded, responsible citizens. Schools are where students acquire their first social skills and get their most social interaction time. Nevertheless, social and emotional learning has not been observed when creating a curriculum for general education. (Oberle & & Schonert-Reichl, 2017) Education is mainly focused on content and academic performance rather than on intangible issues.

Teachers provide students with three necessary learning processes: expertise on the topic, knowledge of teaching, and emotional intelligence. Usually, the latter is ignored in the educational context. (Joshith, 2012) Applying emotional intelligence in the classroom could enhance students` and teachers` experiences; this can be taught explicitly and implicitly. The concept of teaching social and emotional skills has evolved with time; some years later, research led to talk about emotional intelligence and social competence.

Social and emotional competence might improve children's experience throughout their lives. According to some authors (D. E. Jones et al., 2015), cognitive skills interact directly with non-cognitive skills. Early instruction on social-emotional competence might improve overall learners` academic performance. Research suggests that promoting and including social-emotional interventions in the classroom could increase positive academic results and grow learners` mindsets. (Taylor et al., 2017)

As stated before, social-emotional skills are essential for children's development. Teaching does not only involve academic performance but emotional health. Learning includes mental and emotional processes (Bora, 2012); thus, teachers can transform their practices to meet learners` needs.

2.2.2 Approaches

Due to the impact emotions have on the learning process, it is paramount to highlight Emotional Intelligence. According to Goleman (1996), Emotional Intelligence (EQ) can help individuals recognize and manage their emotions and perform the same process with others. The author emphasized the importance of EQ, claiming that it could be even more important than IQ. The cost of being emotionally uneducated would go from teenagers behaving violently to being part of social problems.

As cited in Joibari & Mohammdtaheri (2011), Goleman suggests that EQ differs in level during our lives, and it can be improved through practice and continuous learning about oneself. It is imperative to understand that emotional intelligence is not taught in schools as a regular subject; it should be an integral part of education.

The term Social and Emotional Learning (SEL) has been joint in the latest years. Nevertheless, the CASEL has defined and redefined SEL as a process that is a core part of human development. SEL allows students to learn about and know themselves (emotions, thoughts, strengths, and challenges). It also helps learners manage their emotions, act with empathy, recognize others` feelings and needs. Additionally, they would create and

maintain healthy relationships and promote responsible decision-making. (CASEL, 2020, 2021)

Some researchers claimed that schools are not only called to prepare students for exams (Zins & Elias, 2007) Durlak et al., cited in Shechtman & Abu Yaman, (2012), suggest that academic underachievement, discipline problems, and interpersonal problems are interrelated. These authors claim that incorporating SEL in the teaching practice could improve students` general well-being and overall achievement. Programming SEL in kindergarten and elementary school brings more benefits, including increased executive functioning, self-efficacy, and persistence. Moreover, children who were successfully instructed in SEL are more prone to graduate from college. (S. M. Jones et al., 2017) Yagcioglu (2017) cited Weissberg et al. claiming that social, emotional programming improves students` capacity to integrate cognitive, emotional, and interpersonal skills to their benefit in all aspects of life. This combination is possible due to the five components of SEL.

Figure 2.1: Social and Emotional Learning Framework

Source: CASEL, (2012)

CASEL defines the SEL framework includes five interrelated areas of competence. Self-awareness consists of knowing oneself, emotions, thoughts, values, and capabilities and creating a sense of self-identity.

Self-management allows people to manage their emotions and behaviors differently, including organization and reality-oriented goal setting. Social awareness includes recognizing others` feelings, realities, culture, and behavior and instilling a sense of respect for diversity. Relationship skills allow students to create and maintain positive relationships besides practicing effective communication and problem-solving mindset. Finally, responsible decision-making teaches the students to act upon reasoning and consider their decisions' effects on others.

These five competencies are supported by the classroom environment, the schools, the family, and finally, the community. SEL is a necessary process that promotes youth development with the support of their peers and all the stakeholders. SEL is a transformative journey for schools, teachers, parents, and students in their way to personal and academic success.

SEL can be integrated in different ways. It can be taught through explicit SEL instruction or included in the school's curriculum or teachers` instructional practices. (CASEL ,2012) The five competencies of SEL are gradually required in our lives as we grow up and learn more about the world.

Systemic SEL can be implemented through 4 steps

1. Take time to build partnerships, deepen understanding, and plan for SEL. It is essential to prioritize SEL as a crucial part of children's education. The transition from presential to online education and vice versa will need empathy, resiliency, and collective support.
2. Communication is essential. SEL implementation should be communicated to parents, students, and teachers. The school staff must be prepared, and it is crucial to implement SEL even online.
3. Design opportunities to connect, heal and cultivate their own SEL competencies and capacities. SEL implementation should be attuned with school staff's education, including parents.
4. Integrate SEL in the school and community. It is essential to help teachers and school staff feel safe in their workplace and to be able to provide support to students. Teachers` needs are essential. (CASEL, 2020a)

In other countries, SEL is widely taught. In the United States, several schools are including SEL in their out-of-school-time programs. The application of this process has enhanced the relationship between students, teachers, and parents. (Schwartz et al., 2020) Some of the lessons this experience produced are: choosing the language and terms the school and teachers will use, select carefully the SEL skill that will be included, and its activities. Finally, it is essential to teach SEL skills straightforwardly due to the novelty of the terms and instructions to avoid confusion or misunderstandings.

Social and emotional learning does not only bring benefits to students` lives. It also has positive outcomes for teachers. Educators` emotional competence is mirrored in their classroom management. According to Jennings et al. (2017), as cited in Oliver (2018), teachers with high SEL scores have better classroom management skills since they can model and moderate their behavior, feelings, and reactions. Greenberg et al. (2016), cited in Aperture Education, (2021), mentioned that teachers who can successfully manage stress and the demands of their jobs are less likely to abandon their professions.

2.2.2 Social and Emotional Learning in Ecuador

In the Ecuadorian context, Social and Emotional Learning is taking its first steps. In 2018, the Ministry of Education reformed the plan of studies for Educación General Básica (1st to 10th grades), including a new subject called "Desarrollo Humano Integral" (DHI). According to the official document, the subject was added to the curriculum to contribute to the students' integral development and prevent violence. The students should receive one pedagogical hour of DHI per week, and it should be graded qualitatively (Ministerio de Educación del Ecuador, 2018a)

DHI seeks to support students in their growth process, aiming to develop a learning environment filled with justice, empathy, solidarity, and harmonic convivence. There are three types of skills to be included: Social skills, cognitive skills, and emotion-regulation skills. (Ministerio de Educación del Ecuador, 2018b) Thus, the Ministry of Education prioritized five life skills to develop through DHI. These skills are empathy, self-knowledge, emotion management, conflict resolution, and decision-making. The framework is designed to approach the skills according to the students` age.

Figure 2.2: Desarrollo Humano Integral Framework
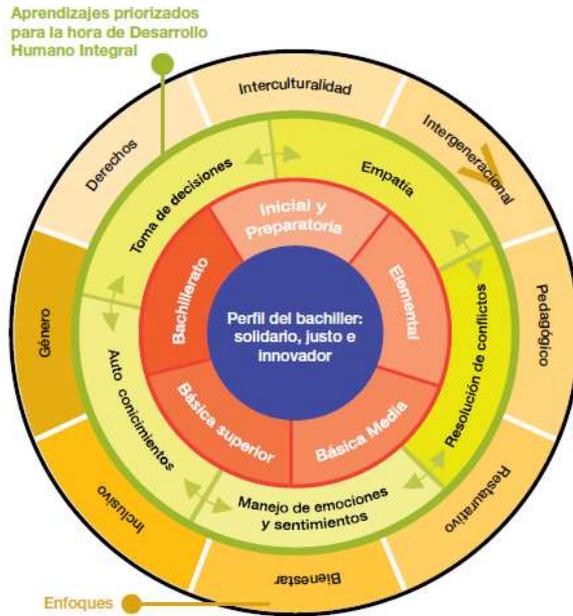
Source: Ministerio de Educación del Ecuador, 2018b

Implementing DHI in all educational institutions allows students to learn essential life skills through experience and respectful dialogue.

Although the DHI guide establishes that all the skills should be taught in school years, the document also presents different abilities divisions. The abilities chart is structured as follows:

Table 2.1: Life skills according to the evolutive stages

Cuadro de habilidades para la vida de acuerdo con la etapa evolutiva					
	Preparatoria	Básica elemental	Básica media	Básica superior	Bachillerato
Autoconocimiento	■				
Manejo de emociones		■			
Empatía			■		
Resolución de conflictos				■	
Toma de decisiones					■

Source: Ministerio de Educación del Ecuador, 2018b

Self-knowledge (autoconocimiento) belongs to the first grade (preparatoria). Emotion management (manejo de emociones) is taught from second to fourth grade (básica elemental). Empathy (empatía) for the fifth to seventh grades (básica media). Conflict-resolution (resolución de conflictos) is the priority from first to third year Bachillerato (Bachillerato).

The previously mentioned division responds to the needs of the students in each stage of their lives. Indeed, the official document that added DHI in the curriculum does not include Bachillerato. However, the implementation guide encourages the tutors to include the topics in their classes.

2.3 Instructional Design

When teaching or learning EFL, the word "instruction" arises several times. In previous pages, we have talked about how language instruction was and how it has evolved throughout the years. Thinking about design brings us several ideas about planning, development, and evaluation. In this part, we will review some concepts and essential data about this topic.

Instructional Design (ID), according to Rothwell et al. (2015), is based on system theory, and its purpose is to maintain effective human performance in the field that it is applied. ID is a process that seeks to improve the learning experience by developing educational programs. (Reyser & Dempsey 2007 cited in Seel et al., 2017). Instructional Design is creating training or learning programs with their corresponding components. (Piskurich, 2015)

To sum the definitions above, we could say that ID is seen as a discipline that follows systematic procedures to design learning experiences. So, in this way, the learning objectives can be achieved, and the learner can achieve their highest performance.

Seel et al. (2017) also mentioned that ID could improve the development of courses and lessons, finding a path of improvement of learning results and influencing students` motivation. Thus, the way learners learn is also vital to maximize the results and their performance.

ID was born in the sixties, with Glazer`s publication about establishing measurable objectives. A few years later, Gagné made a significant contribution to Instructional Design with the instructional model based on the nine events of instruction. As time went by, some other authors focused on different parts of the instructional design to increase

teaching and learning effectiveness. (Zierer & Seel, 2012) Several models refer to instructional design. However, most of them are based on Gagné`s research. (Seel et al., 2017) For this reason; in the current work, this model will be analyzed

According to Gagné et al. (1994), it is essential to remark that there are learning conditions that are internal and external. These conditions might be internal or external, and they are included in the learners` minds to affect the learning effectiveness. Thus, to achieve a high level of learning, those conditions should be organized and planned to facilitate learning.

Figure 2.3: A Basic Model of Learning and Memory
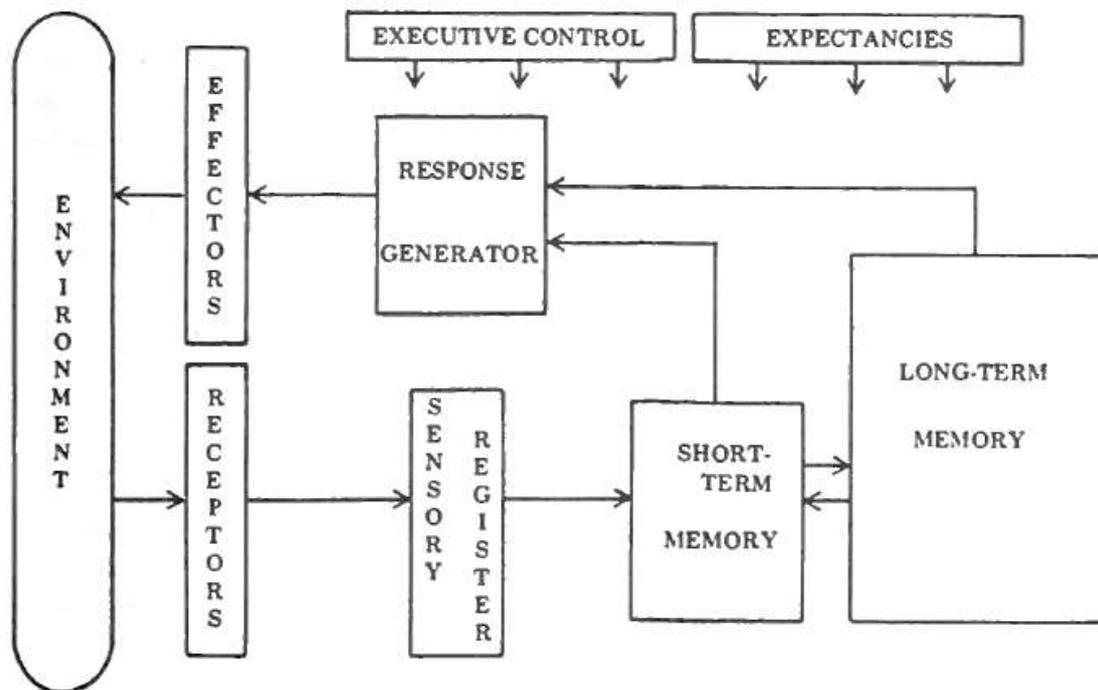
Source: Gagné, et al. (1994)

Gagné (1988) also described the model in figure 2.3, considering learning as information processing. It all starts with a stimulus from the environment; it is receipted and enters the sensory register. Then it is directed to the short-term memory, where it stays for immediate use. At this stance, the information could be used to practice. Finally, thanks to the continuous use of this information during the practice, the learner associates the stimulus with the concept and enters into the long-term memory that later will generate responses.

In the model explained before, there is a process called executive control which includes the learners` control on different processes in learning, such as attention, recalling, and practice. Also, another process is called expectancies. This includes how the learners perceive the new information they will receive and what they expect about it. These processes activate and modulate the way learners receive information and how they perceive and react towards it.

According to the model described before, we could state that instructional design allows these processes without difficulties. For this reason, Gagné and colleagues developed the nine instructional events. It is essential to clarify that Instructional Design begins with a needs analysis. It is crucial to find out what learners need to learn in order to achieve the learning objectives.

The nine events are as follows:

1. Gaining attention: It refers to obtain the learners´ attention through a stimulus. It can be visual, auditive, a small practical activity, or even a question. Also, it refers to the stimulus reception mentioned previously in the learning model.

2. Informing the learner of the objective: Understanding what students will achieve by the end of a lesson or course is vital. Learners need to know when they have achieved a skill.

3. Stimulating recall: In this event, Gagné refers to making a recognition question. This moment will help the learner establish a relationship between what they already know and learn.

4. Presenting the stimulus material: This event refers to the content. It is vital that the content is presented in an organized way and displays a wide range of examples. This step could be successfully performed when learners find the material exciting and show engagement.

5. Providing learning guidance: It is essential to provide appropriate guidance when entering the practice phase. The teachers should not directly provide the answer but accompany the students step by step to find out the answer by themselves.

6. Eliciting performance: In this stage, once the learners have seen the "how," it is time to show they know how to perform the task.

7. Providing feedback: A learning process does not end when the learners can do something. It might continue with effective feedback. This feedback might be

expressed in different ways. However, teachers should keep away from automatic phrases and allow students receive authentic and constructive feedback.

8. Assessing performance: This event has to do with the objectives. The teacher and the learners must return to the objectives to assess them. In this way, we can ensure that the learning process is being completed.

9. Enhancing retention and transfer: When the content is straightforward, and the learners have practiced, it is crucial to ensure retention and transfer. This means that learners will remember and apply what they have learned even in different situations. This could be done with independent work or even in the class.

It is essential to remark that the earlier events are flexible and could be applied in different ways to increase learning quality.

2.4 Including SEL in the Instructional Design

Yodher (2014) cited Durlak et al. (2011) when affirmed that social and emotional competencies are learned in the classroom with academic skills. Thus, there are action steps that teachers can take to promote students` SEL. One of them is assessing the students' SEL level. It is essential to use a specific instructional design and classroom management techniques to create a supportive classroom environment and assessment process. Finally, asking for feedback from school directives and advocating for SEL is crucial.

Lawson et al. (2019) indicate that the five core competencies of SEL could be implemented as a group or as individual skills. Self-awareness includes understanding feelings and the relationship between thoughts, feelings, and actions. Most of the available SEL programs include self-awareness competencies and emphasize complex skills. Carruth (2016) claimed that applying SEL is vital if a school truly supports academic achievement and personal development. It is possible to choose from one to three components of SEL to integrate with the schools' curriculum and still notice positive results over time.

Durlak et al. (2011) examined several studies involving social-emotional program intervention in schools in the US. The programs` effects were positive in students` interpersonal relationships, positive behavior, and increased self-regulation. The research also suggests that teachers and school staff could execute an SEL program. This fact proves that SEL can be integrated into the daily practice at school with the previous and appropriate training for the teachers and involved staff.

These authors provided direction towards a more flexible and integrative way of applying SEL in schools and classrooms. The previous studies confirm the findings of Wilson and colleagues, cited in Zins et al. (2007), that examined social-emotional interventions in a range from individually focused counseling to school applied for intervention programs. The research found that applying SEL, even in small ways, dramatically reduced school dropout and nonattendance.

SEL is better taught and developed in nurturing and supportive environments where students and teachers share a positive relationship. For this, teachers should learn how to appreciate each students` strengths and limitations, creating connections and including learners` personal experiences and socio-cultural backgrounds. Thus, we will require and value their input, creating an inclusive classroom where teachers and students are partners in the learning journey. (CASEL, 2020b)

Oliver (2018), when cited Yodher (2014), claimed ten instructional practices that promote students' social and emotional competencies.

1. Student-centered discipline: This refers to teachers not trying to overmanage their learners. The discipline model in a class should motivate students to become a better version of themselves.
2. Teacher language: Teachers talking to their students should praise their efforts and encourage the whole process.
3. Responsibility and choice: This practice is about creating a democratic environment where students can take responsibility and choose what they will do in class. The teacher will provide structure so students will contribute to what will happen in the classroom.
4. Warmth and support (teacher and peers): The teacher should create a classroom environment where students feel and know they care about them. This practice can be achieved by asking questions and following up on issues and difficulties. The teacher should provide a space where students can establish conversations like morning meetings or micro meetings.
5. Cooperative learning: Means diligent work, students should have independence, individual accountability, learners` should promote each other's success, apply social skills, and discuss the process towards the goal.
6. Classroom discussions: This includes active listening and attention to what others say. Then, the students will develop the ability to expand their thoughts.

7. Self-reflection and Self-assessment: For achieving self-reflection, students should be able to assess their work. Teachers might provide rubrics or other tools to help learners assess their tasks, and then to comply with self-reflection, the students could analyze what they can do the next time to improve their performance.

8. Balanced instruction: teachers should provide students with opportunities to balance individual work with collaborative work. Also, it is essential to equilibrate active instruction (students participation) and direct instruction (teacher or peers provide information).

9. Academic press and expectations refer to the teachers implementing challenging work and what they expect from their students. However, it is essential to be careful and not be too strict with learners to become stressed.

10. Competence Building—Modeling, Practicing, Feedback, Coaching: this principle addresses that SEL instruction should follow the same instructional cycle and be reinforced during class moments.

The application of SEL, either by using class activities, creating school-sized programs, or applying for recognized social-emotional programs, results in ostensible positive for students and teachers. However, it is crucial to notice that to enter the process, all the staff involved might receive training and apply that knowledge to their daily practice and life.

SEL skills are malleable, learners` genetics does not predetermine them, but their genes interact with the experience they acquire and help them build their skills throughout time. Social and emotional skills can be intentionally applied in the curriculum, even separated. According to Durlak and colleagues, cited in Jones et al. (2017), SEL interventions can be quite effective when applied under the SAFE model.

According to this model, S is for Sequenced, meaning that the path towards learning SEL should be clear and ordered. A is for Actively engaged refers to the way teachers should teach SEL skills. This activity should be through experiences with opportunities of constant practice. F is for Focused, directs the attention to the amount of time dedicated to SEL instruction. The SEL classes should be planned and have to be constant rather than sporadic. E is for Explicit; it refers to having specific goals to be attained. The activities should be explicitly targeted so the objectives are clear and it will facilitate the task and practice design.

Blyth et al. (2015) included the letter R, meaning Reflection; this refers to creating activities that provide learners with the opportunities of internalizing SEL skills and think about how SEL is related to their lives. Educators and learners must take time to discuss how SEL influences behavior and wellbeing.

The following table summarizes the SAFER model described above.

Table 2.2: SAFER Model

S	A	F	E	R
Sequenced	Active	Focused	Explicit	Reflection
Clear learning series. Steps are well connected, defined, and students have a clear path toward achieving mastery of SEL knowledge and skill development.	SEL activities need to be experiential, and students need to have multiple opportunities to practice these skills. (e.g., role-plays, behavioral rehearsal, classroom activities, etc.)	SEL programs and activities need a clear path with assigned time, resources, and committed educators.	Targeting specific goals or skills is essential. SEL instruction should not be a secret. It is essential to let learners know what they are doing and why.	Taking time to reflect on how SEL is connecting to other parts of our lives. Thinking about the growth areas and how SEL can support/help.

Source: Adapted from Durlak et al. (2010), (2011), and Blyth et al. (2017) cited in Oliver, (2018).

2.5 Applying Self-awareness Activities and Strategies

The five competencies are, however, steps to take in the SEL implementation journey. Learners cannot learn how to manage their emotions and express empathy (self-management, social awareness) without knowing how to identify and accept their feelings and thoughts (Zigler et al., 2006) For this; the current research aims to focus on self-awareness, that besides being the first step in the SEL process, focuses on how students know themselves, their assets, and liabilities. Thus, they hopefully will gain self-confidence and improve their attitudes towards speaking English.

As cited before, Self-Awareness is the first of the competencies defined by CASEL in the SEL framework. Thus, Self-awareness is the ability to know oneself, understand our limitations and strengths. Besides, it means understanding our limitations without allowing them to demotivate us. When mastered, self-awareness allows the person to understand the connection of thoughts, feelings, and actions and use that knowledge to improve their self-

efficacy and motivation. (CASEL, 2012; Lawson et al., 2019; Leary, 2014; Weissberg et al., 2015)

Lawson et al. (2019) described the core components and indicators provided by CASEL for the five competencies. The contents and indicators were described as follows.

Table 2.3: Self-awareness components and indicators

CASEL Competency	Core Component	Indicator
Self-awareness	Identifying one`s feelings	Understand the definition of feeling words using self as an example. Identifies feelings based on face and body cues and context. Monitor intensity of feelings. Identify situations that you anticipate may trigger certain feelings in the future. Understand that you can have multiple feelings at once.
	Understand the interplay of thoughts, feelings, and behaviors.	Differentiate between thoughts, feelings, and behaviors. Identify that feelings can be signals that help us figure out what to do. Explain how thoughts, feelings, and behaviors can lead to each other. Understand that all feelings are ok, but some behaviors are not ok.

Source: Lawson et al., (2019)

As seen in Table 2.3, the two main core components in SEL programs are identifying feelings and understanding the relationships among thoughts, feelings, and actions. It is vital to consider the skills related to the competencies described by Yodher (2014) when cited to CASEL (2013), Durlak et al. (2011), Elias (2006), Kress & Elias (2006), and Zins et al. (2007). The part of the skills chart corresponding to self-awareness is shown below.

Table 2.4: Social-emotional learning competencies (self-awareness section)

Social-Emotional Competency	Social-Emotional Learning Skills Related to Each Competency
Self-awareness	Label and recognize own and others' emotions.
	Identify what triggers own emotions.
	Analyze emotions and how they affect others.
	Accurately recognize own strengths and limitations.
	Identify own needs and values.
	Possess self-efficacy and self-esteem.

Source: Yodher, (2014)

In table 2.4, it is noticeable how the skills include knowledge about emotions, triggers, and emotions` effects. Also, the chart includes the analysis of strengths, limitations, and values. Thus, following the skills and content indicators, choosing the topics to be covered is possible.

CASEL has provided a set of suggested activities to promote the five competencies. Some of the activities and strategies are specified according to the ages of the students, and others are exemplified. The activities were divided into two groups. The first group contained activities to be performed in class, and the second one included practices that can be implemented ongoing to strengthen the skill being taught. (CASEL, 2017)

Table 2.5: Activities to promote self-awareness

Self-Awareness Activities	
Recognizing feelings, thoughts, and behaviors	
Lesson and instruction activities	Provide age-appropriate vocabulary words for emotions.
	Led a class activity where students can identify how they would feel related to different situations.
	Provide scenarios where students can express how they might feel.
	Discuss age-appropriate cues of how feelings can be noticed.
	Ask students to brainstorm age-appropriate things they can do to improve how they feel.
	Discuss how emotions can improve by changing behavior.
Ongoing class practices	Listen deeply to what students say about how they feel.
	Routinely talk about physical cues for emotions.

	Talk about ones` feelings in an age-appropriate way in order to normalize expressing feelings.
	Routinely ask students how they are feeling.
	Routinely ask students to write journals.
Assessing One's Interests, Strengths, and Limitations, and Possessing a Well-Grounded Sense of Self-Efficacy and Optimism	
Lesson and instruction activities	Ask students to identify their strengths and limitations.
Ongoing class practices	Create age-appropriate roles and responsibilities that emphasize learners` strengths, areas to improve, and goals. Establish age-appropriate norms and consequences. Ask questions to help students reflect on their strengths and limitations. Provide age-appropriate feedback. Tell students why the teacher could feel happy/optimistic for them and their future.

Source: CASEL, (2017)

The Waterford Organization (2021) provided activities to improve students` understanding and knowledge about SEL competencies. The activities related to self-awareness included mindfulness moments, which would help students focus on the present and accept the current circumstances. This document cited Grossman et al. (2004), arguing that mindfulness practice might improve stress effects and anxiety. Another activity is writing reflective texts, which agrees with CASEL (2017) when journal writing is a self-awareness tool. This practice could help learners express their emotions and to be conscious of their causes and consequences.

Oliver (2018) also provided orientation on how to apply self-awareness activities. The author defines the SEL framework managed by the Education Department of Indiana. Even though the section is defined as "Insight," it shows all the characteristics of self-awareness. The focus is to allow students to explore themselves profoundly. The following chart shows the learning competencies related to self-awareness and the author's proposed activities for the toolkit.

Table 2.6 Insight (self-awareness) activities SEL Toolkit Indiana.

Insight	The ability to know your emotions and how they affect your thoughts and actions. Insight help students identify their strengths and areas of work.
Activities	Creating a personal collage. Finding personal strengths. Feelings check. Journaling. Learning the hand model of the brain. Using affective communication.
Classroom characteristics	Showing pictures of people expressing different emotions. Teachers label their feelings when talking to students. Teachers notice students` feelings. Teachers draw attention to how a peer is feeling.

Source: Adapted from Oliver, (2018)

It is noticeable in the table above how the activities provided by different authors are pretty similar because they all respond to a core framework. It is also crucial to understand the role of the teacher when providing modeling by their actions.

Devaney & Berg (2016) suggested that activities should be taught explicitly and unified language to avoid misinformation. Besides, according to the authors, it is necessary to speak the same language. It is essential to involve the parents as they can help complement SEL lessons at home. Adults also might learn more about SEL and embrace it as part of their lives. It is crucial to remark that this process is transformative, and all the stakeholders should accept and incorporate social-emotional skills gradually and consistently.

2.6 Previous Studies

Many studies sought to find out the difficulties learners present when learning EFL. Sadeghi & Richards (2015) included the lack of confidence students have when speaking

in a foreign language as a frequent issue. Savaşçı (2014) suggested that EFL students are reluctant to speak in classes due to emotional factors as lack of confidence, fear of failure, and cultural beliefs. Another study showed that students do not feel motivated to speak due to several factors like classroom materials, fear of peers` perceptions of their mistakes, and teachers` attitudes towards mistakes. (Soureshjani & Riahipour, 2012)

For the factors mentioned earlier, we could suggest that besides classroom materials and non-authentic sources, one of the most common factors that interfere in speaking practices is emotional issues. Fear, anxiety, nervousness, reluctance are a few terms related to the student's emotional state. The way students could face these situations is through emotional intelligence.

Researchers have suggested that the relationship between emotional intelligence and academic performance is positive. The correlation between emotional intelligence questionnaires and GPA scores indicated that the students with higher GPAs also obtained high scores in their emotional intelligence tests. Teaching students self-awareness, self-motivation, self-control, social awareness, and social skills could help them achieve personal well-being and positive learning experiences. (Joibari & Mohammadtaheri, 2011)

Another study performed in a preparatory school of a state university in Turkey (Bora, 2012) applied social-emotional intelligence questionnaires that included statements and agreement grades. The researcher found that students with high emotional intelligence scores are eager to participate in speaking classes. Meanwhile, the students who obtained lower scores of EQ preferred to avoid their involvement and participation in speaking classes. Soodmand Afshar & Rahimi (2016) claimed that emotional intelligence strongly influences learner's speaking development. Also, the research leads to interrelate thinking and feeling. A person affected by strong negative emotions (stress, anxiety, or fear) cannot convey a thinking process correctly; thus, learners must recognize, understand, and manage their emotions to learn more effectively.

According to DiPerna and Elliot 2002, as cited in Ashdown & Bernard (2012), social-emotional and academic skills could influence academic success. It was reported that 60% of children enter school with cognitive skills, but only 40% have the necessary emotional skills to succeed in kindergarten. McClelland et al. (2017) sustain that SEL interventions could benefit children because they nurture their social skills and improve their adaptation skills to work with others and manage their emotions.

Other study (Nelson et al., 2003) show that an early introduction of SEL competencies in children may help them develop their skills in their academic and personal lives. Also, the results indicated that the programs that include SEL as explicit lessons and those of greater intensity and duration had more significant positive effects on their behavior and academic achievement.

A study conducted with students of year one who participated in an SEL program called "You Can Do It!" as a part of their curriculum displayed significantly better scores in teacher-rated scores of social and emotional competence. Students showed an increase in their well-being and their relationships with their peers. The study showed no significant differences in academic achievement between the students who received YCDI content and those who did not. (Ashdown & Bernard, 2012)

As stated before, developing social and emotional competence is vital for learners` success in life. The core competencies of SEL will allow students to develop self-confidence and create positive relationships with their peers. Students will be able to express their emotions, and they will also learn how to listen to instructions and solve problems.

Social and Emotional Learning should start with teachers and schools. Promoting and teaching positive behavior only could be done if the instructor is practicing this process. Teachers who participated in SEL formative programs presented less stress, better emotion managing skills, and improved classroom climate. (Schonert-Reichi, 2017) Since social and emotional skills have not been highlighted in the educational field, they should not be exclusively taught to children or teenagers but also can be helpful to adults who could guide and support learners in their growth journey.

CHAPTER III: METHODOLOGY

3.1 Method

Due to the nature of the research, the method is qualitative. According to Creswell, (2012) qualitative studies explore the problem through the interpretation of the behavior of the participants. The information might be collected from experiences and observation. Qualitative research might help the researcher obtain new insight into the problem and its possible solutions.. Also, Bryman (2012) states that qualitative research is more about analysis and words rather than numbers. Qualitative methods are diverse and help the researcher observe and analyze data from different viewpoints.

Besides questionnaires, the researcher used surveys as a triangulation technique. Triangulation helps protect the integrity of the research results, increases credibility, and frees the research from misinterpretations. Triangulation is also described as verifying factors that one of the other techniques cannot analyze or perceive. (Creswell, 2012) As the research will describe the effects of applying a component of SEL, the results, including students` attitudes, should be considered through the questionnaire`s results and the weekly surveys.

3.2 Participants and Site

The present study was conducted with two classes of eighth grade in a rural school in Chimborazo. Class "A" had 24 students, and class "B" had 20 students. These students belonged to a rural institution close to Chunchi, Chimborazo. However, most of them have not attended this institution before. A high percentage of the eight grade students come from remote communities where English was not constantly taught due to the lack of teachers. Some of them come from a multi-grade environment where English was not a priority.

As a result, some students have difficulties identifying words and instructions and expressing themselves. Most of them use parts of phrases or utterances when speaking. They seem nervous and insecure; some of them are reluctant to say words in English. Most of them are afraid of others` opinions and feedback. Students, according to the Ministry of Education`s English Curriculum, should be on A1.1 level. However, only a reduced number is near the A1 level.

As students are underage, the researcher organized a zoom meeting with the parents and caregivers of both classes to explain the study's objective. The consent form (see

appendixes) was thoroughly explained. They were able to make questions and understood how data was going to be managed. They signed their consent after understanding what the surveys and interviews were about. As a result, from class "A," only 17 of 24 parents signed the consent. On the other hand, in class "B," 16 students obtained their caregivers` consent to participate in the study.

For establishing a qualitative comparison, one of the classes was selected to receive self-awareness instruction. The class known as 8th grade "A" was selected to receive the differentiated instruction included in their regular English classes. The reason is because of two factors: first, the researcher´s observation. The class members did not involve much in speaking tasks and seemed hesitant or unwilling to speak out. It is also notorious that some of them feel anxious or insecure. The second factor is the performance in English. After performing the assessment activities, it was clear that the class "A" needed support. The other class, known as "B," received only the regular English classes without including self-awareness activities. However, because of ethical considerations, class "B" received self-awareness instruction right after the finalization of the study. In this way, the researcher nor the research negatively affected the students` formation.

3.3 Self-awareness Activities Introduction

The study was carried for eight weeks, from April 26th to June 18th. Students have synchronic classes three times per week; each was 40 minutes long using the Zoom application. The researcher prepared two plans for eighth grade. One using only the designed content for the level for the class B and a different one that contained additional self-awareness activities

For introducing Self-awareness activities and content in the class, the researcher included them in their lessons in the plans corresponding to weeks 11 to 18 of the scholar calendar corresponding to the second term of the year. The activities were designed to focus on self-awareness explicitly. SEL instruction was provided in Spanish due to the students` level and, in some cases, used to learn more vocabulary in English.

The content was introduced using the ten strategies to include SEL in the instructional design suggested by Yodher (2014) cited in the previous chapter. These actions allowed the researcher to make some changes to the classes. All of these modifications were made considering the ongoing class practices suggested by CASEL

(2017), which might allow learners and teachers to have a respectful, warm, and friendly classroom environment.

Table 3.1: Modified Class Strategies

Previous Situation	During Intervention	Principle Applied
The teacher provided the virtual classroom rules.	The teacher and the students discussed what rules meant. Then the teacher guided students to provide ideas about rules that would make them feel safe in class.	Student-centered discipline. Responsibility and choice. Classroom discussions
The teacher prepared and chose the content and activities to be done in class.	The teacher chose the content but allowed the learners to suggest some activities that they would enjoy. Sometimes the teacher would prepare two activities, and students could decide.	Student-centered discipline. Responsibility and choice. Competence Building
Errors were corrected at the moment.	Discussion about error correction. Decision: the teacher would address the mistakes at the end of the exercise. Also, the teacher would use a color different from red to grade.	Teacher language. Responsibility and choice. Student-centered discipline. Academic press and expectations Competence Building
The teacher would try to minimize the informal chat time to optimize the class time.	Assigning 5 minutes for morning meetings to check up with students how they were doing or comment on any doubt. The teacher would provide 5 minutes of talk for students between peers after a holiday using breakout rooms.	Warmth and support Classroom discussions

No group work due to virtual classes.	Developing small activities using breakout rooms to allow learners to socialize and work cooperatively.	Cooperative Learning Balanced instruction. Competence Building
The teacher graded all the assignments.	Developed the class assignment and asked students to review their tasks. No grades were involved, but students should comment on steps to improve.	Self-reflection and Self-assessment Academic press and expectations Competence Building

Source: Prepared by the author.

All of the previous strategies were introduced to class A to apply self-awareness activities in the classroom successfully. Some strategies include several instructional design principles due to they are not isolated but interrelated.

The topics delivered were selected following the thematic suggested by Oliver (2018) and Lawson et al. (2019) that have been described in the previous chapter. Through eight weeks, the researcher included the following themes: developing personal strengths, developing emotional awareness, using affective communication, and learning how the brain is affected by our emotions.

Table 3.2 Topics covered in Self-awareness

Topics	Activities	W1	W2	W3	W4	W5	W6	W7	W8
Finding out Personal Strengths									
What are strengths and challenges?	Discussion: Why do we need rules? 1. The teacher guides the students towards creating rules for the class. 2. The topic is presented through a video. 3. The teacher guides a short discussion about the video.								

Let us find out what are our strengths and limitations	Introducing mindful minutes. Introducing "welcome screens." 1. Discussion: what are you good at? 2. Worksheet: Think about what you are good at and what you need to work on. 3. Journal		▓							43
Let us talk about values	1. What are values? Discussion. 2. Worksheet. When do we show our values?			▓						
Developing emotional awareness		▓	▓	▓	▓	▓				
What are emotions?	1. How are you today? 2. What are emotions?				▓					
Let us talk about our emotions.	3. How do we feel? 4. Journal					▓				
Learning how the brain and our emotions are linked.		▓	▓	▓	▓	▓	▓	▓	▓	
Our brain and the emotions	1. The brain and the emotions (video) 2. Discussion: How does the brain work?						▓			
Emotions, thoughts, and actions	3. Worksheet and reflection: emotions, thoughts, and actions.							▓	▓	

Prepared by the author.

The activities used in the virtual classroom were as follow:

The introduction of "the mindful minute." Most of the students seemed nervous or tired at the beginning of the classes. This practice was done due to the researcher's observation of the class. In this minute, the students guided by the teacher focused on their breathing and tried to relax. Practicing this activity was also an opportunity to apply the warmth and support principle to allow learners to feel comfortable and safe in the class.

The introduction of the "welcome screen." This tool was an adaptation to allow students to express themselves and identify how they were feeling. (see appendix) The researcher introduced a popular image using animals or characters showing different emotions. Each emotion had a number. The participants had to write the number they felt identified with in the chat and then discuss some feelings in the class.

Worksheets: The researcher used worksheets provided by Oliver (2018) and other resources adapted from Allstate Foundation (2021) to allow learners to practice what they have learned and reflected.

The instructional model to develop the classes was based on Gagné and Briggs' nine events of instruction with few adaptations to cover the steps in the time required.

The topic was introduced through a video or a short story that allowed the students to preview the class objective. The students had to write a journal expressing themselves concerning the class topic.

When students were reluctant to speak, the teacher used Mentimeter or Google forms to help them express their opinions without writing their names.

3.4 Data collection instruments

First, the students´ caregivers were well informed about the purpose and the study's way. They agreed to their children to participate, and no participant nor caregiver was obligated to do so. It was also clarified that the study's participation would not affect the students´ grades.

Survey: A survey was used to evaluate students´ perceptions of speaking English and their self-awareness level at the beginning of the study. (See appendix) The survey was taken from the CASEL website; the questionnaire was designed to identify students' levels of SEL. The survey was translated to Spanish to avoid misinterpretation and to facilitate learners` understanding. The questions were clearly explained before the application during a class session. Students had the opportunity to solve all their inquiries before

answering the survey. The same closed-ended questionnaire was applied when the study ended.

Speaking Performance Rubric: To establish a departure point regarding performance in speaking skills, which is also an objective of the current research. The researcher assessed the students' performance using an official rubric provided by the Ministry of Education. The same rubric was used for evaluating their speaking level at the end of the research.

The speaking test was a conversation between students about personal information. The criteria used to grade the task were divided into five factors: comprehension, interaction, accuracy, fluency, and pronunciation. Comprehension included the ability to make themselves understood. Interaction meaning that the learner can listen and respond. Accuracy involves the students` ability to use grammar structures in the conversation. Fluency includes the vocabulary used and the way the learners express their ideas. Finally, the pronunciation section allows evaluating if it is possible to understand the students` words clearly.

Mini Surveys: The students filled out a series of mini-surveys regarding their experiences and feelings towards self-awareness activities. This practice is fundamental because it allowed us to obtain feedback to continue with the intervention.

3.5 Reliability and Validity

According to Gray (2004), obtaining valid information collecting data instruments should cover areas that refer specifically to the study. Also, the importance of finding reliable information is crucial. A research study should include instruments designed to provide information despite the time and people to which the instruments are applied.

It is essential to understand that the data collected for the research fulfilled the criteria of reliability and validity. The supervisor previously revised all the questionnaires used in the research to ensure the results are valid and trustworthy. All the information contained in the next chapter was the results obtained during the intervention phase.

CHAPTER IV: PRESENTATION AND ANALYSIS OF THE RESULTS

As the present study intended to explore the effects of applying self-awareness in the attitudes and performance of students towards speaking English, the first step was to evaluate students` speaking levels. Then, as mentioned in the previous chapter, it also was necessary to measure the level of self-awareness that the students showed. For this, a survey created by CASEL to measure SEL in the school and classroom was applied. All of the instruments mentioned above were applied twice. The first time as a diagnostic tool and the second time as evaluation means.

4.1 Pre-intervention results.

4.1.1   SEL Survey

The instrument used was an 18 items survey where students were required to read a statement and select a number from one to five to determine whether they agreed or disagreed with the sentence. If the student marked "one," it meant they disagreed entirely with the statement. When the student marked "five," it showed their agreement with the sentence. The questionnaire was translated to Spanish due to the students` English level to avoid misinterpretation and complete understanding. Also, the questionnaire was thoroughly explained to the participants to help them become familiar with the statements and understand what they implied.

The survey was sent through a link to the students. The students had to read each statement and then choose a scale to identify whether they agreed or disagreed with the statement. To provide some guidance, the scale was explained to them as follows. Selecting number 1 meaning participants strongly disagreed with the statement. Number 2 meant disagreement. Number 3 provided a neutral answer, nor agreed or disagree. Number 4 implied agreement, and number 5 meant strong disagreement.

Statement 1. I like attending to class every day

Figure 4.1: " I like attending to class every day" Results

Prepared by the author

From the graphic above, we can deduce that the opinions in the classes are pretty differentiated. In class A, most of the students disliked attending class, while only a few did not agree with the statement in class B.

Statement 2. I feel safe at school

Figure 4.2 "I feel safe at school" Results
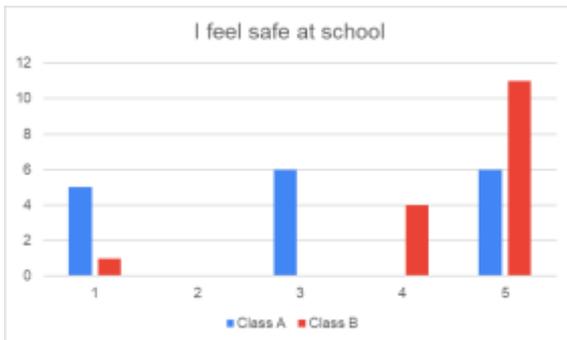
Prepared by the author

This bar graph shows how the students` opinions were divided and compares the results from classes A and B. Students from class B felt safer at school. Regarding class A, 5 participants indicated they did not feel safe in class, 6 more participants provided a neutral answer, and 6 students said they felt safe.

Statement 3. I have friends at school.

Figure 4.3 "I have friends at school" Results
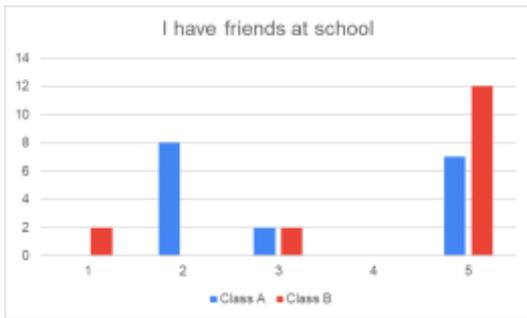
Prepared by the author

       The graph above suggests that students from class B had stronger relationships with their peers than class A. In class A, 8 students expressed that they did not have friends at school. On the other hand, in class B, only 2 participants provided the same answer.

Statement 4. People care about each other in my class

Figure 4.4 "People care about each other in my class" Results
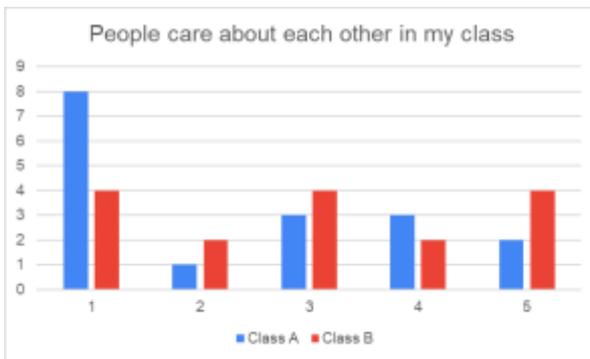
Prepared by the author

       In the bar graph, it is possible to visualize that most of the participants from class A thought their peers did not care about each other, followed by some students who showed neutral answers and agreement with the statement. This neutral number could mean that there is not a considerable sense of community in this class. In class B, the opinions were divided—this difference might mean that some students know each other and have gone to school together.

Statement 5. My teacher likes and cares about me

Figure 4.5 "My teacher likes and cares about me" Results
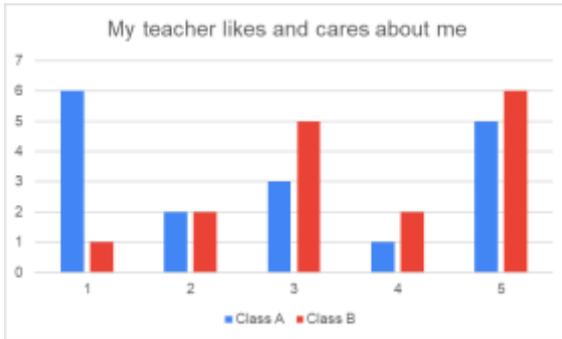
Prepared by the author

   In the graph, we can notice how the opinions were divided into the two classes. Class A had more students who did not feel identified with the statement on different scales. In comparison, class B had more students prone to assume the statement as proper. This number is followed by the number of students who believed their teacher`s perceptions about them were neutral.

Statement 6. Adults treat students kindly and fairly at this school.

Figure 4.6 "Adults treat students kindly and fairly at this school" Results
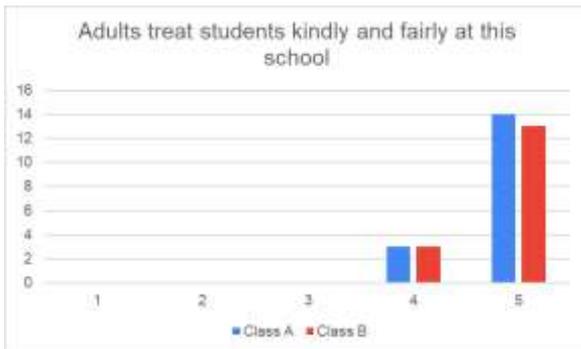
Prepared by the author

   The graph shows how the data is grouped to the right side, meaning that most students had positive opinions about this statement related to their school. The participants of both classes feel that adults treat them kindly.

Statement 7. I am interested in what I am learning in class

Figure 4.7 I am interested in what I am learning in class

Prepared by the author

According to the graph shown above, most participants from class A were not interested in what they were learning in class. It is evidenced by the number of students who disagreed with the statement. These responses could explain their answers to statement 1 when the majority expressed they did not enjoy attending classes. Regarding class B, the situation was different; this group seemed to show interest in the learning process.

Statement 8 I am a good student and a strong thinker

Figure 4.8 "I am a good student and a strong thinker" Results
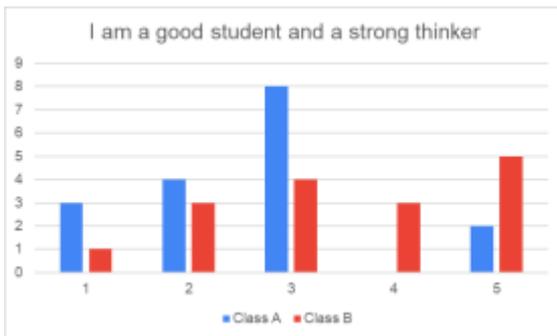
Prepared by the author

In this graph, students show their self-perception. 7 participants from class A did not see themselves as good students, while 8 students believed they were not good or bad students. On the other hand, in class B, 8 participants thought they were good students, 4 believed they were average students, and 4 did not agree with it.

Statement 9 I know how to be a good partner and friend

Figure 4.9 "I know how to be a good partner and friend" Results

Prepared by the author

In the graphic above, we can notice how most of the participants` opinions are positioned to the right side, meaning their answers were favorable to the statement. In class A, even though most students did not consider having friends at school (answers from another question), they knew how to be good friends. In class B, the number of students who responded positively to the statement is even higher. Perhaps, they have more significant relationships with their peers, allowing them to identify suitable partners.

Statement 10 If I have a problem, I can solve it or find someone who can help me solve it.

Figure 4.10 "If I have a problem, I can solve it or find someone who can help me solve it" Results
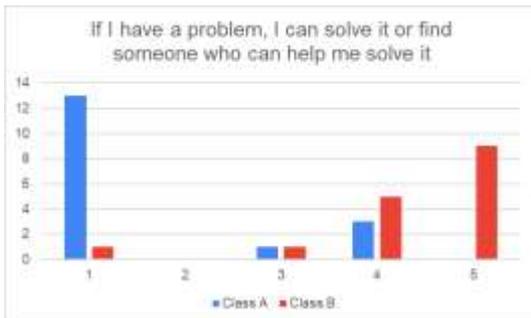
Prepared by the author

In the graphic above, we can notice how students perceived their problem-solving skills. The participants` answers were located on the left in class A, which meant most of the answers were negative. Regarding class B, most of the participants stated they could solve problems or seek help.

Statement 11 When I make mistakes, I learn from them

Figure 4.11 When I make mistakes, I learn from them" Results

Prepared by the author

      The bar graph 4.11 shows that most of the class A participants agreed with the statement. We can also visualize that the participants from class B presented a similar response.

Statement 12 I can understand how people feel.

Figure 4.12 "I can understand how people feel" Results
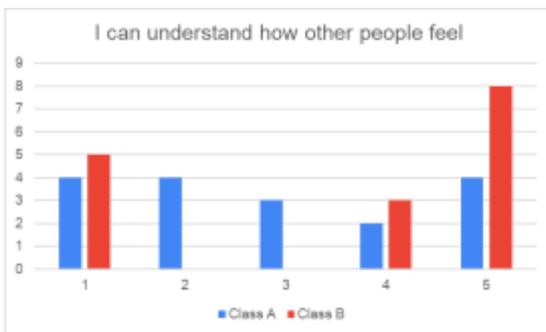
Prepared by the author

      In the figure above, we can notice how participants` opinions are represented. In class A, it is visible that the opinions were diverse. 4 students believed they could understand others` feelings, and 3 were not sure about that ability. On the other hand, class B had 11 participants who agreed with the statement, 8 participants who disagreed, and 3 participants who kept an impartial opinion.

Statement 13 I can work well with anyone in my class.

Figure 4.13 "I can work well with anyone in my class" Results

Prepared by the author

In figure 4.13, the results show that in class A, 7 participants chose the scale of 2 to describe their ability to work with their peers. 2 students strongly disagreed with the statement. 3 participants gave an impartial answer. Only 3 students said they were able to work with all their classmates. Regarding class B, the answers are different. 10 participants answered affirmatively to the statement.

Statement 14: I work and play well with people who are different from me.

Figure 4.14 "I work and play well with people who are different from me." Results
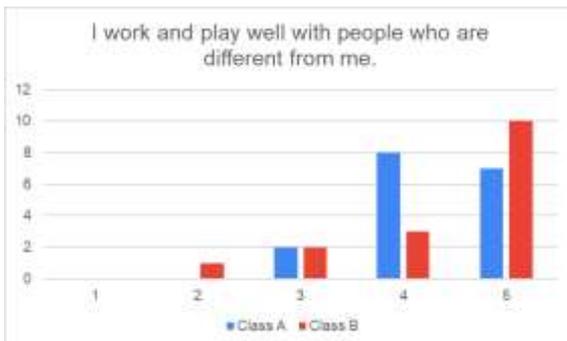
Prepared by the author.

In the graphic above, we can notice how the results are aligned to the right side. This means that the two groups of participants have favorable opinions. Students stated that they were able to work and play with other people different from them.

Statement 15: I sometimes get to choose what I want to study or do in class.

Figure 4.15 "I sometimes get to choose what I want to study or do in class." Results

Prepared by the author.

In graph 4.15, it is shown that the opinions have different ranges of disagreement for class A. Most of the participants expressed that they do not usually have the opportunity to choose what to do in class. Only 3 students expressed they could choose what to do or what to study. In class B, the results were different. Most of the students agreed with the statement. A few participants expressed disagreement.

Statement 16. I like the way I am.

Figure 4.16. "I like the way I am". Results

Prepared by the author.

In the previous bar graphic, we can distinguish the results obtained in statement 16. Regarding class A, we can notice how their opinions were divided as follow. 6 students expressed they liked the way they are. 3 students nor liked or disliked themselves, 4 students expressed their dislike in different degrees. For class B, the results were different. Most of the students, in total 14, agreed with the statement meaning they liked the way they are. Only 1 student answered neutrally, and 1 more student did not agree with the statement. This could provide us an insight into how students see themselves. Having students who express they do not like the way they are could mean that they do not have a positive image of themselves.

Statement 17 I feel like I belong in my classroom and school community.

Figure 4.17 "I feel like I belong in my classroom and school community" Results.
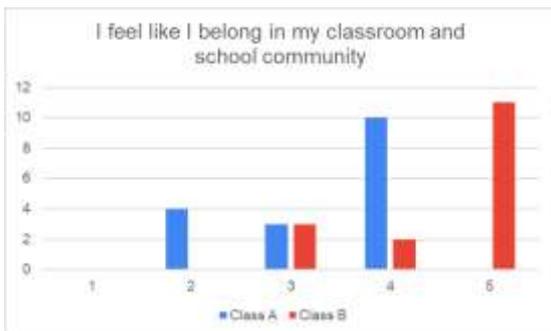
Prepared by the author.

   Observing the bar graph above, we see how class B had a higher score in this statement. 12 students answered positively to the statement. Only 3 students gave the sentence a score of 3 providing a neutral point of view. On the other hand, class A showed similar results but at lower intensity according to the use of the scale.

   The survey finishes with a question that asks students to write what they want their teacher to know.

Final Question: What else would you like your teacher to know about how you feel about your classroom and school?

The answers are listed and have been translated to English as close as possible to the original responses. The students are listed using alphabet letters.

Class A

A(a): I like the classes when we play some games.

B(a): I do not want to speak. I am afraid that my classmates will laugh at me.

C(a): I do not know many words in English.

D(a): I like English classes, but sometimes I do not want to speak because I do not know how to do it.

E(a): I do not feel confident about speaking in classes because I am afraid of making mistakes.

F(a): I cannot practice speaking.

G(a): I need more time to finish my homework.

H(a): We did not had English classes in our previous school.

I(a): I do not like online classes. Going to class at school is better.

J(a): I do not like to turn on the camera.

K(a): Nothing.

L(a): I like classes, but no virtual classes.

M(a): I do not know many classmates, so I do not feel confident enough to speak.

N(a): I am feeling fine, but I do not like to read or say words in English because I do not know how to pronounce them correctly.

O(a): I like English, but sometimes I do not have a good internet connection, and I am afraid of speaking.

P(a): I do not feel fine speaking English, I think I do not do a good job.

Q(a): My friends now go to a different school, and I do not know anyone else. Speaking in English is hard because I do not know the words I want to learn, but I do not feel like I am good at English.

Class B

A(b): I want to go back to school.

B(b): It is impossible to understand the virtual classes well, so it is better to go to school.

C(b): I do not like virtual classes.

D(b): I would like my parents would be like my teachers. If only I had parents.

E(b): I do not understand very well in virtual classes as I do in the face-to-face sessions.

F(b): I do not like virtual classes.

G(b): My doubts about the class. I do not know many things in English.

H(b): Nothing, the classes are active.

I(b): I would like the teacher to be patient.

J(b): I cannot pronounce English correctly.

K(b): I would like the teacher to listen to me.

L(b): I would like the teacher to include more games in class.

M(b): I like to participate in class.

N(b): I like the classes, but I am ashamed of speaking.

O(b): I think the teacher`s classes are fine, but my classmates and I are afraid to fail when she asks something about the class.

P(b): I did not had English classes in the other school.

It is crucial to understand that the survey used for this study commonly measures the level of SEL that students have regarding the five aspects of the CASEL framework. The survey was given to provide the researcher with an insight of the participants` current status.

Answers Analysis:

As it was visible, the students from class A did not like to attend classes. This answer could be due to different situations as being new in the class or the school. According to several authors, learning is an emotional process, but also a social one. Learners need to interact in order to acquire a new language. For interacting, students at their ages need to get to know their peers to feel more confident and to be able to interact positively. The virtual environment developed for the classes does not provide time for students to socialize with each other. This fact is shown in the participants` answers to some other questions. Most class A participants responded that they were not ready to work or talk to other people different from them. Also, most of them answered that they do not think their peers cared about each other in class. Those answers were confirmed by the statement 17 results when most of them answered they do have a sense of belonging in the class. However, it was not at the higher level.

The students did not show a lot of enthusiasm or interest in what they were learning, and also there was said that they did not get to choose their activities in class.

Also, in the final question, the students expressed their concern about not knowing many words in English and being afraid of speaking in the classroom. Finally, it is essential to remark that most of the students from this class responded that they do not consider themselves "good students." The majority also expressed that they did not like their way of being very much. Also, most of the students answered that their teacher did not like them. These answers might suggest that students` self-perception needs more attention.

The results of class B showed that most of the participants agreed with the first statement. The results showed that most of them liked to attend classes. They seemed to have a fair connection with each other. This conclusion is suggested by the participants` answers to the statements 3, 13, 14 and 17 related to their relationship with their peers. Students from class B answered that they suggested they have a fair level of relationship with their peers which benefits them.

According to the survey, this group of students had a good perception of themselves, considering they are excellent and strong thinkers. Also, most of them answered that they liked themselves. Finally, in question 18, most students showed their concern about virtual learning and emotional factors.

Analysis of the final question

  For analyzing the final question results, the researcher created three categories as follows:

Attitudes towards English and Speaking

  Regarding the students` interest in English in class A, we can notice how some students expressed their opinions. For example, student D(a) answered, "I like English classes, but sometimes I do not want to speak because I do not know how to do it." Student O(a) wrote, "I like English, but sometimes I do not have a good internet connection, and I am afraid of speaking" Also, student Q(a) answered, "Speaking in English is hard because I do not know the words." Other students expressed that they did not receive English classes in their elementary years. These responses show that most of them saw oral communication as a difficulty even though some students liked the subject.

  Participant J(b) expressed their concern in class B: "I cannot pronounce English correctly." On the other hand, student N(b) wrote: "I like the classes, but I am ashamed of speaking." Participant O(b) expressed: "I think the teacher`s classes are fine, but when she asks something about the class, my classmates and I are afraid to fail." These opinions suggest that even when some students did not express their disliking for the subject, they found it quite hard to speak or participate.

Class Environment

  Some participants from class A expressed their discomfort during online classes. Student I(a) wrote: "I do not like online classes. Going to class at school is better." Also, participant J(a): "I do not like to turn on the camera."

  Regarding class B, students expressed their opinions too. For example, participant E(b) said: " I do not understand very well in virtual classes as I do in the face-to-face sessions." Additionally, student F(b) wrote: " I do not like virtual classes." Also, participant G(b) answered: "My doubts about the class. I do not know many things in English." This answer, in particular, showed that some learners might not feel willing to express their doubts to the teacher.

  These answers show that learners from both groups did not feel fine in the online class environment. Also, they would suggest that learners did not feel the virtual classes were comfortable for them. The answers also indicated their lack of social interaction and contact.

<u>Social and Emotional Factors (Self-Awareness)</u>

In this category, the researcher included all the answers regarding emotional factors, emphasizing self-awareness if possible due to the participants' information.

Concerning social and emotional factors, participants from class A had similar opinions. Student M(a) said: "I do not know many classmates, so I do not feel confident enough to speak." Also, student E(a) wrote: "I do not feel confident about speaking in classes because I am afraid of making mistakes." These responses tell us that for participants, it was vital to feel confident at the moment of speaking. Also, the fear of making mistakes is a factor that intervened in their participation.

Besides, other learners showed low self-confidence. Other responses suggested a poor opinion of their abilities. For instance, participant B(a) wrote: "I am afraid that my classmates will laugh at me." Student N(a) answered: "I am feeling fine, but I do not like to read or say words in English because I do not know how to pronounce them correctly." Also, participant Q(a) responded: "Speaking in English is hard because I do not know the words I want to learn, but I do not feel like I am good at English." These answers suggest a low level of SEL skills, especially self-awareness.
Showing their social and emotional needs. On the other hand, in class B, student D(b) expressed: "I would like my parents would be like my teachers." Also, participant I(b) wrote: "I would like the teacher to be patient." Participant J(b) answered: "I cannot pronounce English correctly." Also, O(b) expressed: "I think the teacher`s classes are fine, but my classmates and I are afraid to fail when she asks something about the class."

The previous responses might indicate the learners' emotional needs and how they were feeling about the classes. Some participants` responses included a negative word indicating their belief of not being able to do something. These answers could suggest a low self-awareness level.

4.1.2   Speaking Rubric

The findings are presented as follows; first, the grades obtained by the students before the study in a speaking exercise. The exercise corresponds to a conversation exercise that included personal information. The grades are presented quantitatively and qualitatively. The rubric used corresponds to the resources provided by the Ministry of Education to evaluate speaking skills in the classroom adapted from Richards et al (2005), McCarthy, et al (2005), and Jones (2008).

The following figures expose the eighth grade "A" and "B" results before the intervention phase.

Figure 4.18 Speaking results – Average Scores.
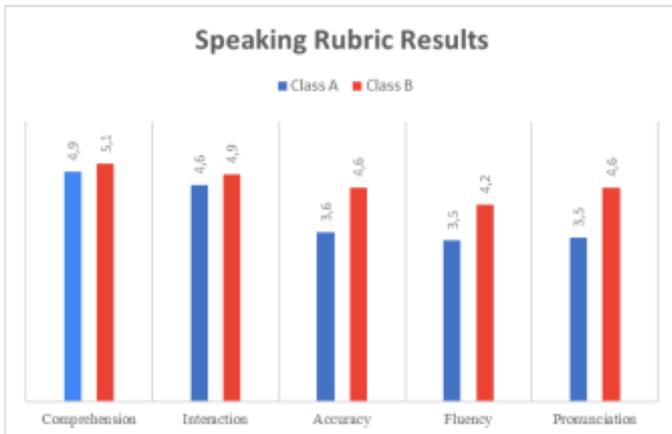
Prepared by the author.

Table 4.1 Categories and Scores

Individual Parameters Scores	
Quantitatively	Qualitatively
9-10	Excellent
7-8	Very Good
5-6	Good
3-4	Fair
1-2	Poor

Source: (Ministerio de Educación del Ecuador, 2018b)

Group A obtained the following scores: comprehension 4.9 and interaction 4,6. Finally, accuracy 3,6; fluency and pronunciation 3,5 meaning the level is fair. These scores show that the students need more work to keep improving. Besides, it is notorious that the parameters that indicate how the students express themselves are the lowest in scores. However, the score is near the low limit, so the individual parameters should be considered to analyze the results.

Regarding group B, the results were almost similar. The individual scores were: comprehension 5.1, interaction 4,9 showing a good performance. Accuracy and pronunciation obtained 4,6 points, and fluency showed 4,2 points. They were on the level fair to good.

4.2 Intervention Results

The intervention survey's objective was to monitor the students´ progress and perceptions about SEL activities. The following charts and figures represent the results of students´ opinions during the intervention phase.

Question 1. Working with self-awareness activities was ...

Figure 4.19 "Working with self-awareness activities was" Results.
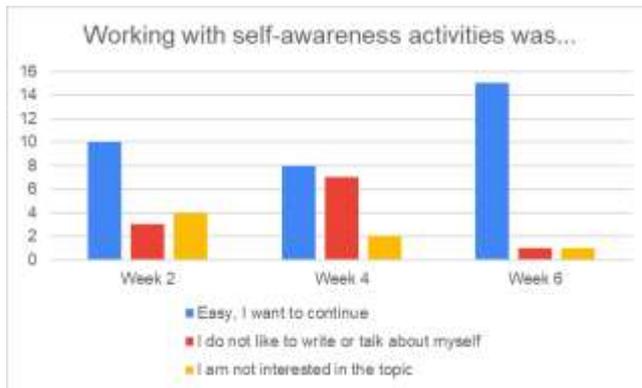
Prepared by the author.

The graph above exposes the results obtained from class A during weeks 2, 4, and 6 of the intervention.

The first question refers to their perception of the activities they have been performing. In week 2, most of the students answered they wanted to continue with the activities, 4 students showed no interest in the topic, and 3 expressed their dislike of talking about themselves.

In week 4, the majority of students wanted to continue, even though the quantity was less than the past week. 7 students answered that they did not like to talk or write about themselves, and 2 were not interested in the topic.

In week 6 the situation changed; 15 students responded positively to the question, 1 student expressed disinterest, and 1 disliked the activities.

Question 2. The topics related to self-awareness were...

Figure 4.20 "The topics related to self-awareness were" Results.

Prepared by the author.

In the figure above, the results obtained for the question 2 changed in the different weeks. 14 students answered that the topics were easy to understand in the second week, and 3 needed reinforcement. In the fourth week, all the students responded that the content was explicit. In week number 6, most of the students considered the topics easy to understand and only 2 students needed reinforcement.

Question 3. Last week I felt...

Figure 4.21 "Last last week I felt..." Results

Prepared by the author.

The results in the previous graphic show students' feelings during the intervention phase. In the second week, 9 of the students reported feeling better and learning more about themselves. 4 students stated they were feeling like before. 4 more students expressed they did not find any difference and did not like the activities.

Most of the students gave positive responses to the question. In week 6, most of the students affirmed they felt better than the other days and expressed they were learning about themselves.

Question 4. Write something you would like your teacher to know.

In this question, the students expressed their feelings during the intervention phase. The answers were translated into English.

Table 4.2: Write something you would like your teacher to know

Students	Week 2	Week 4	Week 6
A(a)	It is difficult for me to write what I think. I do not like to do it.	We talked about the values in DHI class.	I liked the video about the brain and emotions.
B(a)	I do not like to answer about my strengths because I think I am not as good at different things as my classmates.	We reviewed the values in the DHI class, teacher, but I liked when you made us think about when we show our values.	We learned in class that when we are angry and nervous, we do not think correctly.
C(a)	I liked to do mindfulness moments like in the other class.	I liked your values class teacher.	I like when we are calmed in class. I think the class is better when it is like that.
D(a)	I like to write about strengths and challenges.	I felt bored in the values class because the DHI teacher always has that topic with us.	The topics you gave us were new. We did not get that in DHI.
E(a)	I like when you number the emotions and ask us how we are feeling.	I like when we do the breathing exercises. I feel fine.	I liked the class.
F(a)	I like the screens when you write and ask how we are feeling today.	I like when we make affirmations before speaking.	My mom does not like when I cry or feel sad. She says it is not

			good. I liked when you said emotions are not bad.
G(a)	I would like to do the breathing exercises that we did in the last class.	I do not like the activities.	I liked how you explained to us about emotions.
H(a)	I want to do the speaking task talking about how we are.	Teacher, I liked when we told each other the values we had.	Can we practice speaking more?
I(a)	I want to write fewer words in the journal. I do not know what to write.	Teacher, the journal was fine this week, but it is still a little difficult for me to write.	Teacher, I did not like to write about my feelings. But I did. It was different.
J(a)	Teacher, can we do deep breathing in all the classes? Please	I liked the class about the values teacher.	I like when we do the breathing exercise before the classes.
K(a)	Please, let us play the vocabulary game.	Teacher, I like to connect for the classes. Thank you.	Teacher, I did not write in the journal because we have a lot of homework.
L(a)	Teacher, please can we have the screen asking how are we feeling today?.	I liked when we spoke in English.	Teacher, I liked the last class.
M(a)	I do not like the activities I do not feel comfortable writing about what I am good at.	I did not like the activities a lot. I liked the screens that asked how our day was.	Thank you for giving us more time to complete the homework.
N(a)	Can we do the strengths activity again?	I liked the classes.	Teacher, can I have the link for the video about emotions and the brain?

O(a)	I like the activities we do, teacher.	I want to work in pairs again.	I liked the classes.
P(a)	I want to write in a journal. I like it.	I liked to write in the journal.	Teacher, can we talk about the emotions again?
Q(a)	I like when you ask us how our day was.	I liked when you asked how our weekend was, and we talked about it.	It was complicated to write how I felt.

Prepared by the author.

In the table above, we can read the students` opinions through the six weeks. Some students expressed that they did not like to talk or write about themselves in the first week. For example, student M(a) manifested their discomfort in writing about them. Participant B(a) mentioned that they did not want to write about strengths because they believed they were not as good as other classmates. The student I (a) wrote they did not know what to write in their journal. All these opinions show how students are not accustomed to expressing their feelings or their thoughts.

On the other hand, there were also positive opinions. Students F(a), H(a), and Q(a) expressed that they liked to talk about how they were feeling. Other students wanted to repeat certain activities, which shows they felt comfortable with the tasks and wanted to do more similar tasks. These answers show their need of paying attention to their feelings and their need for connection.

In the second week, some students agreed that they received instruction about values in the subject of DHI. However, some other participants expressed that they liked the way we approached the topic in the class.

In the sixth week, the topic was the brain and emotions. The students` reactions were primarily positive. Some participants asked for clarification of some concepts. An opinion that it is crucial to highlight is students` F(a) opinion. They mentioned that in their family, crying or expressing sadness is not seen as something positive. Student I(a) mentioned they did not like to write about emotions, but they did it. This answer might suggest that it is not quite usual to talk about feelings and thoughts. Another student mentioned they understood what does anger and fear cause in their brain. All the opinions remarked on the importance of creating meaningful activities for the students.

4.3 Post-intervention Results

The following results correspond to the survey taken at the end of the study. The participants received the survey link and answered the questions.

4.3.1 SEL Survey Results

The survey was applied to the students via google forms. The scale remains, as explained before.

Statement 1. I like attending to class every day.

Figure 4.21 "I like attending to class every day" Final results.
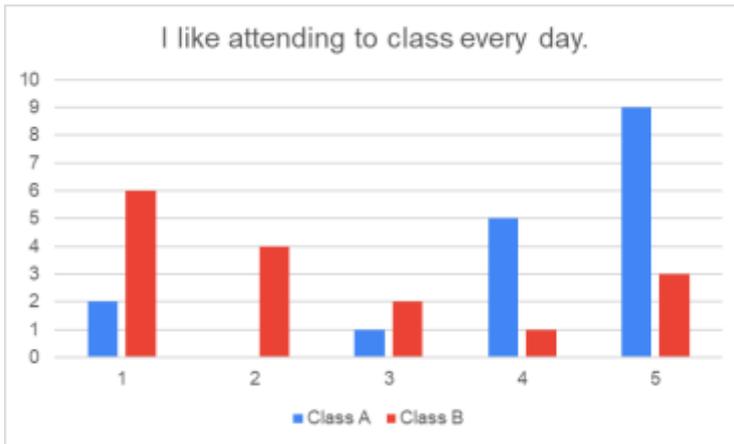
Prepared by the author.

      The final results of the first statement are reflected in the graph above. It is notorious that the values have changed. In class A, the results are grouped to the right side, meaning their answers were positive. In total, 14 participants answered positively to the item. Only 2 students expressed a negative opinion, and 3 students provided a neutral answer. The results for class B were opposite to class A. Most of the students answered negatively to the statement. Only 4 participants expressed they liked attending classes.

      These results differ from the initial information provided by the participants in the same survey. This fact suggests that the application of self-awareness activities might have improved students` willingness to attend classes.

Statement 2. I feel safe at school.

Figure 4.22 "I feel safe at school" Final results.
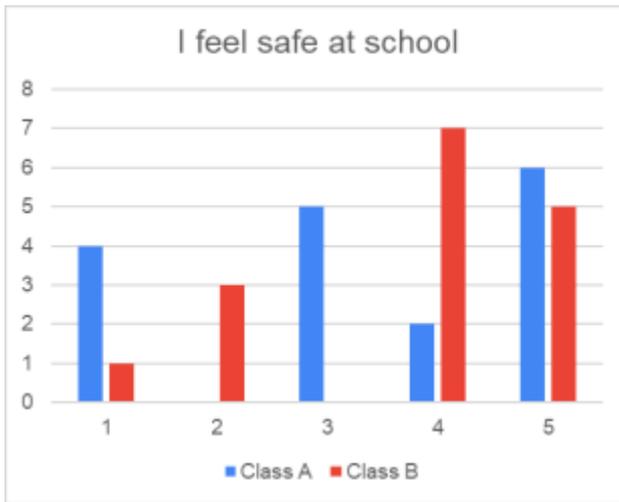
Prepared by the author.

Observing the bar graph above, it is noticeable that the results remain positive in this item. Comparing the final results to the initial results, we can see how the number of participants from class A who strongly agreed with the statement has increased. A similar situation is presented in class B.

Statement 3. I have friends at school.

Figure 4.23 "I have friends at school" Final results.

Prepared by the author.

In figure 4.23, the results show how the situation changed for class A. The results indicate that most of the students now consider they have friends at school. These results could be due to the intervention. The students had to share some activities with classmates;

this could have influenced their answers in the final survey. It is also noticeable that the class B results remained the same as in the initial survey.

Statement 4 People care about each other in my class.

Figure 4.24 "People care about each other in my class" Final results.
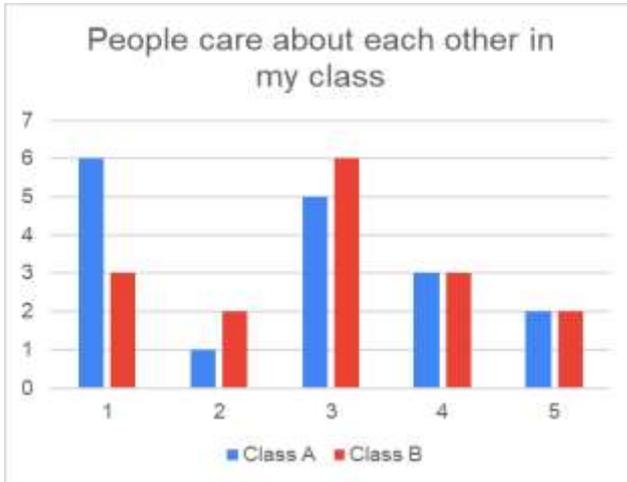
Prepared by the author.

In the graph above, the final results of statement 4 are shown. It is noticeable that for class A, the results changed slightly. In the initial survey, the number of students who strongly disagreed with the statement was 8; the final survey´s result was 6. Also, the value changed on a scale of 3. In the initial survey, 3 participants selected the value 3, and in the final survey, there were 5 students in this category. In class B, the change was also positive. In the final survey, some fewer students chose scale 1, and more students selected scale 3.

Statement 5. My teacher likes and cares about me

Figure 4.25 "My teacher likes and cares about me" Final results.
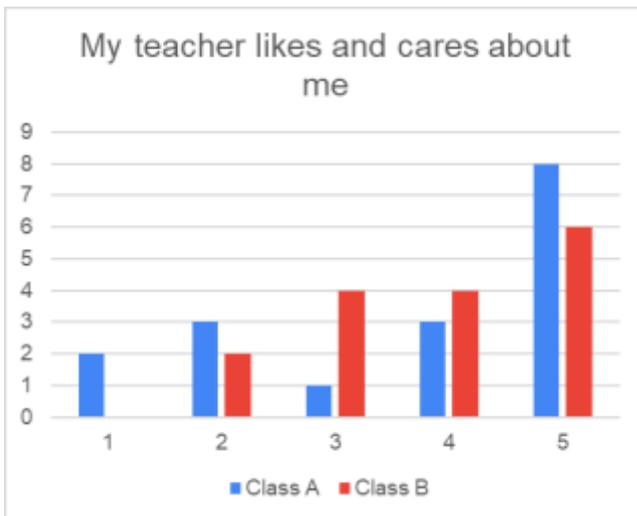
In the graph above we can see how the results of both groups were oriented to the right side, meaning their opinions about statement 5 were positive. The main change in this statement corresponds to class A. In the initial survey, most of the students answered negatively to the statement. In the final survey, we can see how their perception has changed.

Statement 6 Adults treat students kindly and fairly at this school.

Figure 4.26 "Adults treat students kindly and fairly at this school" Final results.
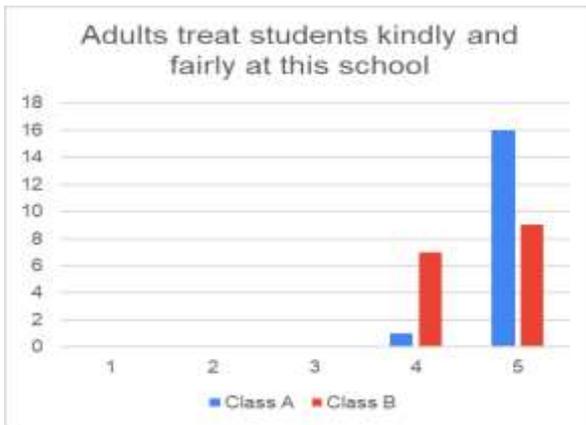
In figure 4.26, we can see how the results show that the participants from both classes responded positively to the statement. The results do not differ from the initial survey.

Statement 7 I'm interested in what I'm learning in class.

Figure 4.27 "I'm interested in what I'm learning in class" Final results.
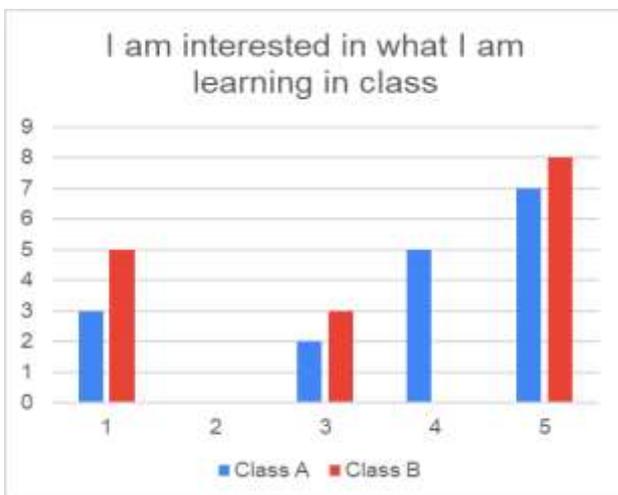
In figure 4.27, the results show how the responses provided by the students have changed. For class A, the results obtained from the initial survey suggested that the

participants were not interested in the topics they were learning. The final survey results showed that most participants showed interest in the topics they were learning in classes. Only 3 participants showed no interest, and 2 participants gave a neutral answer.

For class B, the results were quite different. In the initial survey, most of the students expressed their interest in the topics they were learning. In the final survey, the results changed; the number of students who expressed no interest increased to 5 participants. The number of participants who showed agreement with the statement was lesser than in the initial survey.

Statement 8 I'm a good student and a strong thinker.

Figure 4.28 "I'm a good student and a strong thinker" Final results.
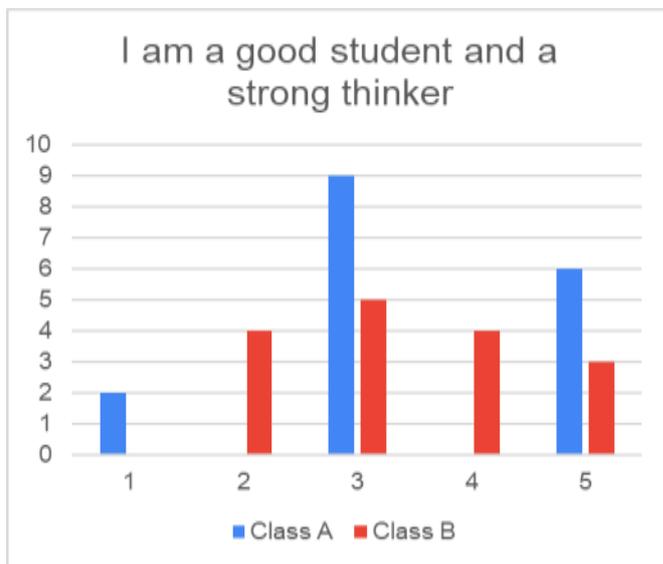
Prepared by the author.

Regarding class A, the results have changed. In the initial answer, the students expressed their disagreement with the statement. Nevertheless, in the final results, more students changed their answers to the scale of 3, showing they did not consider themselves good or bad students. Perhaps they saw themselves as average students. In class B, most students expressed their self-concept as good students and strong thinkers. We can see how the most frequent answer was the impartial option (scale 3).

Statement 9 I know how to be a good partner and friend.

Figure 4.29 "I know how to be a good partner and friend" Final results.

Prepared by the author.

The figure presented above shows the final results of statement 9. Class A`s results in the final survey changed compared to the initial results. Most of the participants belonging to group A answered that they know how to be good partners and friends. The results corresponding to class B did not change.

Statement 10 If I have a problem, I can solve it or find someone who can help me solve it.

Figure 4.30 "If I have a problem, I can solve it or find someone who can help me solve it" Final results.
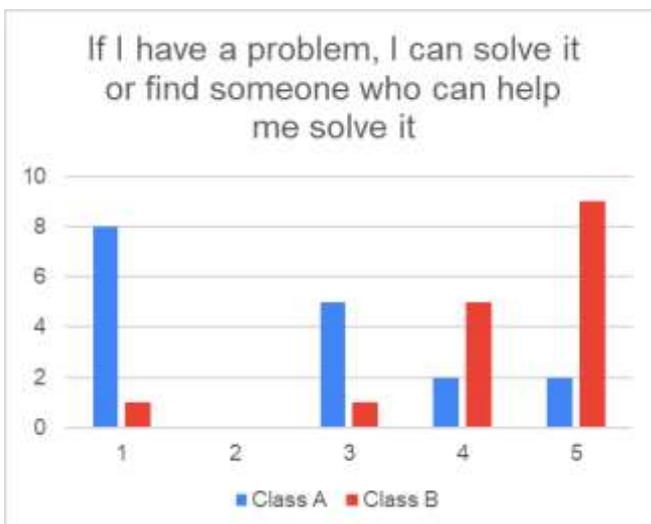
Prepared by the author.

The results represented in the bar graph above do not show changes in the participants` opinions. Regarding class B, the results are the same. However, in class A,

more students chose scale 3, and fewer students chose scale 1. Therefore, fewer students showed strong disagreement to change their minds to a neutral position.

Statement 11. When I make mistakes, I learn from them

Figure 4.31 "When I make mistakes, I learn from them." Final results.

Prepared by the author.

In the graphic above, we can see the results from class A and class B. In class A, most of the students answered positively to the question. The results did not vary to a great extent. Regarding class B, the results were the same as in the initial survey.

Statement 12. I can understand how other people feel.

Figure 4.32 "I can understand how other people feel." Final results.

Prepared by the author.

The figure presented above shows that most of the opinions are positive towards statement 12. Class A`s data changed since the starting survey. In the final results, most of the students manifested that they understood others` feelings. Class B`s results changed lightly. There is a difference in the students who responded positively to the initial results.

In the final survey, some students chose option 5. However, this did not affect to a great extent the global results.

Statement 13. I can work well with anyone in my class.

Figure 4.33 "I can work well with anyone in my class." Final results.
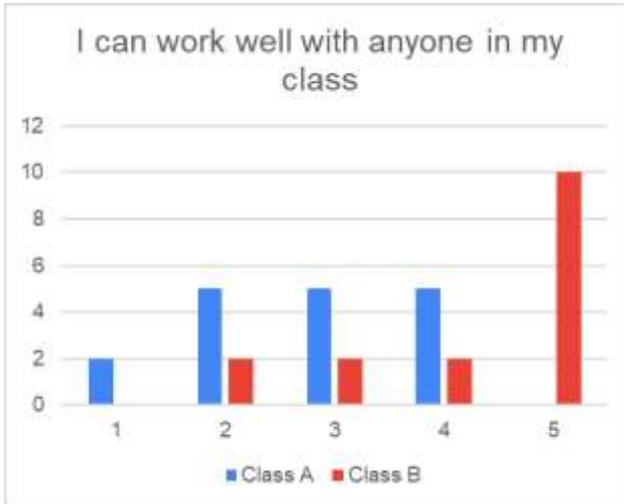
Prepared by the author.

In the graph, we can notice how the same number of students responded to the question in different degrees in class A. 5 participants agreed with the statement, 5 participants nor agreed or disagreed, and 5 participants disagreed. Only 2 participants showed strong disagreement. The results differed from the initial survey; the starting data indicated that most students responded negatively to the statement. In class B, the results remained the same as in the starting point.

Statement 14. I work and play well with people who are different from me.

Figure 4.34 "I work and play well with people who are different from me" Final results.

Prepared by the author.

The results showed in graph 4.34 show a slight change in the information about class A. In the final survey, more students chose option 4 to show agreement with the statement. Regarding class B, the results were different too; more students chose options 3 and 4 to show their opinions.

Statement 15. I sometimes get to choose what I want to study or do in class.

Figure 4.35 "I sometimes get to choose what I want to study or do in class" Final results.
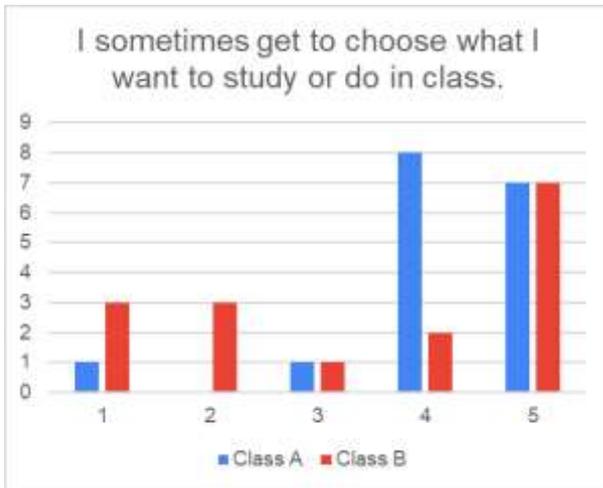
Prepared by the author.

The results shown in figure 4.35 show the final results corresponding to statement 15. It is possible to notice that most values are to the right side, meaning that the opinions are favorable. In class A, there was a change between the initial and the final answers. In the final survey, some more students agreed on choosing what to do in class. The values in class B remain the same as in the initial survey.

These results could have changed due to the strategy used in class, allowing students to choose different activities and making their own choices in class.

Statement 16. I like the way I am.

Figure 4.36 "I like the way I am" Final results.

Prepared by the author.

The data shown in figure 4.36 suggest that most of the students liked their way of being. In class A, the results were different from the initial survey, where 7 students chose a scale of 3 to match their answers. The class B results were the same as in the initial survey.

Statement 17. I feel like I belong in my classroom and school community.

Figure 4.37 "I feel like I belong in my classroom and school community" Final results.
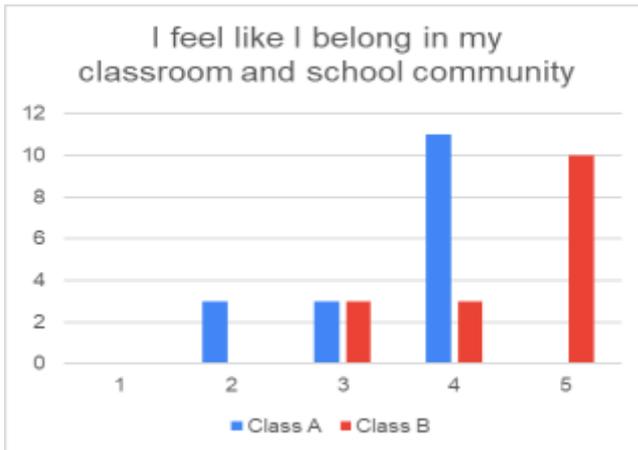
Prepared by the author.

In the graphic above, we can notice how the answers are grouped. Regarding class A, there was a slight change in comparison with the initial responses. There was one more participant who agreed with the statement. The results of class B remained the same.

Final Question: What else would you like your teacher to know about how you feel about your classroom and school?

The researcher asked the participants to be clear and explicit about their opinions to obtain more information in this opportunity. The answers are listed and have been translated to

English as close as possible to the original responses. The students are listed using alphabet letters.

<u>Class A</u>

A(a): Teacher, the weeks we spent learning self-awareness have been different because the classes are always related to math or science, but we do not talk a lot about how we are or how we feel. We have a Desarrollo Humano subject, but we talk about the values and how we should be. It is true that we should be good people, but it is also good to know how we are and how we feel. I liked to work with the topics we received because we could see our strong sides and improve what we need. I also liked that we had more time to talk and get to know each other. I did not like English before because it made me feel nervous and sad, now I feel better. I think my classmates will not laugh at me because they know it will make me feel sad.

B(a): Learning self-awareness is difficult for me because I do not like to talk about how I feel or why I feel sad or angry. I did not like to look for strengths and challenges because I am not sure if I am good at something and do not know if what I do is fine. I liked when we talked about each other in the classes, for example, when we talked, and each student said how they like to be called. About English, I liked that the classes were relaxed and we all had a good time, especially now that the year will end and we have a lot of homework to do.

C(a): Learning self-awareness was hard at the beginning, but it was nice because we realized that even when we are not good at many school things, we need to keep learning, and we can also be good at other different things like the stuff we do at home and so on. English is difficult, but as you said, we have to learn little by little, and we will get better. Before I did not like to turn on my camera because I did not know some classmates. Later, I liked to turn the camera on because we did different activities. I liked when we talked about saying "I am" and saying something good about us. Sometimes teachers tell us that we are lazy or do not do homework, and I feel bad about it. You cheered us up, and I did not feel like I was that bad student. I like more the English classes now because it is like we are calmed.

D(a): Self-awareness is different because it is not like other subjects that we need to take information from books or the internet, but the information comes from inside. I did not like the activity of strengths and challenges a lot because I believe we all do not have the same strengths, and the classmates are going to laugh at me because I do not have many

talents. I also liked when we all made the class` rules about what is good and what is not. I liked that because it meant that you were not the boss. It meant that our opinions mattered too. It was also nice when we watched the video about the brain and emotions. About the English classes, I like them more now because you ask us every day how we feel and it is nice. Even though we have a lot to do, I feel happy to be in your class because it is different.

E(a): I think that if I talk about how I feel, my classmates will laugh at me. I did not like when we did the activity about the brain and the emotions because I think that it does not matter; everything is the same every day. My parents spend all day outside working, and sometimes I have to go to work too, and we do not have time. I think I like you to send homework and nothing else. The classes are fine, but I do not like English.

F(a): Hello teacher, thank you for being patient with me. I did not want to attend classes because it was boring, and sometimes I did not understand the topics. Sometimes, I still need help with what we do in class, but I prefer to attend classes now because we are no longer a group. Instead of that, you ask us how we are and how we are doing. I like that now we have time to talk and check how we are doing. I think that doing that is good because we all know how we will spend the day. I liked the worksheets you sent us because it was like taking positive things about me. I also liked when we did the breathing exercises because I felt calm with the music you played. It was nice being a class teacher. I hope you can be our teacher again next year and we can go back to school. I think the English classes are nicer now because I am not nervous anymore and feel like I am with family.

G(a): Doing self-awareness activities was nice because I like to write about myself. I realized that it does not matter that there is no subject about drawing. I can make great drawings and use them in my notebooks and homework because I like to do that. I liked when I wrote in the journal because I take out what happens to me, and it goes away. I also found out that sometimes I get angry with my siblings for no reason. I believe it was nice before when we had a teacher who knew us well, and now the new teachers do not know us, and I think we are afraid of making mistakes. I still think English is hard, but I think that if I work hard, I will make it.

H(a): Self-awareness classes have been weird. For example, we can look for the correct answers using the internet for other classes, but in this class, we could not because the answers were inside, and sometimes I do not want to talk about it because I am afraid

others will laugh at me. I liked that we wrote our opinions in Mentimeter, and no one could know who wrote the thoughts. I noticed that my classmates feel like I sometimes feel. I like English classes, but I was embarrassed to ask questions because everyone would think I do not know anything. Now I feel calmer.

I(a): I liked the self-awareness classes because we talked about ourselves and how we are. I liked when you said that we are good at something and that is true. I also liked when some classmates are like me. I still do not like to speak in English, but I liked when we all wrote the class` rules not to feel bad and respect each other.

J(a): Teacher, I liked that you said that we all were learning and should support each other. I do not know many classmates, and I was ashamed of participating in classes. Now I feel better because we are alike, we like the same things. I did not like a lot to write a journal I do not know why but writing about how I feel makes me nervous maybe someone will read it. When someone asks us how we are, we always say, "I am fine" that is not okay because there is always something behind that. It is important to talk about what bothers us to feel better.

K(a): Hello, teacher. Thank you very much for what you did this year with us. I liked it because you were patient. I also liked the games. About self-awareness, I did not like it at the beginning because I did not understand. Now it is different because we know each other better. We know what our classmates like and how they feel and also about ourselves. I like to attend English classes now because I feel confident and I feel like I could trust my classmates.

L(a): Learning self-awareness has been nice because we did many activities in the worksheets that we wrote, and we had to write in the journal. We also had to talk in class about what we thought or what was going on. I did not like to talk about values because we got that in DHI. We only talked about values and conflict. I liked your class because we had these activities about how we felt at the beginning of the class. I like that I can learn to speak in English and not being afraid of participating in class.

M(a): I liked to learn about self-awareness but I did not like it a lot because it is only thinking about ourselves, and I think that sometimes we do not know if we are good or bad at something or how we feel. I do not like to do that. I liked the activities and the start screens and also the class rules. I do not like English a lot, but I would like to learn. I also like you do not yell at us, and you will not be mad because we do not answer or because

our answer was incorrect. I also liked that you gave us some advice on organizing the homework for the following classes.

N(a): I think that English is nice, but there are some things that we do not know yet, and we need to learn. I also need to make more time for homework. Self-awareness is nice, but it was also tricky because it is not good to say "I am good at some things," and then other classmates could feel bad. I also liked when we talked about the importance of getting to know ourselves better and how we feel. Sometimes we could get to the class angry or sad, and we would not pay attention. I did not like to write in a journal because 90 words seemed too many words. Later I got used to it, and I wrote many words and I liked it because I had many more words than you requested.

O(a): I did not like English very much because before in my school, we did not have English classes, so I did not understand anything. Now I understand a little bit more, but I think I need to keep learning. The worksheets about self-awareness were nice because you explained how we should do them, and it was like a game. In the beginning, I did not like to write about myself because I was afraid I would not do it correctly. It is better to learn to know ourselves. It is important to know what we do right and what we could improve. I liked when you explained what we had to do after classes and before the next class. I will work hard to get better in English.

P(a): I did not like it a lot the English classes. With self-awareness, I liked the classes more because you asked other things too. It is nicer now because my classmates and I are starting to become friends. We made time to talk for a while, and that was nice because it was like we did not have to go into the class at once. Now it is like we are calmer in class, we are not nervous, and if we answer something incorrectly, it is fine, and we keep learning.

Q(a): I liked learning about self-awareness because we had time to talk and check how we felt. I think it is important because it helps us to feel better in class and with my classmates. I liked the class rules because they helped us feel better and happier. I like that now I am not worried about not knowing enough English because the most important thing is to learn. I am not scared of speaking.

Class B

A(b): I would like to go back to regular classes. I am tired of having virtual classes because my cellphone does not work well. The other teachers send us too much homework, and we are tired. I do not like to connect to any class. I just want the year to be over.

B(b): The year is over now. I do not want to do more homework or to attend classes. I do not have the energy to work or to do something else. I do not really like English because it is another subject with more homework to do.

C(b): This is the last week of classes, and I am feeling tired. I need a vacation. I do not want to keep learning like this. I miss my friends and school. Now, I have more things to do because I have to help my parents with the house chores. I do not want to connect to the classes because I have so much homework that I prefer to do the homework rather than attend classes. I do not believe that English is essential.

D(b): I have had many things to do in the last few days. I am sorry I did not attend a couple of classes. I was busy helping my aunt and my cousins. I will send you the homework as soon as I can. I want to have a vacation, and when we come back to classes, I would like to go to school.

E(b): I did not feel fine this year. Everything is different from how it was when we were in 7th grade. We had new teachers and new classes. I did not like that all the teachers had different rules for the class and the homework. The teachers say, "you are in 8th grade; you should know what to do". I do not know how to do some homework, and I do not have good grades. I am ashamed of asking questions in class because nobody else asks anything.

F(b): I think we learned some things in English, but I do not think I could speak in classes yet. I would like to have more time in class to practice, and maybe I will learn more. I feel a little confused with all the homework we have to do for the other classes.

G(b): I think we learned many things in English, but I do not think I like the classes. I think that I do not want to learn online. It is not very clear, and I do not concentrate very well during the classes. Some of my neighbors started leaving for the USA, and I would like to go because I do not think I could do anything else here.

H(b): I liked the classes, but I am tired of the other classes. I think I need more time. I think that everything would be better if we were in school because we would not have to do much homework alone at home. Could we change the due date for the last homework?

I(b): I do not want to speak in English. I can say a few things, but I do not think I am doing well enough. About the school, I want to go back to school. I do not like to attend classes on my cellphone.

J(b): I cannot pronounce English correctly. I think I will never speak very well, but I make my effort. I liked the classes, but I think we are tired by now. We have had much homework, and I do not want to have more classes.

K(b): I would like the year to finish. I do not know how to do many things as organizing the time for the homework or studying. I always forget about the homework we have to do. I think it is too much work.

L(b): I liked that we played some games in class, but I still need more speaking skills. I would like my classmates to speak more so I am not one of the few people who speak in class.

M(b): I really like English, but sometimes I am drained because we have classes from 7 am to 10 am, and we do not have time to rest. I would like to be in the classroom like before.

N(b): I liked the classes, but I would like something like going to school. I still do not know many of my classmates, and when we practice speaking, they do not want to speak a lot with me.

O(b): I would like to have one teacher as before. We do not know how to do many things, and the other teachers say we should know. I do not know how to do the things they say we have to do. I want the year to be over.

P(b): I think I learned a couple of things in the classes, but I would like to have more time to learn. Some of my classmates know more English words than I and I feel lost sometimes. I liked the games you gave us they were fun.

For analyzing the final question results, the researcher created three categories as follows:

Attitudes towards English and Speaking

In class A, some students showed their interest in English and their speaking skill. For instance, participant A(a) responded: "I did not like English before because it made me feel nervous and sad; now I feel better." Student B(a) wrote: "About English, I liked that the classes were relaxed and we all had a good time," participant H(a) expressed: "I like English classes." Also, student L(a) wrote: "I like that I can learn to speak in English and not being afraid of participating in class." On the other hand, participant E(a) expressed: "The classes are fine, but I do not like English," also, student M(a) wrote: "I do not like English a lot, but I would like to learn."

These answers might indicate that most of the students experienced a positive change regarding their opinions about the classes and speaking after the intervention. Even the learners who did not express liking to English were motivated to continue in the classes.

In class B, the opinions were different. Participant B(b) wrote: "I do not really like English because it is another subject with more homework to do." Student C(b) answered: "I do not believe that English is essential." These opinions suggest that for some class B participants, English was considered unimportant. These thoughts might be because they live in a rural area and had not received English instruction before, so they would not show interest in the topic.

On the other hand, participant H(b) expressed: "I liked the classes, but I am tired of the other classes" Student G(b) wrote: "I think we learned many things in English, but I do not think I like the classes. I think that I do not want to learn online.". Also, participant F(b) answered: I think we learned some things in English, but I do not think I could speak in classes yet. These answers indicate that some participants had positive opinions about English and speaking. However, they felt tired and unmotivated to continue.

There is a clear difference between the answers from classes A and B in this category. Participants from class A showed more interest in the subject and in developing their speaking skills. Even though students expressed their interest in class, their opinions showed negative attitudes towards continuing classes.

Class Environment

Regarding the class environment, the opinions of class A were quite uniform. For example, participant F(a) answered: "English classes are nicer now because I am not nervous anymore and feel like I am with family." Also, participant H(a) expressed: "I noticed that my classmates feel like I sometimes feel." Student I(a) wrote: "I still do not like to speak in English, but I liked when we all wrote the class` rules not to feel bad and respect each other." Participant K(a) responded: "Now it is different because we know each other better. We know what our classmates like and how they feel and also about ourselves. I like to attend English classes now because I feel confident and I feel like I could trust my classmates". Student D(a) wrote: "I also liked when we all made the class` rules about what is good and what is not. I liked that because it meant that you were not the boss. It meant that our opinions mattered too".

These answers suggest that for class A`s participants, the class environment improved considerably. As mentioned previously, some students did not know each other from elementary school, so they needed time to adapt and get to know their peers better. It is vital to allow learners to feel part of the class by helping them make choices and

integrating them in the process. Also, it is crucial to create a sense of community and belonging.

Reviewing class B`s opinions, we can notice different patterns. For instance, participant M(b) mentioned: "I would like to be in the classroom like before." Student N(b) wrote: "I still do not know many of my classmates, and when we practice speaking, they do not want to speak a lot with me."Also, student O(b) expressed: "I would like to have one teacher as before." Other participants mentioned they would like to continue with one teacher as before; this is because some students come from multigrade schools with only one teacher. These responses might indicate that the participants did not adapt to the class and did not strengthen their relationships with their peers.

Social and Emotional Factors (Self-Awareness)

Class A`s answers were as follows: participant G(a) responded: "I liked when I wrote in the journal because I take out what happens to me, and it goes away. I still think English is hard, but I think that if I work hard, I will make it". Student K(a) wrote: "About self-awareness... We know what our classmates like and how they feel and also about ourselves". Participant P(a) expressed: "With self-awareness, I liked the classes more because you asked other things too. We made time to talk for a while, and that was nice because it was like we did not have to go into the class at once". Student J(a) answered: "It is important to talk about what bothers us to feel better." Another positive note from participant D(a) says: "Even though we have a lot to do, I feel happy to be in your class because it is different.

On the contrary, participant E(a) wrote: "I did not like when we did the activity about the brain and the emotions because I think that it does not matter; everything is the same every day. My parents spend all day outside working...". this answer shows that for some other learners, self-awareness might not be a priority.

Class B`s responses were not related to self-awareness because they received the instruction later. However, there are some opinions about emotional factors. For instance, student A(b) mentioned: "I am tired of having virtual classes because my cellphone does not work well. The other teachers send us too much homework, and we are tired. I do not like to connect to any class". Student E(b) wrote: "I did not feel fine this year. Everything is different from how it was when we were in 7th grade. We had new teachers and new classes. I did not like that all the teachers had different rules for the class and the

homework." These answers indicate that students were going through different emotional states; some showed tiredness, unwillingness to attend classes, confusion, and fear.

4.3.2 Speaking Rubric

The same speaking task was applied to the participants. It was also evaluated with the rubric provided by the Ministry of Education. The results were as follows.

Figure 4.38 Final Speaking results – Average Scores.
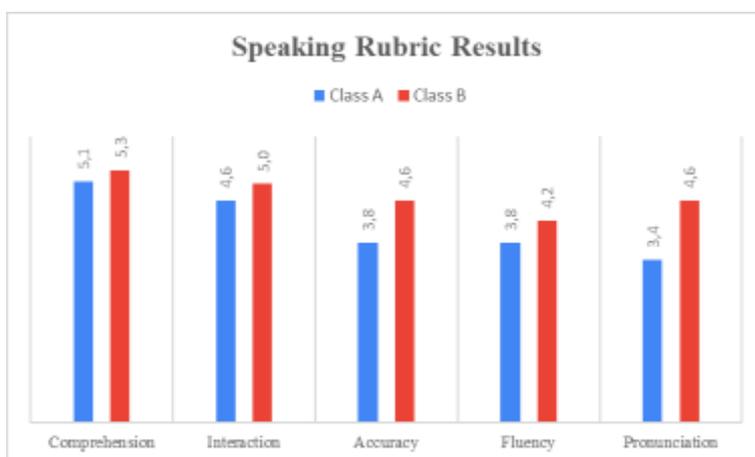
Prepared by the author.

The graphic above shows that class B`s skills are higher than class A's. The difference presented between the pre-intervention and the post-intervention evaluation was 0.40 points. The difference was the same in the two groups; this might suggest that applying self-awareness activities in class A did not make a difference in the academic performance.

CHAPTER V: CONCLUSIONS

5.1 Conclusions and Recommendations

The objective of the current research was to explore the effects of applying self-awareness activities in the speaking skills of eighth-grade students. One of the significant concerns in the EFL area has been the development of speaking skills. Due to the pandemic occurring, social-emotional skills are essential in the learners` development. Research has shown that these two topics might be interrelated.

Attitudes towards English and Speaking.

Regarding academic performance, there is no evidence in the current research that suggests that applying self-awareness could improve learners` academic achievement. The reason for this result could be the learners` academic level. As some learners expressed it, they did not receive English classes during their elementary years. This fact could be considered as a significant disadvantage in their skills development.

Most participants expressed their positive opinions about attending English classes; even those answered did not enjoy English. However, referring to the attitudes towards English and speaking, the intervention produced positive results in the students` perceptions. This result agreed with Taylor et al. (2017) when describing the SEL interventions` social and emotional assets. One of the assets was improved attitudes towards self, classmates, and school.

Classroom Environment

The results have shown that most of the participants from class A were more willing to attend classes after the intervention than class` B students. At the beginning of the study, class A seemed highly demotivated to access the virtual classes. However, most students expressed their will to attend their virtual classrooms at the end of the study. This result might be due to the application of the self-awareness content and activities in the classes.

The participants had to share more about themselves and started to interrelate as a group. Also, with some tools, learners could see that other classmates were feeling the same way they did. This result agrees with Durlak et al. (2011) when describing the effects of applying SEL. The authors mentioned that it promoted positive behavior, increased motivation, and helped build significant relationships.

Social and Emotional Factors (Self-Awareness)

There was a significant change in class A`s self-perception. Before the intervention, students` answers were hesitant, and their opinions about being good students were negative. After the intervention, some learners expressed and recognized their ability to keep learning and improving. The results agree with Ashdown & Bernard (2012), who mentioned that including SEL in the curriculum was associated with positive self-orientation and increased self-esteem. Also, the results concorded with Zins & Elias (2007) when they described the outcomes related to SEL application. Some of the outcomes included improvement of self-perceptions and a more positive attitude towards learning.

Another factor is also the researcher`s observation. At the beginning of the study, the participants were unwilling to involve in speaking activities. They did not turn on their cameras for classes and seem shy and insecure. During the intervention, the learners seemed to acquire more confidence. Their relationship with peers improved, and they started actively involving in some activities. They started establishing a positive relationship with the teacher, which improved their attitude in the classroom and during the activities. The participants were more confident in speaking to the teacher, asking questions, and even contacting them for clarification instead of doing anything before the intervention.

It is vital to remark that this study was done in rural areas. Thus, most learners spent the day alone while their parents went out to work. As mentioned before, teenagers need support and guidance in order to develop their social and emotional skills. As they do not obtain that connection in their homes, they might look for that support from their teachers.

The current events have made social interaction a risk that nobody would like to take. However, the learners` integral development needs to take into account academic factors and social-emotional ones. It is highly recommendable that institutions include SEL in their curriculum. Even though this intervention was short, the outcomes were remarkable. According to Joibari & Mohammadtaheri (2011), teaching social and emotional skills is a long-term task. Learners need constant support from their families and educators. Building social skills is essential now more than ever.

It is a fact that nowadays, in our country, there is an alternative known as Desarrollo Humano Integral. However, according to the research, the topics for each level need

revision and adaptation that responds to the students` needs. Also, the teachers must receive more information and training to help students build their life skills.

Teachers must find creative ways to include SEL in their classes and help students develop themselves and find their true potential. It is essential to provide students with support and information to learn how to face different life situations and challenges.

5.2 Limitations of the Study

A limitation in this study found was that after asking for the time scheduled for DHI with the eighth grade, the request was not accepted by the previous school director. However, the current authority has provided all the facilities needed for the proper development of the research.

There were some other minimal difficulties as students being too shy to give complete answers to the final questions in the surveys. However, after explaining that the answers were submitted anonymously, the limitation was overcome.

Another factor was the students` previous formation. As mentioned before, the students did not have constant English instruction; for this reason, the academic performance did not show a more significant improvement.

5.3 Further Research

At the end of the study, the results might be helpful for teachers in general. The application of self-awareness topics and activities could be extended from Educación Inicial to Bachillerato. A broader application of SEL could provide a comprehensive perspective about the benefits that SEL brings in different ages and stages of development.

Also, further research could be done on SEL application during the transition phase that the educational system is going through now; this might be of high importance to bring support to students and families. Furthermore, including all the SEL competencies would be essential to bring all the benefits and development students could obtain from this instruction.

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APPENDIXES

Appendix A: Letter of request to Distrito de Educación

espol Facultad de
Ciencias Sociales y Humanísticas
POSTGRADOS

Guayaquil – Ecuador
Campus Gustavo Galindo Velasco – Km 30.5 vía Perimetral
(093-4) 2269 062

Guayaquil, 7 de abril de 2021.

Licenciado
Enrique Guacho
DIRECTOR DEL DISTRITO DE EDUCACIÓN 06D02 ALAUSI - CHUNCHI
Presente.-

De mi consideración:

Reciba un cordial saludo y el deseo de éxitos en sus labores diarias. El motivo de la presente es para solicitar de la manera más comedida se autorice a la Ing. Liliana Jaqueline Ordoñez Silva estudiante del programa de Maestría en Enseñanza de Inglés como Lengua Extranjera a realizar su trabajo de titulación denominado "The Effect of self-awareness in the attitude and performance on speaking skills of eight-grade students of a school in Chunchi - Chimborazo" en la Unidad Educativa

Cabe mencionar que, la docente solicita realizar su proyecto de graduación con alumnos del octavo grado paralelos "A" y "B".

Se adjunta el cronograma de trabajo elaborado por la estudiante.

Atentamente,

Katia Rodríguez, Ph.D.
Coordinadora Académica de Posgrado
Maestría en Enseñanza de Inglés como Lengua Extranjera

espol Facultad de
Ciencias sociales
y humanísticas

Appendix B: Acceptance Letter from Distrito

Oficio Nro. MINEDUC-CZ3-06D02-2021-0138-O

Chunchi, 14 de abril de 2021

Asunto: COMPROMISOS CIUDADANOS " SOLICITA AUTORIZACIÓN A LA ING. LILIANA JAQUELINE ORDOÑEZ SILVA REALICE SU TRABAJO DE TITULACIÓN EN LA UNIDAD EDUCATIVA

Señora
Katia Lorena Rodriguez Morales
En su Despacho

De mi consideración:

En respuesta al Documento No. 06D02-121-0464-E S/N, de fecha Guayaquil, 7 de abril de 2021, se le autoriza a la Ing. Liliana Jaqueline Ordoñez Silva estudiante del programa de Maestría en Enseñanza de Inglés como Lengua Extranjera para que realice su trabajo de titulación denominado "The Effect of self-awareness in the attitude and performance on speaking skills of eight-grade students of a school in Chunchi - Chimborazo" en la Unidad Educativa , con los alumnos del octavo grado paralelos "A" y "B".

Con sentimientos de distinguida consideración.

Atentamente,

Documento firmado electrónicamente

Lcdo. Enrique Guacho Anilema
DIRECTOR DISTRITAL DE EDUCACIÓN 06D02 - ALAUSÍ - CHUNCHI

Referencias:
 - MINEDUC-CZ3-06D02-UDAC-2021-0464-E

Anexos:
 - 06d02-1210781255001617836108.pdf

Appendix C: School Principal Acceptance Letter

UNIDAD EDUCATIVA " "

MINISTERIO DE EDUCACIÓN

- Tlef. 033018284 - 0981670484

– Ecuador

lunes 19 de 2021.

DE: Lic. DANIEL RENATO CONTERO CAZAR RECTOR (E) UE

PARA: Ing. Jaqueline Ordoñez Docente de la Unidad Educativa

ASUNTO: Respuesta de Oficio Trabajo de Titulación.

FECHA: 19-04-2021

Me dirijo a usted de la manera más respetuosa para poder dar respuesta a su petición sobre la apertura de su **TRABAJO DE TITULACION** previo a la obtención de su Maestría, en nuestra noble institución mismo que se llevara a cabo de acuerdo al cronograma estipulado en las fechas indicadas, en base a este oficio le comunico que su petición ha sido aceptada y delego a quien corresponda como tutores de los niveles solicitados den apertura para que pueda ejecutar dicho trabajo esperando que todo salga de la mejor manera.

Atentamente

UNIDAD EDUCATIVA
RECTORADO
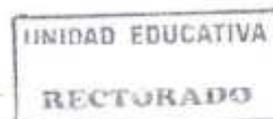
LIC. RENATO CONTERO
RECTOR (E) UE

Appendix D: Informed Consent Form

FORMULARIO DE CONSENTIMIENTO INFORMADO

TÍTULO DE LA TESIS: "The effect of self-awareness in the attitude and performance on speaking skills of eight-grade students of a school in Chunchi – Chimborazo"

El efecto de la auto conciencia en la actitud y rendimiento en habilidades de expresión oral de estudiantes de octavo grado de una escuela en Chunchi – Chimborazo

Información del participante:

Por favor indique su posición, marque lo que corresponda

   (   ) Administrador del programa

   (V) Estudiante / Participante

   (   ) Profesor

   (   ) Representante de participante menor de 18 años

Yo, _____con cédula de identidad número 0603486374 representante de _____ estudiante del Octavo Año de educación Básica paralelo _____ _____ he sido invitado a participar en este estudio de investigación que me ha sido explicado por Liliana Jaqueline Ordóñez Silva. Esta investigación está siendo dirigida para crear conocimiento en cuanto al campo de enseñanza de inglés como lengua extranjera en Ecuador.

PROPÓSITO DEL ESTUDIO DE INVESTIGACIÓN

El propósito de este estudio de investigación es describir los efectos de la aplicación de actividades de self-awareness (auto-conciencia) como un complemento para mejorar las habilidades de expresión oral de estudiantes de octavo grado.

DESCRIPCION DE LOS MÉTODOS DE INVESTIGACIÓN

Los métodos y técnicas de investigación a ser usados en este estudio serán cualitativos. Los participantes serán encuestados y se observará su comportamiento durante las clases de Inglés como Lengua Extranjera.

REQUISITOS DE LOS PARTICIPANTES

Los participantes que acepten voluntariamente ser parte del estudio deberán cumplir con los siguientes requisitos:

Los participantes deberán llenar una encuesta inicial y encuestas periódicas mediante un enlace de Google forms que será proporcionado por la investigadora.

Los participantes serán observados en clase.

Deberán también asistir normalmente a sus clases virtuales.

Los participantes llenarán una encuesta final mediante enlace de Google Forms.

Se requerirán realizar las tareas a tiempo.

BENEFICIOS PARA LOS PARTICIPANTES

Los participantes se beneficiarán de ser parte de un estudio que busca mejorar la experiencia de aprendizaje y contribuir a su formación académica y emocional. Se beneficiarán de la introducción del aprendizaje socio emocional a su instrucción y de mejorar su rendimiento mediante la adquisición de nuevos conocimientos.

El aprendizaje socio emocional ayuda a los estudiantes a aprender las habilidades necesarias para entender y manejar sus emociones, plantearse metas positivas, sentir y mostrar empatía por otros, mantener vínculos positivos y tomar decisiones responsables. El Aprendizaje Socio Emocional puede ser integrado dentro del contenido curricular y puede tener resultados positivos en los estudiantes ya sea en su personalidad, comportamiento y en alcanzar logros académicos más eficazmente.

RIESGOS E INCOMODIDAD

La única incomodidad o riesgo para el participante es el tiempo que le tomará llenar las encuestas.

Por favor, contacte a la investigadora Liliana Jaqueline Ordóñez Silva al número 0982047059 o al correo lilianaj.ordonez@educaccion.gob.ec de ser necesario.

CONFIDENCIALIDAD

Entiendo que cualquier información acerca de mi representado que sea obtenida como resultado de la participación en este estudio será mantenida como confidencial dentro de lo legalmente posible. En alguna publicación que resulte de esta investigación, ni mi nombre, ni el nombre de mi representado ni información alguna que lleve a identificarlo será incluida

PARTICIPACIÓN VOLUNTARIA

La participación en este estudio es voluntaria. Entiendo y soy libre de retirar a mi representado/a del presente estudio o de alguna actividad específica en cualquier momento. Entiendo que el estatus académico ni las notas serán afectadas si decido retirar a mi representado de este estudio ni al participar en él.

Se me ha dado la oportunidad de hacer preguntas acerca del área de investigación y he recibido respuestas de acuerdo a las áreas que no son de mi conocimiento. Los datos que se proveerán en este estudio permanecerán anónimos.

Al firmar el consentimiento adjunto, declaro que entiendo los términos asociados al estudio. Participando voluntariamente en él.
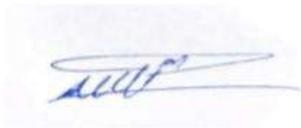
Firma del Representante del participante   Fecha   27-04-2021

Appendix E: Original SEL Survey

TOOL: Student Survey
How I Feel About My Classroom and School

Directions: For each statement, circle the number that shows how much you agree or disagree with the statement.

Statement	5	4	3	2	1
I like coming to school every day.	5 Agree	4	3	2	1 Disagree
I feel safe at school.	5 Agree	4	3	2	1 Disagree
I have friends at school.	5 Agree	4	3	2	1 Disagree
People care about each other in my class.	5 Agree	4	3	2	1 Disagree
My teacher likes and cares about me.	5 Agree	4	3	2	1 Disagree
Adults treat students kindly and fairly at this school.	5 Agree	4	3	2	1 Disagree
I'm interested in what I'm learning in class.	5 Agree	4	3	2	1 Disagree
I'm a good student and a strong thinker.	5 Agree	4	3	2	1 Disagree
I know how to be a good partner and friend.	5 Agree	4	3	2	1 Disagree
If I have a problem, I can solve it or find someone who can help me solve it.	5 Agree	4	3	2	1 Disagree
When I make mistakes, I learn from them.	5	4	3	2	1

1

Statement	Agree				Disagree
I can understand how other people feel.	5 Agree	4	3	2	1 Disagree
I can work well with anyone in my class.	5 Agree	4	3	2	1 Disagree
I work and play well with people who are different from me.	5 Agree	4	3	2	1 Disagree
I sometimes get to choose what I want to study or do in class.	5 Agree	4	3	2	1 Disagree
I like the way I am.	5 Agree	4	3	2	1 Disagree
I feel like I belong in my classroom and school community.	5 Agree	4	3	2	1 Disagree

What else would you like your teacher to know about how you feel about your classroom and school? _____

_____

_____

Appendix F: Adapted SEL Survey

Encuesta Estudiantil

Esta encuesta fue tomada de la lista de recursos web de la página casel.org. Ha sido traducida para su uso con estudiantes. Para cada enunciado marque el número que muestre que tanto está de acuerdo. 1: no estoy de acuerdo; 5 estoy de acuerdo.
*Obligatorio

1. Me gusta asistir a clases todos los días. *

Marca solo un óvalo.

	1	2	3	4	5	
No estoy de acuerdo	○	○	○	○	○	Estoy totalmente de acuerdo.

2. Me siento seguro/a en clases. *

Marca solo un óvalo.

	1	2	3	4	5	
No estoy de acuerdo	○	○	○	○	○	Estoy totalmente de acuerdo.

3. Tengo amigos en la escuela. *

Marca solo un óvalo.

	1	2	3	4	5	
No estoy de acuerdo	○	○	○	○	○	Estoy totalmente de acuerdo.

8. Soy buen/a estudiante y un/a pensador/a fuerte. *

Marca solo un óvalo.

	1	2	3	4	5	
No estoy de acuerdo	○	○	○	○	○	Estoy totalmente de acuerdo.

9. Se como ser un/a buen/a compañero/a y amigo. *

Marca solo un óvalo.

	1	2	3	4	5	
No estoy de acuerdo	○	○	○	○	○	Estoy totalmente de acuerdo.

10. Si tengo un problema puedo resolverlo o puedo encontrar a alguien que me pueda ayudar. *

Marca solo un óvalo.

	1	2	3	4	5	
No estoy de acuerdo	○	○	○	○	○	Estoy totalmente de acuerdo.

11. Cuanto tengo equivocaciones, aprendo de ellas. *

Marca solo un óvalo.

	1	2	3	4	5	
No estoy de acuerdo	○	○	○	○	○	Estoy totalmente de acuerdo.

4. Las personas se preocupan unas por otras en mi clase. *

Marca solo un óvalo.

	1	2	3	4	5	
No estoy de acuerdo	○	○	○	○	○	Estoy totalmente de acuerdo.

5. Le agrado a mi docente y se preocupa por mi. *

Marca solo un óvalo.

	1	2	3	4	5	
No estoy de acuerdo	○	○	○	○	○	Estoy totalmente de acuerdo.

6. En mi escuela los adultos tratan a los niños de forma amable y justa. *

Marca solo un óvalo.

	1	2	3	4	5	
No estoy de acuerdo	○	○	○	○	○	Estoy totalmente de acuerdo.

7. Estoy interesado/a en lo que estoy aprendiendo en clases. *

Marca solo un óvalo.

	1	2	3	4	5	
No estoy de acuerdo	○	○	○	○	○	Estoy totalmente de acuerdo.

12. Puedo entender como se sienten otras personas. *

Marca solo un óvalo.

	1	2	3	4	5	
No estoy de acuerdo	○	○	○	○	○	Estoy totalmente de acuerdo.

13. Puedo trabajar bien con cualquier estudiante de mi clase. *

Marca solo un óvalo.

	1	2	3	4	5	
No estoy de acuerdo	○	○	○	○	○	Estoy totalmente de acuerdo.

14. Yo trabajo y juego bien con personas que son diferentes a mí. *

Marca solo un óvalo.

	1	2	3	4	5	
No estoy de acuerdo	○	○	○	○	○	Estoy totalmente de acuerdo.

15. A veces puedo elegir lo que quiero estudiar o hacer en clases. *

Marca solo un óvalo.

	1	2	3	4	5	
No estoy de acuerdo	○	○	○	○	○	Estoy totalmente de acuerdo.

16. Me gusta como soy. *

Marca solo un óvalo.

	1	2	3	4	5	
No estoy de acuerdo	◯	◯	◯	◯	◯	Estoy totalmente de acuerdo.

17. Siento que pertenezco en mi clase y en la comunidad educativa. *

Marca solo un óvalo.

	1	2	3	4	5	
No estoy de acuerdo	◯	◯	◯	◯	◯	Estoy totalmente de acuerdo.

18. ¿Qué más le gustaría que su profesora sepa sobre como se siente sobre su clase y la escuela? *

_____

_____

_____

_____

_____

Appendix G: Mini – Survey

Self-Awareness Intervention Survey

Estimados estudiantes, por favor leer las preguntas y responder.
*Obligatorio

1. Trabajar esta semana en self-awareness fue *

   Marca solo un óvalo.

   ◯ Fácil quiero continuar

   ◯ no me agrada escribir sobre mi mismo/a

   ◯ No me interesa el tema

2. Los temas tratados de self-awareness son *

   Marca solo un óvalo.

   ◯ fáciles de comprender

   ◯ necesito refuerzo

3. Esta semana me he sentido *

   Marca solo un óvalo.

   ◯ Igual que las semanas anteriores

   ◯ Mejor, pienso que me conozco más.

   ◯ No encuentro diferencia, No me agradan las actividades que hemos realizado.

4. Escriba algo más que le gustaría que su profesora sepa *

   _____

   _____

   _____

Appendix H: Speaking Evaluation Criteria and Rubric

a. Oral interview (50 points)

	Poor 1-2	Fair 3-4	Good 5-6	Very good 7-8	Excellent 9-10
Comprehension (ability to understand questions and respond appropriately)					
Interaction (ability to listen to and interact with a partner)					
Accuracy (grammar, syntax, and general structures)					
Fluency (vocabulary, speed, naturalness, lack of hesitation)					
Pronunciation (stress, rhythm, intonation patterns)					

Total: ……………………………out of 50.

Comments and suggestions:………………………………………………………………………

………………………………………………………………………………………………………

	Poor 1-2	Fair 3-4	Good 5-6	Very good 7-8	Excellent 9-10
Fluency speed, naturalness, lack of hesitation	Unnatural and labored speech; extremely hesitant on even high-frequency vocabulary words, phrases and structures.	Hesitant speech; very limited range of language available.	Quite hesitant speech; limited range of vocabulary and structures.	A little hesitant; has to search for words only sometimes.	Speaks fluently without hesitation or searching for words.
Accuracy grammar, syntax, and general structures	Lacks firm understanding of structures from the studied unit (s)/course to complete the task*** or is too limited for effective communication	Uncomfortable with structures from the studied unit (s)/course when completing the task; formulates only rudimentary sentences.	Firm understanding of some structures from the studied unit (s)/course to complete the task, but fails to elaborate****.	At ease with producing expected structures to complete the task; elaborates a little.	Demonstrates full knowledge of structures from the studied unit(s)/course to complete the task; elaborates well.
Vocabulary grammar, syntax, and general structures	Lacks firm understanding of vocabulary from the studied unit (s)/course to complete the task or is too limited for effective communication	Uncomfortable with vocabulary from the studied unit (s)/course when completing the task; incorporates very basic vocabulary only.	Firm understanding of some vocabulary from the studied unit (s)/course to complete the task, but fails to elaborate.	At ease with expected vocabulary for completing the task; elaborates a little.	Demonstrates full knowledge of vocabulary from the studied unit (s)/course to complete the task; elaborates well.
Pronunciation stress, rhythm, intonation patterns	Lots of errors; articulation and intonation are unclear; almost unintelligible speech.	Very frequent errors; difficulty in making meaning clear.	Frequent errors; not always clear enough to understand.	Generally clear; reasonable control of stress and intonation.	Very clear; stress and intonation help to make meaning clear.
Content precision and length in describing the subject matter and picture elements	Description that is not detailed, complete; no responses are given.	Description that is only partially relevant ; only isolated phrases are mostly provided.	Some of the subject matter and/or elements seen in the photograph/ sequence are described, and at least two complete sentences that describe the place, people, activities and objects are uttered.	Most of the subject matter and/or elements seen in the photograph/sequence are described in detail and at least four complete sentences that describe the place, people, activities and objects are uttered.	Detailed description of the subject matter and/or elements seen in the photograph/ sequence; at least five complete sentences that describe the place, people, activities and objects are uttered.

*** Task: either the picture or sequence description or any other similar task (s) the teacher has chosen for assessment.

**** Elaborate: to express at greater length or in greater detail.

Appendix I: Lesson Plan Sample

☒ Basic ❑ Intermediate ❑ Advanced

Lesson Plan

Business/Materials	Lesson Objectives
Materials: Start screen Pictures of people expressing emotions	-Students will be able to understand and identify some basic emotions. - Students will reflect on their emotions and be conscious about them.
Warm-up and Objective Discussion	
5 minutes Morning meeting (including mindful minute) 10 minutes: Ask students again how they are doing today. Have Ss think about how are they actually feeling. Discuss why we always say "I am fine" Tell Ss the objectives and why they are important	

Instruct and Model	❑ R	❑ W	❑ L	❑ S
10 minutes Instruct and Model				
Show Picture 2 Friends laughing and playing:				
Show Picture 3 Kids with sad faces:				
Show picture 4: A person who looks angry				
Show picture 5 A person looking confused.				
Have Ss identify the emotions in Spanish, then introduce the vocabulary in English. (happy, sad, angry, confused)				
Have Students ask the question: How are you today?				
T will answer the question using one of the emotions in the slides.				
Have Ss ask again but individually and answer again.				
Watch a video about emotions (3 minutes)				
5 minutes Discuss why emotions are important (Spanish)				
Do a wordcloud and collect ideas				
Teacher talks about feeling fear and anxiety in class.				

Guided Practice	❏ R	❏ W	❏ L	❏ S

Play a game Guess the emotion
One student will make a face and the other Ss will guess what is the emotion the person is feeling.
Take the chance to explain when there are misunderstandings.
After 3 minutes have a small practice of Ss asking how are you to each other.(3 more minutes)

Independent Practice	❏ R	❏ W	❏ L	❏ S

9 minutes Have Ss write their emotions in a worksheet during one day.
Learners will write the emotion (Spanish or English) and the reason. (Spanish)
Be available for questions

Assessment	❏ R	❏ W	❏ L	❏ S

Next class. Ss will share anonymously their answers with T help.
We will discuss about the reasons we felt the way we wrote. Discuss emotion signs.

Source: Format adapted from Dixon, Shane. TESOL Course Free Materials. Arizona State University (2018)

Appendix J: Worksheets

Thoughts Feelings Actions

1	Nose algunas palabras pero consulto	-Asustado -Esperanzado	Hemp Puscado en el diccionario
2	No puedo pronunciar bien en ledes	Me siento nervioso -Alumno me ayuda -Me siento tranquilo	
3	Pero puedo consultar		

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NAME:

DATE: Tuesday 10th May 2021

MY STRENGTHS AND CHALLENGES

Find a quiet place at home and think about yourself. What are you good at? What do you think you can do?

Encuentra un lugar tranquilo en su casa y piense en usted. ¿Qué puede hacer? ¿En qué soy bueno o buena?

Think about things you need to work on. What is difficult for you? Do you think you need help with something?

Piense en las cosas en las que necesita trabajar. ¿Qué es difícil de hacer? ¿Piensa que necesita ayuda con algo?

My strengths — Something you are good at

- I am good at drawing
- I'm good at playing soccer
- I am good at math
- I'am good at fixing bicycles
- I am good at technology

My Challenges — Something you need to work on.

- I need to remember things
- I need to remember to remind myself of homework
- I need to remember to go see the cattle
- I need to remember the class schedule
- I need to remember to send homework

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Appendix K: Sample Worksheets

NAME:_____

DATE: _____

MY STRENGTHS AND CHALLENGES

Find a quiet place at home and think about yourself. What are you good at? What do you think you can do?

Encuentre un lugar tranquilo en su casa y piense en usted. ¿Qué puedo hacer? ¿En qué soy buena o bueno?

Think about things you need to work in. What is difficult for you? Do you think you need help with something?

Piense en las cosas en las que necesita trabajar. ¿Qué es difícil de hacer? ¿Piensa que necesita ayuda con algo?

My strengths   **Something you are good at**

^ _____

^ _____

^ _____

^ _____

^ _____

My Challenges   **Something you need to work on.**

^ _____

^ _____

^ _____

^ _____

^ _____

Prepared by the author.

Aprendiendo más sobre

Mis Valores

Valores: Son conceptos o principios por los que una persona se rige. (Qualities that guide you)

¡Descubramos nuestros valores!

Haga una lista de sus valores:

- _____
- _____
- _____
- _____
- _____
- _____

¿Cuándo muestra sus valores?

- _____
- _____
- _____
- _____
- _____
- _____

Prepared by the author.

Thoughts Feelings Actions

Lo que soñé

☁ Pensamientos

☀ Acciones

❤ | Sentimientos
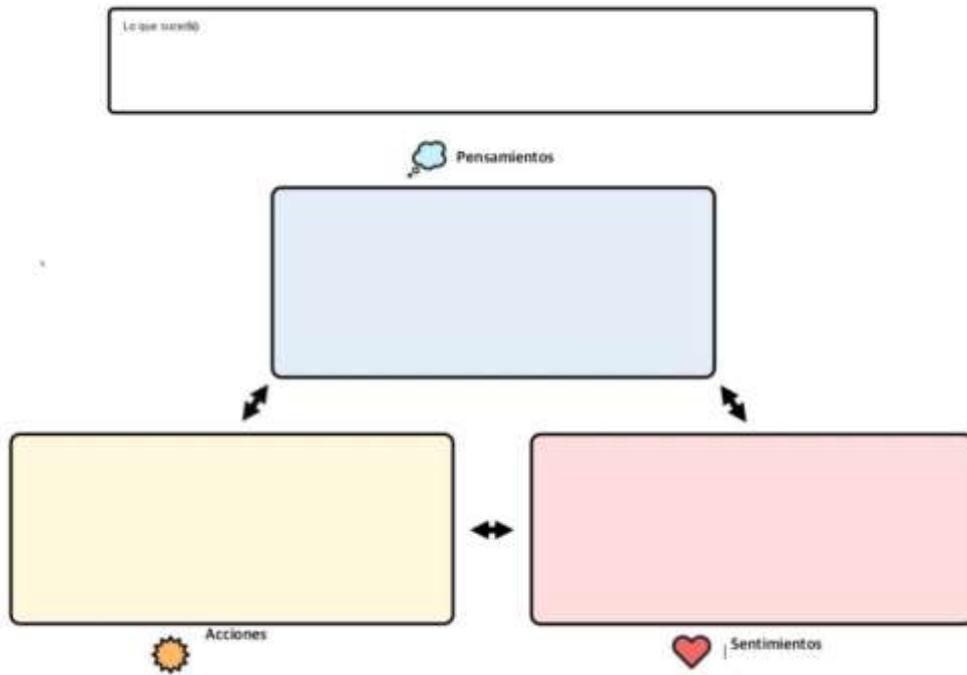
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