



# UNIVERSIDAD HISPANOAMERICANA

## Bilingual Preschool Teaching

Identifying emotional expressions in developing  
communicative skills in second language  
acquisition of 5 to 6 year-old children from Saint  
Jude's school in Santa Ana during the first  
semester of 2017

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November, 2017

DECLARACIÓN JURADA

Yo Verónica Zúñiga Bonilla, mayor de edad, portador de la cédula de identidad número 1-1580-0513 egresado de la carrera de Educación Preescolar Bilingüe de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercebido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura, juro solemnemente que mi trabajo de investigación titulado: Identifying emotional expressions in the developing of communicative skills in second language acquisition of 5 to 6 year-old children from Saint Jude's school in Santa Ana during the first semester of 2017, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

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CARTA DEL TUTOR

San José, 25 de mayo, del 2017.

**Destinatario**  
**Carrera Licenciatura en Preescolar Bilingüe**  
**Universidad Hispanoamericana**

Estimado señor:

La estudiante **Verónica Zúñiga Bonilla**, cédula de identidad número **1-1580-0513**, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **Identifying emotional expressions in developing communicative skills in second language acquisition of 5 to 6 years old children from Saint Jude's school in Santa Ana during the first semester of 2017** el cual ha elaborado para optar por el grado académico de Licenciatura en Preescolar Bilingüe.

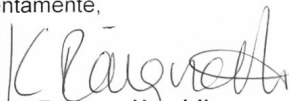
En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	8%
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	13%
C)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	25%
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	17%
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	17%
	TOTAL		80%

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



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Heredia, Jueves 17 de Agosto de 2017


Universidad Hispanoamericana  
Sede Heredia

El estudiante Verónica Zúñiga Bonilla, cédula de identidad #1-1580-0513, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado **"Identifying emotional expressions in developing communicative skills in second language acquisition of 5 to 6 years old children from Saint Jude's school in Santa Ana during the first semester of 2017"**, el cual ha elaborado para obtener su grado de Licenciatura en la Educación Preescolar Bilingüe.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

Firma   
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## Carta del Filólogo

Heredia, 2 de noviembre del 2017

Señores  
Departamento de Registro  
Universidad Hispanoamericana  
Estimados Señores:

Por este medio hago constar que he revisado filológicamente la tesis denominada **“IDENTIFYING EMOTIONAL EXPRESSIONS IN DEVELOPING COMMUNICATIVE SKILLS IN SECOND LANGUAGE ACQUISITION OF 5 TO 6 YEAR-OLD CHILDREN FROM SAINT JUDE’S SCHOOL IN SANTA ANA DURING THE FIRST SEMESTER OF 2017”**, propiedad de la estudiante **Verónica Zúñiga Bonilla**, cédula número **1-1580-0513**. Todas las sugerencias han sido debidamente acogidas, por lo que recomiendo seguir con la defensa del Proyecto de Graduación.

Atentamente,



Mag. Diego Torres Moreno  
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## DEDICATION

*I dedicate this thesis to my family by making you proud of achieving my goals, as you have given everything to me.*

## ACKNOWLEDGEMENT

I am grateful to my tutor Katya Raigosa, her knowledge, guidance, and generous heart have supported me along all these months working together. Sharing with meher experience and giving me the correct advice was really helpful.

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“Every child deserves a champion;  
an adult who will never give up on them,  
who understands the power of connection and insists  
they become the best they can possibly be”.

Rita Pierson- Educator

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# CHAPTER I

## INTRODUCTION

## 1.1 Problem and its importance

Education is part of the growth of every human being, and it is important that from its birth, it is stimulated in an integral way. In Costa Rica, education is divided in three main areas: preschool, primary, and high school. The emotional intelligence is a very necessary area, and teachers must work on it since preschool ages. According to the previous explanation, why is it important that children identify their emotions, while the acquisition of a second language?

Every person is product of the environment in which it is involved, and if children spend time at home, how does the familiar context influence the children's behavior?

All human beings experience different emotions along their lives. A few emotions appear first in some people than in others, and every person lives through them in different ways, and depending on the age, they can also be different. Hence, which emotions are the most common in children from 5 to 6 years old and why?

The acquisition of the second language is very important since many job opportunities depend on academic and social skills. It is recommended to start the learning process of the second language as early as possible, but what consequences does it bring to ignore how to control the emotions in children in their acquisition of the second language?

### 1.1.1 General Background

In Costa Rica, education is mandatory; the process of education is shaped by three stages: pre-school, primary, and high school. Each stage is important in the cognitive, socioemotional, and psychomotor development. However, preschool (from zero to six years old) is fundamental since it is there where children develop their character and personality.

#### 1.1.1.2 Pre-school education

The initial education happened for the whole evolutionary process that allowed to change the conception of the child and to give the necessary steps to offer the specialized and integral attention that is offered today. The development of the initial education is given in several historical moments, where there were a few big social and economic restructurings that explain the development. Worldwide, a very hard reality was lived by the war between the big powers which motivated the beginning of the attention of the child, and on the national level, an economic - social change that motivated the first steps of this attention. (Johnson, M.2008, p1). As a result of that situation, every country decides the way to establish and manage their preschool education; now it is not just school, high school, and college as an elemental stage of learning; preschool gets involved, too.

The Costa Rican pre-school education has important achievements, so much in the normative area, as in contents, and the curricular offer. In relation to the first aspect, since 1949 the Political Constitution defined this educational level as free, which has been ratified and consolidated throughout the years, including his obligatory nature in agreement with the international regulation in favor of the rights

of the childhood. In regards to the coverage, not only 92,5% of children has been reached in the so called cycle of transition (5 to 6 years), but it has also incorporated an increasing amount of children from the most remote places and from the lower income sectors. (Padilla-Mora M. and others, 2010:4). That process requires the preparation of many teachers specialized in preschool; also, the availability to work in faraway places, or available teachers from each specific area that live close to each school. Gradually, Costa Rica established each article where preschool education is explained; on November 7th, 1949 Political Constitution (article 77) recognizes education as an integral process correlated from the pre-school education up to the university student. Political constitution (article 78) establishes that the general basic education is obligatory; in addition, it establishes that the general basic education, pre-school, and the diversified education of the public system are free and financed by the nation. Political constitution (article 81) arranges that the general direction of the official education corresponds to the Superior Council resided by the Minister of the branch.

On October 8th, 1951, the law #1362 creates the Superior Council of Education (CSE), which is in charge of the orientation and direction of the official education from the technical point of view. On September 25th, 1957, the Fundamental Law of Education (n° 2160; article 12) explains the purposes of the pre-school education. On October 27th, 1973, the National Plan of Educational Development (executive decree 3333-E) defines the pre-school as the first level of the educational Costa Rican system and establishes the criteria of expansion and coverage, especially in the rural area.

On July 18th, 1979 the 1<sup>st</sup> Decree 10285-E (articles 1, 2, and 3) creates the Department of Pre-school education of the Ministerio de Educación Pública (MEP), and it determines the technical and curricular structure of the pre-school education in two cycles: maternal and transition. On August 9th, 1990, the Law 7184 ratifies the Convention on the Laws of the Child, which had been approved by the General Assembly of the United Nations on November 20th, 1989.

On February 20th, 1996, the Superior Council of Education (session 13-96) approves the program of study of the cycle of transition. On August 4th, 1997, the Law 7676 (modification of the article 78 of the Political Constitution) establishes that the pre-school education and the general basic education are mandatory, free, and financed by the nation. It also establishes that the public expenditure in the state education, included the superior, will not be lower than 6 % of the GDP.

On February 6th, 1998, the Law 7739 approves the Code of the Childhood and the Adolescence, which between other dispositions relating to the infancy, confirms that the pre-school education is free, obligatory, and financed by the State. On February 29th, 2000, the Superior Council of Education (session 10-2000) approves the study program of the maternal cycle.

On July 19th, 2007, 1<sup>st</sup> Executive decree 33952, article 1, reforms the article 11 of the Regulation of Enrollment and Movements of the Students (executive decree 31663) and The Superior Council of Education modifies the minimal entry ages of maternal, transition, and the first year of the first cycle of the general basic education. From that moment on, they remain established, respectively, in 4 years and 3 months, 5 years and 3 months, and 6 years and 3 months, fulfilled on February 15th of the school year course. Considering the highly talented

children, the MEP applies an aptitude test in order for them to access the formal education with an age up to 3 months less from the minimum established this norm was established by the Constitutional Court in the resolution 2007-003163 of March 9, 2007 (Page 71).

To have a competitive and good preschool education in the country, the Ministry of Education establishes the following for the educational center of quality like axis of the Costa Rican education:

- The high quality education is a right for every single person. Costa Rica invests on education since it is necessary for the future of the country. People who were born in the country have the right to study; it is a right that cannot be denied.
- The educational process in people is necessary in an integral way coming out of any merely utilitarian value. In addition, education is not just academic contents; it is an integral way of learning for life. That means that having good grades is not the objective, preparing for life is.
- Education must be relevant, attractive, and of quality, in other words, contextualized education in which students are educated according to their needs. The objective is that teachers prepare enough to provide a high level of education to the students; planning attractive activities that could be meaningful for them. Also, knowing that every country is different, every person is different, and even every educational institution is different, teachers may be able to contextualize the classroom atmosphere contents to the students.

- The education based in humanism, rationalism, and constructivism. The three concepts, well taught and learned for life, might bring multiple benefits to the students and to the country where they are from. Also, coherent and balanced educational politics must be nourished of three visions or philosophical complementary slopes. humanism as the base for the search of the full accomplishment of being a human, a person provided with dignity and value, capable of trying his individual and social perfection. Rationalism, as the recognition that the human being is bestowed of a rational capacity that can catch objectively the reality in many ways, build, and make better knowledge, making it possible for humans to develop and progress. In addition, the understanding between people and constructivism, as the effort of acting considering that education must be separated from the cognitive situation of the individuality of the students, of their interests, idiosyncrasy, their own structures of knowledge already formed, and to undertake the formative action and to promote learning from them.

The idea is that these concepts cannot remain in paper. They must be turned into reality and in the practical life of every educational center. Therefore, the national effort that is undertaken to reach the goal of the educational center of quality as axis of the Costa Rican education is necessary through challenging, bringing up helping ideas, and reforming actions. To achieve the goal the following areas should be considered

-The educational process must be coherent in the theory and in the practice. That means that what the teacher preaches should be what she/he does too. Students learn by the example of adults, too; professionals must

take that into account because children are always watching. In addition, if “action-reaction” and “theory-practice” works, teachers should take this into account in their own classes to get better results.

-The education is a responsibility of all; it must be centered on the student as an active subject and responsible for the processes of education and learning (MEP (pages 6-11)).

Consequently, according to the Department of Public Education, “Pre-school counts with a series of aims are summarizes as follows:(Garnier Calderón, 2014, p.18):

-Providing the integral development of the child, attending to his areas of development for a better quality of life as being individual and social. Teachers must identify the children needs, being aware that the academic area is not the only one they should be directed by.

-Stimulating the creative skill to enrich the free expression of the child’s personality by doing sensory activities as a choice.

-Improving the development of attitude of affection, respect, and critical protection of life.

-Promoting the social values to preserve the natural, social, and cultural environment.

-Educating socially getting along, according to the rights and the fundamental freedoms promoted in the Children’s Declaration Law.

There must be quality in the participation of children at school; in addition, pre-school teachers must possess undiscussable particularities to face this work because in this stage, children are more sensitive. Therefore, these experts must handle a very specific environment and possess specific characteristics as:

- Demonstrating authority. Being the authority is not a role that should be neglected. Feeling security in one place brings multiple benefits, but even more children feel that there is someone in charge of the place, whom I must respect and also whom I can trust.
- Having a good harmony in relation to the children. Children seek affection and can perceive who is interested in having a relationship with them.
- Having fun sharing with the students. Children want to have fun and play most of the time; while being understood. When adults enjoy their work, it can be perceived by children.
- Supplying the knowledge and be able to count with disposition to share it. Teachers are educated so that the work could be done correctly; sharing knowledge is part of their job.

In contrast, teachers reflect what they really are during classes; so it is important that part of the preparation a professional has includes social and intellectual conditions, for example:

- Establishing relationships with other people of different or same age.
- Demonstrating qualities of loyalty.
- Realigning management.

-Observation and recapitulation capacity.

When planning, even public or private educational institutions should include the topic of emotions. However, some schools decide just to teach their students the emotion's name and which face it could be represented with, but it should be more than that. It's necessary that children understand: which are the emotions that they feel according to their age? and specially what to do in each of them. Usually, teachers can listen to their students talking about who is happy or who is angry, but they rarely explain what a happy person should do or what an angry person should not do. Every educational institution handles it in a different way; bilingual or not, the topic of emotions can be managed per month or as another topic.

Nowadays, learning a second language is a reality in Costa Rica. In this case, the second language is English. Usually, people think that there is something different and difficult in the acquisition of a second language; especially in public institutions. If a child perceives that people around think that learning a second language is hard, this thought might scare him or her, and the student's communicative skills might not develop the way they should.

Children are influenced by what happens around them; that includes what happens at home and what happens at school. If children see that the adults cannot control themselves when a difficult situation appears, probably they will think that it is normal, and they will repeat the same attitude. Costa Rica is a country where there is no army, and it is called a country of peace, but daily, in the news, a lot of violence is observed. In addition in some cases deaths and bad

actions are applauded. Therefore, teachers swim against the tide, since children must learn to live in a country where most people decide not to do the correct things, but they should decide to make good decisions.

The emotional intelligence is not a very attractive topic for many since it does not allow many inappropriate conducts that are approved sometimes. That is why preschool teaching is a whole challenge and commitment, for which every teacher must fight in order for children to become excellent citizens of tomorrow. Sometimes, many children present diverse difficulties during their growth; many difficulties can be cognitive, psychomotor, behavioral, linguistic, or of concentration. For each of these difficulties there are possible solutions that every teacher can identify and study with the family, parents, and specialists. However, when children do not know how to handle their emotions, they can show conduct problems or have a decrease in their cognitive development without having a real difficulty. It is observed that in the class many of the children do not pay attention, and English is difficult for them, but just because they do not know how to control themselves. For example, if a child is very happy, instead of focusing this happiness in the class and paying attention with a great smile, he or she decides to run, distract others, and start doing other things just because of his or her happiness. Another example is that if a child is annoyed because something happened during recess, that child may insult others, have a negative attitude, interrupts the class, and as result, he does not learn what was taught in that class.

## 1.2 Justification

Nowadays, teachers must know that every human being has emotions and that identifying and controlling them is part of the learning process.

It might be said that, the academic development of a child goes hand in hand with the emotional development; therefore, that is why teachers cannot ignore either. Nowadays, on the news, people are shown as not knowing how to control their emotions, and that gets them into trouble even when they have an academic high degree. Because of that, preschool teachers know the importance of spending time working on their emotional intelligence and not just working on the academic part.

The first six years of a child are the most important ones in the development in order to be able to promote values, shape the character, and work on both the weaknesses and the strengths. A teacher can impact the life of a child radically and forever; it is a decision that every teacher can make: to leave a good or bad impression. The first contact that the child has in life is with the family, independently of the context and of the composition of each one. There are many children who grow in a family full of values, which offers education from home and love during the growth process. There are also families in which the parents do not dedicate enough time and do not have a close relationship with the infants. It is known that every single house is a different world, and all the kids get to the classroom to share and learn to interact between them with all their needs and different skills. Therefore, a program about children's emotional intelligence is

essential and must involve the family on it. Family, especially parents, must be aware of the children's growth and of their experiences.

Preschool teachers, during planning, should include different activities to promote emotion management in preschool ages; the development of a child in every single area may be better if there isn't an emotion management promotion. In addition, if a school offers this type of instruments to their students, it will be a plus for them as a formal institution. Also, if an institution supports this type of programs, the results will not be just in preschool; as long as the kids grow, it will bring a lot of benefits in elementary and high school.

Every single educational institution, private or not, aspires not only to satisfy their students' needs but also to fulfill their parents expectations. For example, in Saint Jude, the school where the present research took place, establishes as one of its goals to promote the integral development of the person, providing the acquisition of knowledge and a solid bilingual formation English-Spanish, besides other languages, and reinforcing moral, spiritual, ecological values of Costa Rica's society.

Finally, to invest material and time on preschool kids is a very good idea for the acquisition of a second language since the results may change positively as long as teachers and the family get involved too. Therefore, the implementation of activities about emotions is essential for the best integral development of the children in the ages from 5 to 6 years old to avoid possible behavior and cognitive problems in the future.

### 1.3 Problem

According to the previous explanation, the problem presents as follows: Which are the emotional expressions identified in developing communicative skills in the acquisition of the second language in pre-school age from 5 to 6 years old in the children of St. Jude School in the first semester of 2017?

### 1.4 Objectives

#### 1.4.1 General Objective

-Investigate the emotions that children from 5 to 6 years old face during a second language acquisition.

#### 1.4.2 Specific Objectives

-Describe the conducts that children show during the learning process while not knowing how to control their own emotions.

-List the emotions that children from 5 to 6 years old face.

-Identify the emotions children show facing the acquisition of a second language.

### 1.5 Scope and limitations

#### 1.5.1 Scope

- Saint Jude's doors were always opened to do observations in the preschool area in order to propose new ideas and also to apply them.

- There is great amount of information about the emotions and what each of them involves in a child.
- Some teachers offer help with recommendations that were beneficial with the investigation.
- Observations could be done during English classes with the corresponding teacher of the group and the assistant.
- There is a lot of information about emotional intelligence, preschool education, and second language acquisition.

#### 1.5.2 Limitations

- The academic year started on February, 2017; the adaptation process occurs during the first three weeks of classes.
- The instruments were applied during March and April; because by this time, all the routines had already been established and the group is complete.
- It is a slow process of information compilation.
- The instruments applied were not returned in the established time.

# CHAPTER II

## THEORETICAL FRAMEWORK

## 2.1 School Characterization

### 2.1.1 Brief History of Saint Jude School

St Jude School is one of the most recent projects of an educational institution that has been educating children for more than 50 years with strong Christian values. The first schools were: Jardín de la Infancia Católico, Escuela Católica Activa and Colegio San Judas Tadeo. These schools were product of many hard-working years of Mrs. Helia Placencia de Betancourt and Mrs. Hortensia Esquivel de Luconi, two visionaries of Costa Rican education. Mrs. Helia Placencia de Betancourt and her family, arrived to Costa Rica in 1961 from Cuba, during the Cuban Revolution. She was the Director of the Education School for Elementary Teachers in Holguin, in her country. In Costa Rica, she became the first secular guide in the prestigious school Nuestra Señora de Sión. In 1963, she started a small kindergarten, which later became Escuela Católica Activa. As the number of students increased, and the need of a bigger space became obvious, Mrs. Helia Betancourt became partners with Mrs. Hortensia de Luconi, owner of a large property in Barrio Don Bosco, in San José, where the school could grow. They worked hard in making their dream come true. More than fifty years later, the Jardín de la Infancia Católico, Escuela Católica Activa, and Colegio Bilingüe San Judas Tadeo, have educated thousands of children and teenagers with excellent academic christian values.

With the objective of developing an innovative educational project, in 1992 they purchased a piece of land in Lindora, Santa Ana, which was a growing community in the metropolitan area with optimum conditions of security and

beautiful surrounding areas for the development of a new teaching-learning concept. There they founded a new school which today offers: Daycare, Preschool, Elementary, and High School of the highest educational level: St. Jude School.

In the year 2000, the new Preschool was inaugurated as St. Jude. In 2001, the Elementary School begins, and five years later, in 2006, High School started, all as part of a planned growing process.

It is important to note that the school continued to work simultaneously in their old building in San José as well as their new home in Lindora, Santa Ana. In 2008, both schools are finally united into one single project, St. Jude School.

St Jude is an educational community in which the tradition blends in with the most innovative techniques in psycho-pedagogy, and strengthens the learning of English and Spanish. Furthermore, the languages are complemented with French and Mandarin. They offer humanities, science, technology, arts, and sports.

### 2.1.2 Location

The school is located in Santa Ana, Lindora district of the province of San José. It is an area surrounded by shopping centers; the closest is Terrazas de Lindora. It is located 50 meters north of Vindi, Lindora. It is a residential area with high socioeconomic level.

Also, St.Jude School has good relationship with the closest shopping centers. There is a small public school really close to the institution so part of the social work, is helping them with materials for their students.

### 2.1.3 Infrastructure

The school is located on a quite extensive ground which is divided into three large structures: preschool, primary with high school, and a gym. It has three parking areas, two synthetic courts (one large and one small) and a natural court. The administrative offices are located in the building of primary school and high school, as well as the cafeteria of the institution. In preschool, there are 14 classrooms of different sizes according to the demand of the level, and it has two playgrounds for different ages. In addition, there is an orchard area where children can plant. Finally, a large forest is available for the students, surrounded by trees, nature, and outdoor tables.

### 2.1.4 Current situation of the institution

The institution has more than 50 years of experience and the academic level is increasing. Nowadays, it is requesting the approval for the IB PROGRAM (International Baccalaureate). In 2016, the institution was the first educational private institution recognized by Essential Costa Rica.

#### 2.1.5.1 Mission

St. Jude School is a well-established, active, multicultural, and inclusive educational community that promotes universal and Christian values within a culture of peace. It forms citizens who are virtuous, happy, creative, respectful towards the environment, critical, knowledgeable about global realities, and who

lead their learning process with the skills to impact their environment positively leaving a distinctive legacy that lasts for generations.

#### 2.1.5.2 Vision

To be the country's best educational institution with international impact; known for its continuous innovation and excellence in forming students who will make a positive change in their environment.

The Educational model of Saint Jude is based on the following pillars:

- Theory of the Multiple intelligences
- Partner and constructivism
- Humanism and Integral Development
- Interdisciplinary comprehension
- Bio Literacy and Echo Education
- Christian Development and Spiritual Enrichment
- Bilingual Education emphatically in English and Spanish complemented with French and mandarin.

## 2.2 Theoretical Information

### 2.2.1 Second Language Acquisition

It is important that the teachers turn the classroom into a space of permanent communication where the significant learning is promoted. For better results the following aspects are suggested. (Peralta, 2007; Gervilla, 2006; NAEYC, 2009):

To respect the beginning of the cognitive development, psychomotor, and affective partner in the organization of the time, in order for it to be as natural as possible, without forcing the pace of the activity. In other words, if teachers respect the learning processes or their students, the results would be better.

To contemplate a period of adjustment, during the first week of the school cycle, which allows the integration of children in a workday gradually. In addition, students are starting a new process so it is necessary that it has an optimum welcome week.

To maintain a permanent workday during the first month of the school year so that the child can internalize the concept of "routine"; then the teacher can include variations.

Next, using slogans that determine the beginning and the end of the activities. That way, the children are going to feel comfortable during the development of each activity. Also, using at the beginning of every day some mechanism to organize the different moments that are going to be a part of the work of the day, for example: having a agenda on the board where the students understand which activities are going to be done during the day.

In regards to each student's process of learning, the needs and preferences of the children, based on autonomy, freedom, and clear limits. Also, alternating the experiences so that children have an energetic activity and then a passive activity. The activities must be spontaneous and structured, collective and individual, sometimes in small groups and sometimes with the whole group, daily or innovative, indoor or outdoor.

Finally, the activities planned for the children must be carried out in a time that respects the level of attention and concentration of the children according to their age. Besides the previous aspect, it is important to clarify that these environments must be conceived as centers of resources (not as rigid working stations), where the materials give children the opportunity to use them in an integrated way or in agreement to what he or she needs. The materials are not static, inflexible, and they can have several intentions that allow the exploration and the discovery.

## 2.2.2 Intelligence

### 2.2.2.1 Definition

The idea that people change according to their intelligence has existed for a long time. Some theories establish that it is the capacity to learn, the knowledge a person has, and the resilience. In 1986, in a symposium about intelligence, 24 psychologists offer 24 different perspectives about the intelligence nature. (Neisser et al., 1996; Sternberg and Detterman, 1986). Some experts said that it was linked to how to solve problems and making choices.

### 2.2.2.2 Multiple intelligences

#### 2.2.2.2.a Linguistic intelligence

In this intelligence there is a special facility in the language skills; for example, the written and spoken words, interpretation, explanation of ideas, and understanding the relationship between communication and meaning become an ability. Also, it is defined by the sensibility to the sounds, rhythms, and meanings of the words; in other words, presenting sensibility to the different functions of the language. Usually, people who develop this intelligence become copywriters, editors, lawyers, linguists, speakers, teachers, translators, poets, journalists, TV and radio presenters, writer, trainers, or historians. In addition, some others skills could be to edit someone else paper, give an oral presentation, describe a product, write directions on a map and give a speech.

Children present linguistic intelligence too since early ages, some characteristics they present are the following: 1) Having a huge vocabulary for their age and pronouncing correct the words; 2) Making complete sentences according to their age, 3) Showing interest in other languages, 4) Learning songs and poems, 5) The writing and reading process develops at the right time.

#### 2.2.2.2.b Logical and mathematical intelligence

The logical intelligence is defined as the sensibility and capacity to discern logical patterns and numbers as well as the ability of logical thinking. In this intelligence, there is a special facility using numbers and logic; it includes analyzing problems, detecting patterns, performing mathematical calculations, scientific

reasoning,deduction, and understanding of the relationship between cause and effect. Usually, people who develop this intelligence prefer to become analysts, computer programmers, engineers, arbitrators,or to work in a bank. Some assessments that could be done are to analyze how a computer works, perform a mental mathematical calculation, and create a process to measure something.

Since preschool children receive math concepts starting with colors, shapes, sizes, counting, numbers recognition, comparisons, and solving problems.

#### 2.2.2.2.c Musical intelligence

The musical intelligence is known as the skills to produce and to estimate the rhythm, tone, and stamp as well as musical expression and appreciation. Some characteristics of a person who develops this intelligence is having the ability to appreciate and use the sound, recognize tones, recognize rhythmic patterns, and understand relationships between sound and feeling. Normally, acoustic engineers, composers, entertainers, singers, voice coaches, music producers, and musical instrument repair specialists develop this intelligence. As a result, they may identify music for movies, stores, malls, review a musical play, compose, and learn and teach how to play and instrument.

In particular, preschool lessons are full of songs since the beginning of the class until the end; teachers decide when to schedule a specific music class too. If a student shows preference to a specific instrument parents and teachers should know it so that the students can learn how to play it if possible. On the

contrary, teachers should remember that not all the students feel comfortable singing or playing an instrument.

#### 2.2.2.2.d Bodily Kinesthetic Intelligence

The bodily kinesthetic intelligence includes the ability to control body movements and using body parts to handle different objects. In summary, a physical agility, balance, eye, and body coordination. Typically, people with bodily kinesthetic intelligence assume roles like being athletes, physical therapists, sign language interpreters, dancers, nurses, instrumentalists, or physical education teachers. As a result, demonstrating a sport technique, riding a horse or interpreting are part of the activities that could be done.

Since preschool, the psycho motor skills are improved with many physical activities. First, the students start using their hands modeling Play-Doh, using sensorial materials, then they continue making paper balls, and coloring with crayons and color pencils. At the same time, learning how to walk, run, and jump is part of the process. All these activities and more will help the students to learn/develop how to move their body, making a correct eye and body-coordination. Later on, the students may decide if they want to practice a sport or a specific activity.

#### 2.2.2.2.e Spacial- Visual intelligence

In this type of intelligence the learning style and preference is the interpretation and creation of visual images, pictorial imagination, and expression. As a result, the student understands relationships between images and meanings

between space and effect. In addition, the roles taken by people who develop this intelligence traditionally are architects, artists, engineers, graphic designers, and inventors. For example, designing a building, a landscape, or a historic costume are some of the activities that could be done by these type of pupils.

#### 2.2.2.2.f Interpersonal Intelligence

It is known as the ability to identify and recognize the emotions and feelings of other people as well as knowing how to react according to the situation. The interpersonal intelligence is described as the ability to relate to others, interpretation of a behavior, and understand the relationship between people and the situation. Normally, people who feel comfortable working with others perform as educators, health providers, coaches, advertising professionals, counselors, trainers, psychologists, or mediators. In other words, these professionals decide to affect the feelings of others in a planned way and demonstrate feelings through body.

#### 2.2.2.2.g Intrapersonal Intelligence

The intrapersonal intelligence is defined by the access to the own feelings and the aptitude to distinguish and use them to guide the behavior, knowing strengths, weaknesses, and desires. As a result, a person with intrapersonal intelligence is capable to understand oneself and make the correct choice about what to do with the emotions and for how long. Consequently, this type of intelligence is able to change personal thoughts and knows their purpose and aims.

#### 2.2.2.2.h Naturalist Intelligence

Nature surrounds people, and it is part of their lives since they were born; however, not everyone feels comfortable with it. This intelligence refers to the passion and knowledge of nature components; for example: the ability to identify seeds, recognize different trees, analyze the differences in the natural world, and understand the ecological systems. Preschoolers are exposed to the nature components since they learn in a sensorial way, so being surrounded by animals or trees may help them show interest or not on it. Emotions are part of every human being regardless of age or condition. Therefore, it is something that must be known and also worked as part of the welfare that is wanted in the child's emotional wellbeing which means that the child lives his emotions in a positive way. Also, to achieve this requires an adequate education from the earliest years of life is important to be clear that education is not defined as schooling because it is not necessarily a formal education, but it is all learning acquired in any context where the child is. According to the age of each child, they gradually learn about emotions; it is illogical to ask a two year old to understand empathy, but a six year old can understand and apply it. Noddings (2003), in a book entitled *Happiness and Education*; points out the importance that schools have to prepare for life and not just what they call "economic skills". He argues that education must assume many functions that had previously belonged to the family and that the social system has changed. In addition, today, all families cannot be expected to educate their children in values and affective development, and families who do it are praiseworthy. Clearly, education is a never ending process of the human being,

and it is integral. Therefore, the participation of the family, especially in the first six years of life is indispensable.

Rafael Bisquerra (2011) states in his book *Emotional Education* that “research has identified a sleeping effect to refer to programs in which long-terms effects (more than 6 months after completion of the program) are higher than results in the post- test. In other words, a post-test applied after finalizing the program can present inferior results to those that can be manifested past a certain time, This suggests the desirability of establishing long-term and medium-term deferred assessments”.

Richard S. Lazarus in his book *Pasión y Razón* (N Lazarus and S Lazarus, 2000) gives an explanation to understand the meaning of emotion:

...emotions are the product of a personal meaning, which depends on what for us is important and of the things that we believe of us, of other people and the world in general. It is the meaning that we give to the events and to the conditions of our life what it makes us feel angry, anxious, guilty, happy, proud...

## Emotional Education

The subject of emotional education can become fascinating as long as it is ideally worked. As mentioned by Rafael Bisquerra (2011) the results are good in the long term, and it is worth investing time, materials, and energy in this work. On the other hand, Rafael Bisquerra also states that as a result of the evidence provided by the research carried out by him, the lack of action of emotional education, or its rejection, results in depriving society of crucial scientifically emotions. In other words, the investment in the emotional education must be real

since omitting this area can harm not only today's children but also tomorrow's country. What would be of a country that does not know how to solve conflicts? What would be of a nation with citizens who do not control their anxiety and anger? What would be of a president who does not conquer his shame or does not control his pride? besides other questions that make teachers think about taking seriously emotional education in students. First before applying any program and process of education – learning, it is necessary to value the context and which such plan is going to be applied, observe the population, making investigations on what it has already been done, apply diagnostic tests, interviews, analysis of educational programs, statistics of education, scales on the families, etc. Sometimes, it is difficult to request a family father in order for him to collaborate in the emotional education of the child when the root of the problem comes from home. Because of that, it is said that it is an integral process; all the parts in the emotional education must go hand in hand.

The different emotions that children experiment according to their age are explained below; in this case, it is necessary that 5/6 years old children know them before primary school. The emotions that will be explained are fear, anger, sadness, surprise, happiness, and anxiety from the contributions realized by Marina y López (1996), Fernández-Abascal, Martín y Domínguez (2001), Greenberg (2000).

Marina, (1996) defines:

Fear is a primary negative emotion that is activated by the perception of a present and imminent danger, by which it is very tied to the stimulus that generates it. It is an emotional sign of warning that comes closer a physical or psychological hurt.

The fear also implies an insecurity with regard to the own aptitude to support or handle a situation of threat. The intensity of the emotional response of fear depends on the uncertainty on the results. (Page 25)

Fear is one of the most intense and disagreeable emotions. It generates apprehension, unrest, and discomfort. Its main characteristic is the sensation of nervous tension, worry, and fear for the own safety or for the health normally accompanied by the sensation of loss of control. Other typical subjective effect is the sensation of certain tendency to avoid it. Fear is associated to the following terms: alarm, terror, edginess, panic, tension, fear, uneasiness, fright, dread, worry, horror, an anxiety.

Many children in educational institutions present fears when they are pressed or forced to fulfill their parent's expectations or unattainable tasks for their home. In addition, when aggression or violence have lived in a family, children project fear in the kindergarten.

## Anger

Marina, (1996) defines:

“Anger is a primary negative emotion that triggers situations that are considered unfair or which violate moral values and the personal freedom; situations that carry out an external control or an obligation on some behavior, people who affect others with verbal or physical abuses, and situations in which people think that there take place unfair treatments and a goals block. The ire produces subjective effects or feelings of irritation, annoyance, fury and anger”. (Page 25)

Also, it is accompanied by the disability for the effective execution of the cognitive processes. The ire produces a sensation of energy or impulsiveness,

subjective need to operate immediately in a physically or verbally, and to solve actively the problematic situation. It is the potentially more dangerous emotion since the purpose of it is destroying the barriers that are perceived. The following terms are associated with ire: anger, annoyance, grumpiness, indignation, bitterness, revenge, scorn, irritation, exasperation, fury, hatred, displeasure, rage, distaste, resentment, jealousies, hostility, contempt, violence, rancor. Kindergartens are promoted as environments of peace and tranquility; when a child presents this condition, it is necessary to go beyond of what is possible to see in the institution to deal with it and understand why the child is acting that way. Usually many children repeat inappropriate family patterns; therefore, the teachers must be aware to correct behavior.

### Sadness

Marina and Lopez (1996), Fernández-Abascal, Martin and Domínguez (2001), Greenberg (2000) establish that:

The sadness is an emotion that takes place in response to events that are considered not a pleasure. It denotes sorrow or melancholy. What trigger sadness are the physical or psychological separation, the loss or the failure; the disappointment, especially if the hope in something has been vanished. (Page 26)

The subjective effects are characterized by feelings of discouragement, melancholy, and loss of energy. The following terms are associated with sadness: pessimism, sorrow, disappointment, remorse, rejection, shame, suffering, depression, isolation, melancholy, abandon, discouragement, unhappiness, condolence. Pre-school children face sadness very quickly because it is normal

that they get into situations where they feel sad; in addition, being sad is not bad at all but what they have to learn is to control it and identify how long the emotion should remain.

## Happiness

Marina (1996) indicates that happiness is the state of mind where one takes pleasure in the possession of some good. Happiness facilitates empathy, which promotes the appearance of altruistic conducts. Likewise, it contributes to the cognitive performance, the solution of problems, creativity, the learning and the memorization. Success or achievements triggers happiness, the attainment of the aims that are claimed. Still there takes place for the congruity between of what it is wished and what is possessed, between the expectations and the current conditions, and in the comparison with other persons. The following terms are associated with happiness: joviality, contentment, victory, joy, enthusiasm, delight, good humor, and pleasure.

Happiness in a kindergarten is fundamental; therefore, this emotion should be constantly cultivated on children. Actually, it is one of the biggest responsibilities of the teachers. In addition, happiness brings with it more emotions.

## Surprise

Marina (2000) indicates that surprise is the briefest of the emotions. It is a reaction caused by something unforeseen or strange, as a thunder or a not announced celebration. The cognitive events also cause surprise. The surprise is also given when consequences, unexpected results, or interruptions of the activity in process

take place. The functional meaning of the surprise is to prepare the individual to confront effectively the sudden and unexpected events and the consequences. Easily, surprise could turn immediately into another emotion. Surprise is associated with the following terms: amazement, astonishment, stupefaction, strangeness. When a person is surprised, it is usually expressed with facial gestures. Daily, the surprises are part of the children lives, especially during the classes since it is part of the teacher and her teaching process with positive creativity.

### Anxiety

Marina (2000) determines that the anxiety is a condition of agitation, worry and uncertainty, similar to fear. Anxiety is disproportionately intense with relation to the supposed dangerousness of the stimulus. The anxiety, as all the emotions, at the beginning is a set of adaptive processes, defensive innate responsible reactions of people survival. There are two types of anxiety: the unspecific anxiety, which is not associated with certain stimuli and the specific anxiety, which is provoked by a concrete stimulus that can be real or symbolic.

Anxiety is the pathological component of the so called "anxiety disorders", which are related to a reaction of excessive and inappropriate fear; undoubtedly, it is also the reaction that produces the greatest amount of mental, behavioral psychophysiological disorders. Anxiety produces subjective effects of tension, nervousness, discomfort, worry, apprehension, and it can even lead to feelings of dread or panic. It also causes difficulties in maintaining attention and concentration. Allowing anxiety to dominate children can cause a group disorder; even the teacher should be ready to maintain order if anxious children are managed will

hardly have optimal learning. One suggestion to reduce the anxiety in children is having bubbles in the classroom, and when the teacher sees that children are becoming anxious, it is a good idea to go out of the class or go to the yard and do bubbles; this will help to de-stress. Another option to liberate all that anxiety that dominates children during the class could be to do a few breathing exercises inside or outside of the classroom. Finally, some of the consequences of not working in time could be obesity, disorders of conduct, lack of dream, and group management problems.

### Emotional intelligence

The term emotional intelligence was used for the first time in 1990 by psychologists Peter Salovey of Harvard University and John Mayer of New Hampshire University. They recognized that this term is linked with other terms just as empathy, genuine control, independence, respect, persistence, sympathy, adaptation capacity, and gentleness. Then, Daniel Goleman impelled the idea by his bestseller *“Emotional Intelligence”* (1995) on the cover of the magazine Time. Before that, people started talking about it everywhere, at schools, at the United States president’s house, different companies, etc.

Nowadays emotions have been modified according to the psychiatrist Norden (1996) that established:

“Most of us no longer live in villages of a few hundred inhabitants or less, just as Stone Age men did, but rather in crowded cities that form a global village of nearly six million people. These cumulative tensions of modern life have unleashed an avalanche of depression, anguish, and insomnia.”

In other words, many years ago people lived in places where they may have breathed peace, less people lived and worked in a specific place, and they were surrounded by nature; technology was not that advanced and people interacted with others not being distracted by media. Nowadays, people are surrounded by many buildings, traffic jams, and pollution generating diseases such as depression, stress, cancer, etc. Living in a hurried world is inevitable, but knowing how to live on is a choice that every human being can make. The same happens with managing the emotions; they cannot always be chosen but controlling them can be. Many scientists believed that all the emotions are a defense mechanism; they alert the body of what is going on around. For example, if someone is scared the body knows that it must be careful and should avoid danger.

Meanwhile, Salovey and Mayer (1990) said that emotional intelligence is:

A subset of social intelligence that includes the ability to control one's feelings and emotions as well as those of others, to discriminate between them and to use this information to guide our thinking and our actions.

It is hard to think that children are in a world where violence is everywhere, family issues are more common every day, television teaches improper conducts, and values are underestimated. Because of that, studies have demonstrated that the clue to educate and have children that are able to live in this world demonstrating that what surrounds them does not affect at all their behavior is training their minds.

## Neuroanatomy of emotions

Springer states in his book *Neuroanatomy of Emotions* that in the human body, everything is perfectly connected; the brain is the body's command center, and every sign is sent by it to any body part. The brain is part of the emotional intelligence process, too since it is the control center; it receives and produces what every person is feeling. The emotional intelligence is the result of the relationship between the cortex and the limbic system. The cortex is located around the brain hemispheres, and the specific function of it is to "think"; it is composed by four lobes; each hemisphere is in charge of a body part or sense. If one lobe gets damaged, the person may have problems with their vision, hearing, etc. The cortex allows having feelings over the feelings, which means that a person may have insight into the situation to which he is going through, analyze it, and then decide what to do. The logical area of the brain is linked with the emotional area, but it is necessary to mention that each area is independent.

The limbic system is in charge of the emotions; it includes the thalamus, and it is located just inside the hemispheres inside the brain. The limbic system regulates the impulses and emotions; all the learning process of the emotions takes place here. Others really important neurologic components are the neuropeptides (also called neurotransmitters). Their function is to travel through the body informing how to react during a specific emotion. In addition, another function of the neuropeptides is that they protect the body from viruses and diseases.

Additionally, there is a chemical substance called serotonin that is also a neurotransmitter. The serotonin's job is to produce emotional reactions traveling through the body; the most serotonin a person has, the best benefits the body will

get. A really high amount of serotonin may help a child to reduce the aggressiveness and reactions that does not correspond to a proper conduct. In his book *Beyond Prozac* the psychiatrist Norden (1995) establishes “that the brain could be trained by exercising, sleeping enough, and eating healthy food. Those pieces of advice may be applied to children, too”. In particular, Michael Norden says that a simple smile can change a child’s mood; smiling increases the serotonin to a point where the muscles contract and the blood flow slows down.

Aristotle, quoted by Daniel Goleman (1995) stated the following: “Anyone can get angry, it is something very simple. But to get angry with the indicated person, at the right moment. With the proper intention and in a correct way, it, certainly, does not turn out to be so simple”; with the previous statement, it is understood how the emotions often cannot be avoided and are a part of the daily routine, but how the correct management of each one (in this case the annoyance) is indispensable so that it does not bring unnecessary conflicts even knowing that it is not easy. Being able to understand how the emotions work, Daniel Goleman (1995) indicates that first it is necessary to study the development of the brain; this way, investigators may understand better the huge power that the emotions have on the mind. Anatomically, all the emotions have an explanation; different glands segregate substances that activate certain senses and eventually emotions.

The neuroscientist from the Center for Neural Science of the University of New York was the one who one who discovered the important paper by the tonsil in the emotional brain LeDoux established:.

The functioning of the tonsil and the interrelationship with the neocortex is the core of the emotional intelligence. The tonsil can guard and activate a

repertoire of answers that every human being carries out without realizing the reason of what it is realizing the reason of that is; the message that is sent to the brain goes later to the visual cortex, where it is analyzed and evaluated to see which would be the correct and appropriate response.

In his book Emotional Intelligence Daniel Goleman (2011) established:

A characteristic as human beings is being able to motivate themselves, to persevere in spite of the possible frustrations, to control the impulses, to defer the gratifications, to regulate their own states of mind, to prevent the distress from interfering with the rational faculties, and last but not least the capacity to trust in others. (p.26)

People with emotional intelligence learn to identify their own emotions. Therefore, they handle the emotional reactions by identifying suitable ways of expressing them and developing an unconditional acceptance of themselves and of others. Also, developing self-control and the empathy is part of having emotional intelligence, in other words, to put oneself into the other person's place. Also, since early ages, children are able to learn that all situations have different reactions and correct responses; at the end, they will be able to solve problems by their own.

#### The emotions theory

LevVygotsky raised the theory of the emotions in his book of the same name in which he expresses that there is no emotion without the physiological manifestation of the same one. In addition, he mentions Lange's thesis: "Eliminate in a scared man all the physical symptoms of the fear what will stay then of his

fear? " (1896), where he explains that every emotion shows different physical symptoms because emotions and physical responses are connected.

In a certain way, Vygotsky coincides with the thought of many since the emotions are reflected in the actions and in the body of the people. For example, an angry person frowns and does not smile; a happy person smiles; a person with shame blushes, a fearful person opens the eyes very much and brings the hands over to the mouth; a surprised person opens the mouth and opens the eyes big, etc. Both, the expressions and the emotions, go hand in hand and changing according to the intensity. Lev Vygotsky's central intention in the Theory of the Emotions seems to be the discovery of the reality on the expositions of diverse philosophers. Discovering by his own what happens to his body and how to handle it is a part of the Vygotsky's ideals from the constructive point of view in which every person creates his knowledge according to their experience. In case of the pre-school children there are situations which cannot be forced and done intentionally; little by little students experience every emotion. Therefore, not all children go through the same situations since they all come from a different context. For example, it is not the same a child who comes from a close family and where the parents show love to a child who comes from a family that does not worry for him or her. Emotions as distress, loneliness, sadness, frustration, fault, and others are usually experienced first by the children who live in a dysfunctional family and in major intensity because they might face more problems or different situations than children who come from a functional family. On the opposite, happiness, love, surprise, and gratitude will probably be experienced first by children who come from a functional family. In addition, that is why, in the school

environment, every teacher must know the students' context and also work in a positive way every emotion in order for all students to learn about every emotion even knowing that their familiar environment is different.

Children learn by playing; the National Association for the Education of the Young Children, 2006 established that playing is an active way of learning that involves mind, body and spirit. Therefore, one of the most efficient ways of showing every emotion in the class is by playing different games. Performing dramas, stories, and puppets is a good idea also as long as a previous plan is designed and the objective is clear. Not all the activities apply for all the groups since every group presents their own different characteristics, but it does not mean that it is possible to ignore the emotional education in the pre-school children.

### Emotional Communication

The traditional psychotherapy establishes that the emotional communication helps people to change their lives; for example if someone feels sad and shares what is happening, they will try to change the situation. On the other hand, if they feel happy instead of changing the situation the best choice would be to reinforce it. Consequently, people learn to try to change the situations according to the emotions; positive situations bring positive emotions and negative situations bring negative emotions. Notably, a five years old child had learned a lot of vocabulary and is ready to use complete sentences expressing what he or she thinks and feels, but this ability must be stimulated so that the child feels comfortable while speaking. The human being is a result of the context, so if a boy or a girl lives in a family or is in a classroom where the parents or teacher are not ashamed of

expressing their feelings and talking about them, they will probably not be ashamed either. In the same way, if a boy or a girl is involved in a family or classroom where they refuse to talk and show their feelings, she would hardly feel free to do it. Communication goes beyond words; there are many ways of communicating, and the students are always doing it.

In Costa Rica every educational institution is free to implement a workshop in which they work with the emotions. It is part of preschool education to cover these topics in the socioemotional area but it is not always covered with a suitable level of depth and constancy. Teachers may decide which kind of activities the students will make for language and mathematical logic; also, a teacher may decide what to do in the socioemotional area.

## 2.3 Background

### English in Pre-school

Pre-school education in the educational centers that offers teaching English as a second language, uses 40 minutes of the day to work on it, without changing the individualized learning at the last moment of the day.

## 2.4 Hypothesis

The identification and expression of emotions in children facilitates the acquisition of the second language developing communicative skills.

# CHAPTER III

## METHODOLOGICAL PROCEDURE

## METHODOLOGICAL PROCEDURE

### 3.1 Research Approach

#### 3.1.1 Quantitative Approach

Cruz del Castillo (2014) established that, “Quantitative research is one in which quantitative data on variables are collected and analyzed.” In other words, the quantitative approach presents the results in a numerical way, using graphics and statistics.

#### 3.1.2 Qualitative Approach

The qualitative approach studies in particular the meanings of human actions and social life. It uses the interpretative methodology like ethnography, phenomenology, symbolic interactionism, among others. Its interest is in the discovery of knowledge. The data are generally treated in an explanatory manner. (Barrantes, 2014, pg.131).

In the present investigation, the preschool children’s emotions are studied by observation, and the information collected is presented in an explanatory manner. The idea is that, with the investigation, new knowledge is discovered.

#### 3.1.3 Mixed Approach

The mixed approach combines the quantitative approach and the qualitative approach.

### 3.1.4 Research Approach

In this investigation the research approach is the qualitative approach since the children's emotions are analyzed and described using different techniques such as observation, questionnaires, and interviews. The results are described by a deeply explanation.

## 3.2 Methodological Design

### 3.2.1 Descriptive

This type of investigation (Hernández Sampieri, 2006) seeks to specify properties, characteristics, and important features of any phenomenon that is analyzed. It describes the trend of a group or population. The condition in which the investigation is going to be realized is in field condition.

The investigation is a descriptive type since it is expected to describe the behavior of the children in the classroom during the process of second language acquisition. The investigation takes into consideration the teaching process of the emotions, the evolution that each students have on that process, and also, the cognitive results that they present.

The first technique to do would be to apply a questionnaire to the teachers so that they can specify how the school environment is related to the emotions of the children, and also, teachers may identify if the plans are related to the emotions topic. Then, the evolution that the students in the second language acquisition

areas described. Likewise, a detailed observation of every emotion that the children display according to their age and the action plan is done.

### 3.3 Techniques and Instruments for the collection of information

The first technique of the investigation is observing, during a week, the different periods of a preparatory class, the evolution of the class, and the emotions that the students present are going to be shown. The second technique is the questionnaire, which is going to be applied to the teachers of preparatory (basic and special subjects). The idea is to demonstrate the results qualitatively. Finally, the third instrument of compilation of information is a short questionnaire to the students.

#### 3.3.1 Categories

##### 3.3.1.1 Conceptual definition

###### Emotional Intelligence

English Oxford Living Dictionaries define emotional intelligence as the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically: 'emotional intelligence is the key to both personal and professional success.

## Second Language Acquisition

English Oxford Living Dictionaries define a second language acquisition as the process of learning a language other than the mother tongue. In this investigation the second language is English, knowing the mother tongue as Spanish since the investigation is taking place in a school that is in Costa Rica. Learning a second language could be part of a child or an adult learning process, but since little children are learning lots of vocabulary and their brain is linking information with their experiences, it is recommended to start the process since early ages. A second language acquisition could be followed by a third, fourth, and others.

## Communication

English Oxford Living Dictionaries define communication as the common definition of communication is an exchange of thoughts, opinions, or information by speech, writing, or signs. Communication is an act of transferring information from one person or place to another one; it could be by verbal communication, non-verbal communication, written communication, graphs, or charts. Communications is very important because through it, people can understand what is happening to another person or just to perceive a message.

## Ages

English Oxford Living Dictionaries define ages as a period of human life, measured by years from birth, usually marked by a certain stage or degree of

mental or physical development and involving legal responsibility and capacity. Preschool starts since a baby is born until six years old, just before getting to school; it is divided in five levels. Level number one is for babies from one to two years old; as a matter of fact, the requirement to get in nursery is that the baby walks. Next, toddlers is the level number two for children from two to three years old. Then, pre-k is level number three for children from three to four years old. The fourth level is kinder for students from four to five years old; in this level, they start the handwriting process. Finally, the fifth level is preparatory for children from five to six years old; here, they continue with the reading and handwriting process.

### 3.3.1.2 Operational definition

Three types of instruments were used in the investigation to collect information; the first one being observation. Children are observed during their English classes in the different periods they have. The following chart is an example of what is used to organize the information collected during the week.

Preparatory Group	First Observation	Second Observation	Third Observation	Fourth Observation
Time, period and Day				
Real time observed				

Activity being displayed				
Materials being used				
Concept being emphasized				
Emotions				

The observation is planned for 4 days, from Monday to Friday. The objective is that the children do not know that they have been evaluated or observed. The evolution of the class, how the preparatory students get involved in the activities, and the emotions the students present are reflected in the observation. The week that was chosen is a normal week without extracurricular activities so that it does not interrupt or modify the daily routine. Even though the school year started in February, it has been enough time for children to know each other and to acquire a routine.

The second instrument used for the investigation is a questionnaire applied to all the English teachers who are involved with the students of preparatory c. They are teachers who speak in English, and that are also able to add emotional intelligence activities in their planning. The questionnaire consists of 16 open

questions where the teachers may explain what they think, know, and apply with the students and also what happens during their classes. The questions are linked to 4 specific topics: emotional intelligence, second language acquisition, communication, and preschool ages.

This investigation is based on emotional intelligence. In preschool, it is important to stimulate all the different intelligences, but sometimes not all of them are known by the teachers so it is necessary to know if they do and how much. In the questionnaire, they are asked what emotional intelligence is and also which characteristics present a student who shows it. There are different words, expressions, and actions shown by a person who knows their emotions. Since every teacher decides which activities are going to be made in the classroom, it is important to know if for them, it is necessary to work in the emotional intelligence of the students since preschool.

The second topic that is included in the questions is the second language acquisition; for example, in Saint Jude's school, English is included in all the activities, not a 100% of the time but in a really high percentage; do teachers think it is important? And if it is, do they think that during the preschool years too? In many groups of the institution, there are students that come from other countries or that learned English as their mother tongue. A teacher who has a student with those characteristics is able to identify the benefits of learning a second language since early ages.

Since Costa Rica is the country where the investigation is taking place, the language that all the students speak is Spanish, and most of the families in Saint Jude are Costa Rican people. As a result, part of the questions

investigates whether the students prefer Spanish activities over English ones, or if they do not show any preference about it. During the second language acquisition, the students are also learning and improving other skills. People never stop learning, and because of that, children also show different conducts while acquiring another language, so it is important to know if their behavior changes when it comes to English class; in other words, what reaction they have when it is English time.

Teachers are daily involved in the activities with the students, at different periods, and in different areas. Hence, the teachers know how the students show anger, frustration, happiness, and many other emotions. Consequently, the professionals can tell which the reactions during the experimentation of different emotions are.

Communication is the process of transferring information from one person or place to another one; there are many ways it could be done, for example: it could be done by verbal communication, non-verbal communication, written communication, graphs, or charts. Communication is very important because through, it people can understand what is happening to another person or just to perceive a message. Eventually, teachers and students communicate daily so it is important to know how deep this relationship and how clear the communication process is.

Emotions is part of all the human being life. Since a baby is born, it starts feeling different emotions; for example, when a baby knows that his mother is holding him in her arms, he feels happy; if a baby wants to eat but no one understands he feels frustrated and cries. Every single stage of life has different

new feelings and changes. Because of that, it is necessary to know which emotions are the most common in children from 5 to 6 years old, especially during school time.

According to the knowledge that teachers have since they are professionals and have experience, they may identify what age is the best one to start the process of a second language acquisition. Finally, evaluating the contents that are given during the school year is necessary; teachers explain in the questionnaire if the contents go hand to hand according to the students' age.

### 3.3.1 Observation

It is a technique to obtain information; it is one of the most effective procedures to value results, and the most precise information brings over of the strengths, interests, learning strategies among others. (MEP, 2013, p.55)

### 3.3.2 Teachers questionnaire

The questionnaire is a group of open-ended questions made for teachers. In this case, St. Jude School teachers answer the questions explaining what they think and they share about their experience during the students learning process.

### 3.3.3 Students interview

The directed interview used in research situations combines the interview with questionnaires, tests, or tasks. It carries particular value when language barriers exist, and cultural, educational or intellectual difficulties are faced.

Questions are asked to the interviewee who together with the interviewer, will work on them to be able to answer them. As the interviewer progresses, the interviewer can answer some questions to clarify points, encourage the person interviewed to present, and answer questions. In a research situation, attention must be paid to the problem. (*Keats,D, 2009,. pg 28*).

This is a technique based on the interrogation administered to the children in order to obtain essential information that will be used as input to the process of education and learning. It can develop in different moments during the school course.

#### Important recommendations

- Promote a climate of familiarity, confidence, and respect.
- Pay careful attention to the child or family member, demonstrating interest in what they are saying.
- Generate open questions to obtain major information.
- Write the most relevant information.
- Avoid difficult questions to understand or that determine the answers of the one who is interviewed. (MEP, 2013, Guíadocente)

Since the investigation is based on children's identification and expression of emotions, it is important to know what they think. Consequently, the interview is planned to discover new information about preparatory students. The interview process takes place during the school time; 10 students are interviewed by the

investigator, and it is like a dialogue which includes different questions. In addition, 10 children are chosen randomly, 5 girls and 5 boys.

### 3.4 Validation of Instruments

#### 3.4.1 Reliability

In the qualitative approach, internal reliability is sought by collecting the information well, and the informants are identified as typical or atypical accordingly. A social position is developed in order for the researcher to avoid biased or distorted data collection; for this, several observers can be used and it is a question of using low inference descriptions, to discover in detail, the concrete. Observations and interviews can be recorded mechanically; so the facts can be analyzed more carefully. (Barrantes, page 93).

The observation is the first instrument applied in the investigation; while observing, the investigator takes notes and complete the chart (appendix#2), and it is performed for five times during different days. That way, if one day there is some different situation from other days, it would not affect the real result because the investigation is not based just in one day; the exception would be analyzed. Also, the observation is applied during normal classes; that way, the daily reality could be seen.

### 3.4.2 Validity

In the qualitative approach the researcher is a fundamental part of the process, in her values, virtues, and defects. It is necessary to establish its validity as an instrument. Although the researcher has a disciplined subjectivity, her role in the process should be known, how long she was in the site, where the research was carried out, how regularly the observations were made, with whom she spent most of the time, how it was perceived by other members of the community, which members were their informants, and what level of confidence the researcher puts in their conclusions. (Barrantes, page 93).

## 3.5 Handling of the Information

### 3.5.1 Ordering and Processing

#### 3.5.1.1 Purpose

The investigation's purpose is the solution of a daily problem that transforms the classroom's environment and that worries preschool teachers. The purpose is not to increase just teacher's knowledge but to improve the areas according to what the results indicate in order for the children to have a better acquisition of a second language according to their age.

### 3.5.1.2 Frame

The frame in which the research takes place is of field or on the area which means that the study is realized in natural situations, and that school allow major freedom, to generalize the results to related situations. It does not allow a control as rigorous as inside a laboratory. It is realized properly in the school, not under a laboratory control.

### 3.5.1.3 Character

The character of the measure is qualitative as it studies the meanings of human actions and social life. Its interest is focused on the discovery of knowledge. The data are generally treated in an explanatory manner, and it is oriented to the explanation because it seeks to give answers to concrete problems and to make decisions, either to change or improve the practice as the action research. Regarding the research, depending on the information collected, it is hoped to provide solutions that benefit the process of learning a second language; that may be achieved by applying a different study program or implementing a workshop.

### 3.5.2 Presentation of the information

The investigation is divided in three areas: mega, macro and micro. It is divided in the following way:

- Universe: Effect of the emotional intelligence in the acquisition of the second language in the whole school.
- Population: Effect of the emotional intelligence in the acquisition of the second language in the children of preschool.
- Sample: Effect of the emotional intelligence in the acquisition of the second language in the children of preparatory.

### 3.6. Population and Sample

#### 3.6.1 Population

According to Hernández Sampieri (2009), "A population is the set of all the cases that agree with a series of specifications" (p. 65). The study population is all preschool children at the Saint Jude School, composed by 203 children from 1 year old to 6 years old. It is divided in 5 levels: nursery, called green caterpillars (from 1-2 years old); toddlers, called blue butterflies (from 2 to 3 years old); pre-k, called yellow bees (from 3 to 4 years old); kinder, called brown squirrels (from 4 to 5 years old), and preparatory, called red ladybugs (from 5 to 6 years old).

#### 3.6.2 Sample

The sample is divided in two possible ways: probabilistic and non-probabilistic sample. Usually, the probabilistic occurs when the research has a

quantitative approach and the non-probabilistic occurs when the research has a qualitative approach.

#### 3.6.2.1 Sampling type

The probabilistic sample is selected when all the subjects that make up the subgroup have the same probability of being chosen; on the opposite, by a mechanical selection, the non-probabilistic sample is selected when the choice depends on the characteristics of the investigation, and the decision making of a person or group. The non-probabilistic sample is used, since the sample is selected depending on the characteristics of the investigation. In this case, it would be age 5-6 years. The sample corresponds to a preparatory group composed of 23 children of whom 11 are men and 12 are women.

#### 3.7 Operationalization of variables

- Emotion expression
- Acquisition of a second language
- Early ages

### 3.8 Subjects and information sources

#### 3.8.1 Subjects

The Saint Jude teachers are the ones who receive the questionnaires; all of them are teachers of preparatory. The investigation is related to preparatory groups (kids from 5 to 6 years old).

#### 3.8.2 Sources

##### 3.8.2.1 Primary Sources

- St.Jude School Information provided the historical frame, vision, and mission.
- St. Jude's teachers and students
- Investigation Books
- Emotional Intelligence Books

##### 3.8.2.2 Secondary Sources

- Communicative skills information
- Second language acquisition information
- Linguistics information
- Classroom management information
- Multiple intelligences information
- TESOL information

# CHAPTER IV

## DATA ANALYSIS AND INTERPRETATION

## DATA ANALYSIS AND INTERPRETATION

### 4.1 Data Analysis and Interpretation

The information acquired for the investigation is presented below via data analysis. The information was collected through a questionnaire directed to St. Jude School preparatory bilingual preschool teachers. The questionnaire has 16 open questions in which teachers can respond and explain what they think. They can also share some experiences they have had in the classroom.

### 4.2 Results of the Questionnaire Applied to the Teachers

#### 4.2.1 Question #1

The first question in the questionnaire asks the teachers what they think emotional intelligence is. They all shared their opinions, coinciding in many characteristics about what it is to be emotionally intelligent. It is mentioned that it is a capacity created to be able to control and also socially express what a person feels. Some of the emotional intelligence teachers say that children must identify, know the name, and know how to express what they feel according to their age.

#### 4.2.2 Question #2

The second question asks about which characteristics a child with emotional intelligence shows; some teachers mention that age determines the characteristics that a child with emotional intelligence has. Most of them, explain that emotional intelligence is complex; it includes abilities to react properly in public and in private situations. The characteristics mentioned were the following:

-The child is able to identify emotions. If he or she watches faces showing different emotions the child would be able to say the name of them.

-The child is able to have self-control; he or she selects the correct choice even when is a difficult situation.

-The child can think before acting, analyze the situation, and if he does not know what to do, he'll asks someone else.

#### 4.2.3 Question #3

The third question asks why teachers think it is necessary (or not) to work with the emotional intelligence since preschool age. All the teachers indicate that preschool is a very important stage where learning should not be underestimated. A few indicate that the brain's plasticity works better during early ages, so if a little kid starts to understand his or her emotions, it will not be that difficult to make choices in the future. Also, emotions will not control the child; the child will control the emotions. In addition, most teachers expressed that emotional intelligence is important just as the other intelligences; Hence, if just like linguistic, natural, and musical intelligences are part of the learning process, emotions learning should be too.

#### 4.2.4 Question #4

The fourth question asks the teachers what they do when planning; they include activities that help emotional intelligence. A high percentage of answers mention that usually teachers are not that conscious of the emotional intelligence importance, and that sometimes they are not aware of intentionally including

activities to improve the emotions learning. However, all the teachers agreed that including activities that improve this intelligence should be a must while planning.

#### 4.2.5 Question #5 and #6

The fifth question asks why they think it is important to have a second language acquisition; also, the sixth one asks why it is necessary to start it in preschool. Since St. Jude School is a bilingual school and all the teachers must speak English all the time, all the interviewed teachers explained that learning a second language is absolutely important. A few teachers mentioned how necessary it is for a person to know more than one language, to communicate effectively, and also, to have more job opportunities. None of them is an English native speaker so they express how useful learning another language has been; in addition, since finding a job is more and more difficult nowadays, learning a third or a fourth language is better. During the second language acquisition, the child's mind is being opened; it is not just new vocabulary and pronunciation; it is culture and learning about another country too.

#### 4.2.6 Question #7

The seventh question asks if the students prefer Spanish activities over English ones; just as it was mentioned, St. Jude School is a bilingual institution where the activities are frequently done in English, so for the students, it is really normal. A high percentage of the teachers agree with the idea that the students really do not care if the activity is in Spanish or in English, but what they usually do is that even if the activity is in English, they tend to speak in Spanish.

Finally, there is a teacher who is in charge of teaching Spanish vocabulary and handwriting, once or twice a week. That teacher was not interviewed, but the English teachers mentioned that the students really appreciate her work and love her classes, especially because children are able to see a connection between the letters what they learn with the English teacher, and the letters that they learn with her.

#### 4.2.7 Question #8

The eighth question asks if the students' behavior changes when it comes to English class. All the answers were very different since every teacher answers according to her classroom reality. For example, one teacher has one student who does not know Spanish so her behavior changes a lot when it is time to have English classes. However, that does not mean that a bad behavior is shown; it is just different. The teachers, who are in charge of a group, agreed that students have different personalities and preferences, so many of them prefer music than physical education; others prefer enrichment than art; for them that is completely normal. However, in the particular case of the English class, there is an aspect very interesting for them: students feel comfortable and secure when it is English time. Some thoughts that the teachers have are the following:

- Students prefer English because it takes place in their own class; they do not have to change classroom.
- Students feel secure having the teacher and the assistant there for them.
- Students have been receiving English since early ages (in most of the cases) so for them, it is really normal.

-Teachers feel responsible for making the classes interesting and fascinating for them.

#### 4.2.8 Questions #9-#11

From questions number nine to question number eleven teachers were asked about how the students show emotions such as anger, frustration, and happiness. All the teachers indicate that facial expressions are the easiest or maybe the faster way to identify the emotion that a student is experiencing. Some characteristics mentioned about how children show anger are the following:

- Children do not want to talk to anybody.
- Children start screaming or crying.
- Children start hitting someone else.

Most of the teachers mentioned that this emotion is more common between boys; they want to have everything first; they want to win every game, etc. According to the assistants' answers, frustration is a common emotion but not always children know how to identify it. In addition, since they are learning many contents and are acquiring different skills, it is pretty common for them to be frustrated. Some characteristics mentioned about how children show frustration are the following:

- Children do not want to participate anymore.
- Children start crying or talking about something else to avoid the activity.
- Children do not want to talk with anyone else at least for a while.

A few teachers shared some techniques that are useful when children feel frustrated. The first technique is hugging the student and explaining that it is

normal if he or she feels like that, but that there is a solution, and the teacher and the students find the solution together. The second technique is to find a safe place where the child may get distracted (it could include toys, coloring pencils, or books) and then the student may talk with the teacher. The purpose is that he understands that there is a solution for the problem, that is normal to feel that way, but there is something to do in order to change it.

Finally, the comments about happiness were very similar. The characteristics shown are: children jumping all around, singing, talking with others about what they like, smiling, and laughing.

#### 4.2.10 Question #12

The question number twelve is about how the communication between teacher-student during the class is; most of the teachers mentioned that since the beginning of the year there are several rules to follow in the classroom, So, if every student follows the rules possibly everything will be in order. However, communication goes beyond rules; it includes sharing ideas, thoughts, feelings, and knowing each other. The assistants indicate that since they are with the kids all day long, the relationship is really close and the students feel free to ask for whatever they need or talk about what they want. Teachers give the tools and try to demonstrate confidence so that this communication between teacher-student is deeper and deeper.

#### 4.2.11 Question #13

The investigation is about identifying the expression of emotions, so it is important to know which specific emotions are more frequent in preparatory students according to their ages; that is what question number thirteen is about. The answers of the questionnaires were not very long; the emotions that all the teachers mentioned were the following: happiness, sadness, surprise, frustration, anger, excitement, fear, and anxiety. A few answers refer to other emotions just like: disgust, insecurity, feeling offended, euphoria, and despair.

#### 4.2.12 Question #14

The question number fourteen is about what the age that the teacher thinks is the best to start the process of second language acquisition. Some teachers indicate that it is a parent's decision; they choose the school, and the learning process that the child will get. On the other hand, every educational institution decides how the learning process is going to be in the school, and if they will get a second language acquisition process, too. In this case the school (St. Jude School), the administration decided many years ago that the second language acquisition would part of every level they offer. All the teachers explain that the second language acquisition should be part of the education of the child as soon as possible; the brain plasticity is greater at early ages; if it could be started since a baby is born, that would be better.

#### 4.2.13 Question #15

The question number fifteen asks if their students exhibit unusual behaviors according to their age during English class. Teachers and assistants indicate the

same thought: when students have behavior problems in their groups, it happens because there is something bad at home, with the family, or with themselves, but they do not feel that there are unusual behaviors according to their age during English class.

#### 4.2.14 Question #16

St. Jude School is a recognized school, and it is always trying to achieve the best for the staff and for the students; however, since teachers are the ones who spend all their day with the students, the last question asks if they, as professionals, consider that the English contents go according to the pupils age. The people who were interviewed were teachers and also assistants. All the teachers said that they are constantly checking that the contents go according to the students' ages; as a matter of fact, some of them mentioned that two years ago the institution made a huge change in the contents and materials used for the benefit the students. In general, all the people interviewed agree with the contents and think that it goes according to the students' ages.

### 4.3 Results of the Questionnaire Applied to the Students

#### 4.3.1 Question #1

Usually, children have been exposed to English since early ages or at least have heard about it, but, do they really like it? Or are they really interested in learning? That is the first question: do you like the English class? All the students said that they like the English class; the reasons were different. Some of them said that teachers are really nice with them. Some said that learning vocabulary and

learning how to read and write is fascinating. Some of them said that if someone asks something in English they might be able to understand and answer.

In general, the students do not refer to the language but they do refer to the class. That means that what the teacher plans for every single day is very important. According to what teachers do in the class, students will love to go or not. Just one student refers to Spanish as the best choice of learning, but that happens because he loves the teacher who speaks in Spanish in the institution.

#### 4.3.2 Question #2

For St. Jude School, it is important to learn a second language; that is why it is a bilingual institution. Since early ages, the classes are given in English, but do students think the same too?

Almost all the answers were affirmative: students think that learning a second language is necessary. One of the reasons of why learning a second language is important is because it is part of getting ready to primary, that way they may communicate, and it is part of being in St. Jude.

Most answers refer to the importance of communicating with others. Since, in preparatory, there are some students who speak in English at home or that do not know Spanish perfectly, English is a tool to communicate for them.

#### 4.3.3 Question #3

Identifying the emotions is part of the students' growth, and knowing what to do when facing one of them is part of that learning process, too. The students were

asked about what they do when they are angry. At first, most of them were shy and did not want to share what they usually do when anger comes; just one denied being angry is not part of his life. Then, some of the answers given were for example: "I stay in silence"; "I do not like it"; "I do not push anyone but sometimes I would like to"; "screaming is the solution that makes me feel better"; "anything", or "just tell the teacher or mom".

In general, students recognize that anger is a common emotion, and in some cases, they feel guilty about it. It is interesting that some answers demonstrate that children try to find a solution, either a positive one like telling the teacher or a negative one like hitting someone else.

#### 4.3.4 Question #4

The fourth question is about emotions too; in this case the emotion is happiness. What do children do when they feel happy? In most of the cases, asking this type of question draw a smile on the child's face; he or she immediately starts saying the list of activities or people that make himhappy.

The majority of the students agree that playing with their friends makes them happy. Also, other reasons are: birthday parties, going to recess, the playground, and participating in class.

Since kinder, in this educational institution, the kids start the reading and writing process. The purpose is that they do not feel pushed, but that step by step, the ability of writing and reading is acquired. In addition, many answers were about writing and reading; that is interesting because that means that the process is fun and brings them happiness.

#### 4.3.5 Question #5

The last question is about emotions; in this case, the emotion is “frustration”. Since in preschool kids are learning and acquiring different skills, it is normal that, at the beginning, the activities could be difficult, or that the results are not perfect. As a result, sometimes, a child could get frustrated while trying and trying to achieve a goal. However, do preschoolers know what to do when feeling frustrated? Or do they know what does being frustrated mean? This is what the fifth question is about.

In general, at the beginning, most of the students did not know what being frustrated is; for them, it is a new word. After explaining the meaning, some answers were: “That is why I bring an eraser in my pocket”, “I say: I can do it because I am a red ladybug (preparatory student)”, or just “nothing”. All of them recognize that they have been recently frustrated; that it is normal.

#### 4.4 Checklist and Rating Scale for Observing Observations Analysis Graphic

Preparatory Group	First Observation	Second Observation	Third Observation	Fourth Observation
Time, period and Day	Morning Period (8:00am-	Morning Period (8:00am-	Morning Period (8:00am-	Morning Period (8:00am-

	1:30pm)  TUESDAY	1:30pm)  WEDNESDAY	1:30pm)  THURSDAY	1:30pm)  WEDNESD AY
Real time observed	From 10:30- 11:00am	From 10:30- 11:00am	From 8:00- 8:30am	From 10:30- 11:00 am
Activity being displayed	Classwork (worksheet)  Show and Tell	Classwork (worksheet)	Morning  routine	Morning  routine- classwork
Materials being used	-Worksheet -Pencil -Color pencils  Experiment: bottle, colorant, water, oil, and tablets.	-Worksheet -Stickers -Play-Doh®	-Super simple songs -A, P, M, S, T vocabulary flashcards -White board and markers	-Super Simple Songs -A, P, M, S, T vocabulary flashcards -Masking tape -Plastic Animals
Concept being	-High frequency word "See"	-Numbers 1-8 -Counting	-Language (vocabulary, letters, tracing,	-Language (vocabulary, letters,

emphasized	-Vocabulary P- A- T.		and pronunciation).	tracing, and pronunciation). -Oral Presentation n
Emotions	-Happiness -Anxiety -Compassion -Impatience -Shame -Surprise	-Happiness -Despair -Selfishness -Generosity -Anxiety -Surprise	-Happiness -Anxiety -Impatient -Self- confidence	-Happiness -Surprise -Generosity -Anxiety -Self- confidence -Sham

#### 4.4.1 Characteristics of the Group

In general, in preschool, there are three groups of the same level divided by A, B, and C. Each group has approximately the same number of children; in this case the group chosen for research is the one with the most children (23) where 12 are girls and 11 boys. The group has a home room, and an assistant who accompanies them throughout the day; in case of going to a special subject, it is accompanied by the assistant to meet the needs of them while the other teacher delivers their class. Both the teacher and the assistant speak to the children in

English even though they also speak Spanish; children understand commands in English and often respond in Spanish as well.

#### 4.4.2 Characteristics of the Students

Most children are Costa Rican and have been in the institution for more than three years or less, so they have had a lot of contact with English as a second language. In some cases, English is reinforced at home as well.

This group used for the sample has some children whose native language is not Spanish. The first case is a Brazilian child; both parents are from Brazil and only speak Portuguese at home. Both parents know English and Spanish, and they have also been supporting the learning of three languages. This child speaks Spanish with his classmates because he says that everyone lives in Costa Rica, but during English classes he practices what he learns in English.

The second case is a girl who was born in Dubai; her parents are not Costa Rican either. Her native language is English, and she knows a little bit of Spanish; therefore, she always speaks English even when her classmates speak to her in Spanish.

Finally, the third case is a girl with parents from the United States to whom she speaks English at home, but because they are living in Costa Rica, she has acquired the Spanish language easily and uses both to communicate with her classmates.

#### 4.4.3 Aspects to Consider when Observing the Teacher:

Observation is a useful instrument to identify and collect information about a specific topic. In this case, the teacher and the students are observed, not just the teacher, not just the students.

While observing, it is important that the students feel comfortable, knowing who the person that is observing is since the beginning; this will help to prevent future, unnecessary questions during the class. The teacher might feel free to ask for help in any situation to the person who is observing just as an assistant.

#### 4.4.4 Performance of the Students During the English Class

The students have acquired a structure throughout during the first three months of school, so they know what to do when they get into the classroom, the rules, the schedule, and the dynamics of the class. During the English class observed, all the students were participating; some of them were talking while the teacher was explaining an activity.

#### 4.4.5 Emotional Intelligence Observed during the English class

The emotional intelligence includes empathy and social abilities; during a class, all these characteristics could be seen. In each observation, it is explained the development of the students and the emotional reaction of the students during the English Class.

#### 4.4.5.1 Observation #1

On the first day of the observation the children were very attentive since one of the classmates had a “show and tell” prepared because she is the “star of the week”. She carried out an experiment, explaining the different reactions of the ingredients in the lava bottle; all the children showed much interest and admiration for what their partner said to them. The girl, despite her shyness and low voice, explained step by step the procedure of the experiment in English. Subsequently, the children performed a worksheet on the topic that they had been studying throughout the week, reviewing the high frequency word “see”. The children began to perform sentences using the word “see” such as: “I see a \_\_\_\_\_” and thus using the acquired vocabulary as well. The emotions observed during this period were: happiness, anxiety, compassion, impatience, shame, and surprise.

The students were happy because being the “star of the week” is really important for them, and learning about a classmate is really interesting. In this case, seeing how a lava lamp works was fascinating for them. This explains why anxiety was a present emotion too: they were so excited that they wanted to see the results of the lava lamp as soon as possible. The girl who was explaining the experiment was a shy and her voice was very soft, but her classmates showed compassion by not pushing her to talk faster. However, they were impatient when moving closer to the bottle of the experiment and talking really loud. Finally, the students were surprised by the result of the experiment; then, the students filled in a worksheet activity in order and in silence.

#### 4.4.5.2 Observation #2

During the second observation, the children had a period of work to evaluate the concepts seen in the last days, in this case the studying number was #8 and they had to be able to identify the numbers and to place the quantity of stickers. For this activity, they had the possibility to choose the type of sticker that they wanted and to share with their classmates. Then, whoever finished knew that he or she should take the worksheet to the teacher to check and then bring Play-Doh® pot. When they were all finished, the teacher brought the cards with numbers, and the children were modeling with the Play-Doh® figures according to the quantity. The emotions observed during this period were: happiness, despair, selfishness, generosity, anxiety. and surprise.

The activity generated happiness because the students liked to use stickers, and because they felt free to choose the type of sticker. However, that means that they had to share, so if someone was using the sticker that someone else wanted, that made them feel despair, anxiety, and selfishness. At the end, the children enjoyed modeling Play-Doh®, showing their knowledge about numbers from 1-8, and watching others Play-Doh® creations surprised them.

#### 4.4.5.3 Observation #3

The third observation was when the day started; therefore, the daily routine period was observed. The children started the class greeting each other and singing the songs of the weather and the days of the week. Through Super Simple Songs songs, they reviewed vocabulary already seen weeks or even years ago; in general, vocabulary that they should already know for their age. The emotions

observed during this period were: happiness, anxiety, impatience and self-confidence.

Then, the teacher was showing different flashcards with the letters they had been studying (Aa, Pp, Mm, Ss, Tt), and they raised their hands saying the words that were known to begin with that same letter. Also if there were objects in the class that started with that letter, they went and pointed them out. Then the teacher traced some of the letters on the blackboard, and they, one by one, traced them with a special marker. Finally, the teacher traced with her finger on each child's back a letter, and they guessed what it was. Everyone showed great interest during this period of the morning; the teacher commented that they love to participate in that activity.

The morning routine is the first activity at the beginning of the day, so the students showed a lot of energy and happiness while singing and participating. However, trying to answer what the teacher is asking creates an atmosphere of anxiety because all of them want to participate at the same time. Waiting for their turn was difficult; their impatience was shown at that moment. The preparatory students showed interest in learning English and new vocabulary; that interest provoked that, during the class, they show self-confidence while answering and making complete sentences.

#### 4.4.5.4 Observation #4

The fourth observation was very interesting because each child spoke in English and expressed what they liked and did not like. The class started with the morning routine but it was faster than the third observation. The children waved,

sang songs from super simple songs, and reviewed the vocabulary of the letters studied (Aa, Pp, Mm, Ss, Tt). Then, the teacher traced on the floor with masking tape the letter "Pp" both uppercase and lowercase; the children had to walk in the same way as when writing the letter and when they reached the end they should say "My pet is a \_\_\_\_\_" or "My pet's name is \_\_\_\_\_", and they showed the plastic animal to their companions. That way they reviewed "Pp", complete sentences, animals vocabulary, and high frequency words " I see my pet. I see a \_\_\_\_\_". The emotions observed during this period were: happiness, surprise, generosity, anxiety, self-confidence, and shame.

Children feel happy when their classmates and other people were listening and showing interest on what they were saying; possibly that is why emotions like happiness, surprise, and self-confidence were part of the activity of talking about their pets. In a few cases, shame and anxiety took place, but then, they disappeared.

#### 4.5 Conclusions

It is vital that boys and girls can identify their emotions, so that they can express and control them in the best way. Hardly anyone can control themselves if they do not know what is happening to them. On the other hand, it is important to remember that the reality of all children is very different;

Despite the above, due to the study and general knowledge that children have on the researched group of the educational institution St. Jude School, the great majority of them go at very similar rate. To achieve this identification and proper management of emotions, there must be an adult guiding the learning process. At the school level, the person in charge is the teacher. Therefore, performing activities to develop emotional intelligence within the classroom is a good choice. In order to include activities to develop emotional intelligence, it is not necessary to leave aside the academic content with which it has to be fulfilled. In addition, the development of this intelligence must be viewed with the same importance as learning numbers, reading, writing, or some other skill.

In regards to the observations made and the replies received from the institution's teachers, the knowledge they have about the topic of emotions is highlighted, but at the same time, they recognize that it is not given the necessary importance. Sometimes, falling in the routine and keeping classes in the academic area are easy. It is necessary to emphasize that in many cases children understand what is happening around them, but they have difficulty to communicating; therefore, teachers should build confidence with their students so that although it is sometimes difficult to communicate, that close relationship makes it easier.

In conclusion, strengths in the emotional area may help the children to develop effectively; specially during school.

#### 4.6 Recommendations

In every institution and in every single area just like academic and administrative area there is always something to improve; since emotional intelligence is very important for the children's development, there are several aspects that teachers, family members, and students may take into account to get better results.

St.Jude School is a bilingual institution which proudly enjoys the benefits of being bilingual because deciding to teach all the contents in English provides the students with an open mind to languages and cultures. Sharing the bilingual methodology with other Costa Rican institutions would improve the second language acquisition in preschool. It is recommended to establish an annual plan that includes English as the main language; this way, students will get Spanish vocabulary too through the years since they live in Costa Rica, and most families speak in Spanish too.

If a student does not feel comfortable learning a second language (in this case English), the teacher may provide interesting activities about the countries that speak English. Also, to get better results in the second language acquisition, reinforcing the conduct by using rewards when the student speaks in English could be an option.

In the future, it would be positive to create a workshop where teachers determine the emotions that children must learn to identify in order to get positive results. A workshop consists on analyzing the preschool institution in general, dividing by levels the kids, and establishing the workshop as a gradual program. The idea would be that every single year the students complete the workshop

throughout the year, adding more knowledge as they grow, just as an annual plan with objectives and contents, and with sensory activities that may be significant for each group. Involving parents, teachers, families, and friends; people who really determine the emotions of the children would bring many benefits. The objective would be starting a process in St. Jude School, checking the multiple benefits of the application of a workshop. In addition, applying the workshop may bring new experiences and results for each level. Before the results, the objective could be to project the workshop to the community and then to all Costa Rican's educational institutions.

Sharing ideas, helping, and projecting to the community is a characteristic of St. Jude School, so providing a workshop guided by the professionals could be part of their social work. If it is necessary to provide materials to other schools, it could be done, too. Working all together will bring Costa Rica's education advance.

While a workshop takes place, teachers may do many changes and activities in the classroom; for example, Gottman's research provides five basic steps to help children with emotions; he mentions that it is not a fast and easy process, but it is worth it. These steps could be helpful for both teachers and parents, so if an adult wants to invest time on a child process that might bring great benefits, Owens (2016) established:

The five steps are:

*Step 1: Be aware of your child's emotions.*

Children need that adults are aware of their feeling and emotions. Usually, professionals or parents do not require their child to show up their emotional

expression for the feelings to be acknowledged. A little kid needs attention, and having adults around them is a result of not being able to do everything on their own. In other words, if an adult does not pay attention to the child, who will help him/her?

*Step 2: See emotions as an opportunity for connecting among teachers and students.*

Sometimes, it is hard to find the way to create a strong relationship between teacher and student; it depends on both personalities. Children's emotions are an opportunity to connect with them, showing that teachers can understand what students are feeling, and by just demonstrating empathy, instructors may make pupils feel secure. However, these types of situations are not an inconvenience or a challenge; on the opposite, they are an opportunity. In other words, when children are going through a challenging feeling, it is a good moment to coach them.

*Step 3: Listen and validate the feelings.*

Human beings need to be listened. While talking, people feel better because they are sharing what they think or feel with someone else. If the child gets full attention, his reaction about the feeling might be better than if not. Looking into the eyes of the child and making facial expressions that demonstrate understanding will let them feel security. For them, it is really important to know and remember every single day that what they feel and what they experience is part of life, and it is part of others' lives too; they are not alone.

*Step 4: Label their emotions.*

Identifying the emotions is the first step, but since children know which emotions they feel constantly, it is recommended to label them, recognize if the emotion should control herself or not, identify if the emotion is bringing positive or negative consequences or if it is necessary to react the way she is reacting. Having a chart at home or in the classroom would be helpful for them to label the emotions.

*Step 5: Help your child problem-solve with limits.*

All emotions are acceptable but all behaviors are not. By helping the children to develop problem-solving skills, it will prepare them for the future, emotions will be present all life, for example: to let a child think which are the possible solutions for a problem and how to solve it. Then, the teacher may discuss with the students about the solutions, adding some comment. The purpose is that the teacher does not provide all the answers; they have to think and analyze too. Sensory activities help children to improve their knowledge; however, emotional intelligence should be formed and the brain trained. Significant activities would help students understand and constantly remember their emotions. Some activities could be: Singing songs about emotions such as "If you are happy and you know it", making faces with food (gummy bears, jelly, chocolate, cookies, etc.), making a craft, painting rocks with the parts of the face, watching themselves on a mirror for analyzing how they look like.

When children show that it is difficult for them to control their emotions, having a chart in the class where they identify which emotion predominated during

the day will help them to be aware of their emotions. In the classroom, there are several strategies the teachers may do like providing activities and solutions when anger or sadness occur:

1. Go outside and kick a ball or run around
2. Squeeze a teddy or pillow tightly
3. Listen to music or sing a song
4. Close your eyes and think of a calm place
5. Draw a picture
6. Write a letter or a story
7. Read a book
8. Talk to a friend
9. Ask for a hug

For frustration, fear, and anxiety, it is recommended to practice the breathing technique. Counting from one to seven on each breath in and then counting at the same rate from one to eleven on each breath out.

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# APPENDIXES

Appendix 1: Teacher's Questionnaire



Identifying emotional expressions in developing communicative skills  
in second language acquisition

1. What is emotional intelligence for you?  
\_\_\_\_\_  
\_\_\_\_\_
2. Which characteristics students with emotional intelligence show?  
\_\_\_\_\_  
\_\_\_\_\_
3. Why do you think it is necessary (or not) to work with the emotional intelligence since preschool?  
\_\_\_\_\_  
\_\_\_\_\_
4. When planning, do you include activities that help emotional intelligence? If so, explain which activities.  
\_\_\_\_\_  
\_\_\_\_\_
5. Why do you think it is important to have a second language acquisition?  
\_\_\_\_\_  
\_\_\_\_\_
6. Why it is necessary to start the second language acquisition in preschool?  
\_\_\_\_\_  
\_\_\_\_\_
7. Do your students prefer Spanish activities better than English ones?  
\_\_\_\_\_  
\_\_\_\_\_
8. Do your students' behavior change when it comes to English class?

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9. How do students show their anger during English class?

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---

10. How do students show their frustration during English class?

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11. How do students show their happiness during English class?

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---

12. How is the communication between teacher-student during class?

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---

13. Which emotions are more frequent in your students according to their age?

---

---

14. What age do you think is the best to start the process of second language acquisition?

---

---

15. Do any of your students exhibit unusual behaviors according to their age during English class? Explain.

---

---

16. Do you consider that the English contents go according to their age? Explain

---

---

Appendix 2: Classroom Observation



FACULTAD DE EDUCACIÓN

Classroom Observation

“Identifying emotional expressions in developing  
communicative skills in second language acquisition”

Objective:

Analyze the emotions that children from 5 to 6 years old face during a second language acquisition.

Objective:

Describe the conducts that children show during the learning process while not knowing how to control their own emotions.

Objective:

List the emotions that children from 5 to 6 years old face.

Objective:

Identify the emotions children show facing the acquisition of a second language.

Other comments:

---

Appendix 3: Student's Interview

FACULTAD DE EDUCACIÓN

Student Interview

“Identifying emotional expressions in developing  
communicative skills in second language acquisition”

**Do you like English Class? Why?**

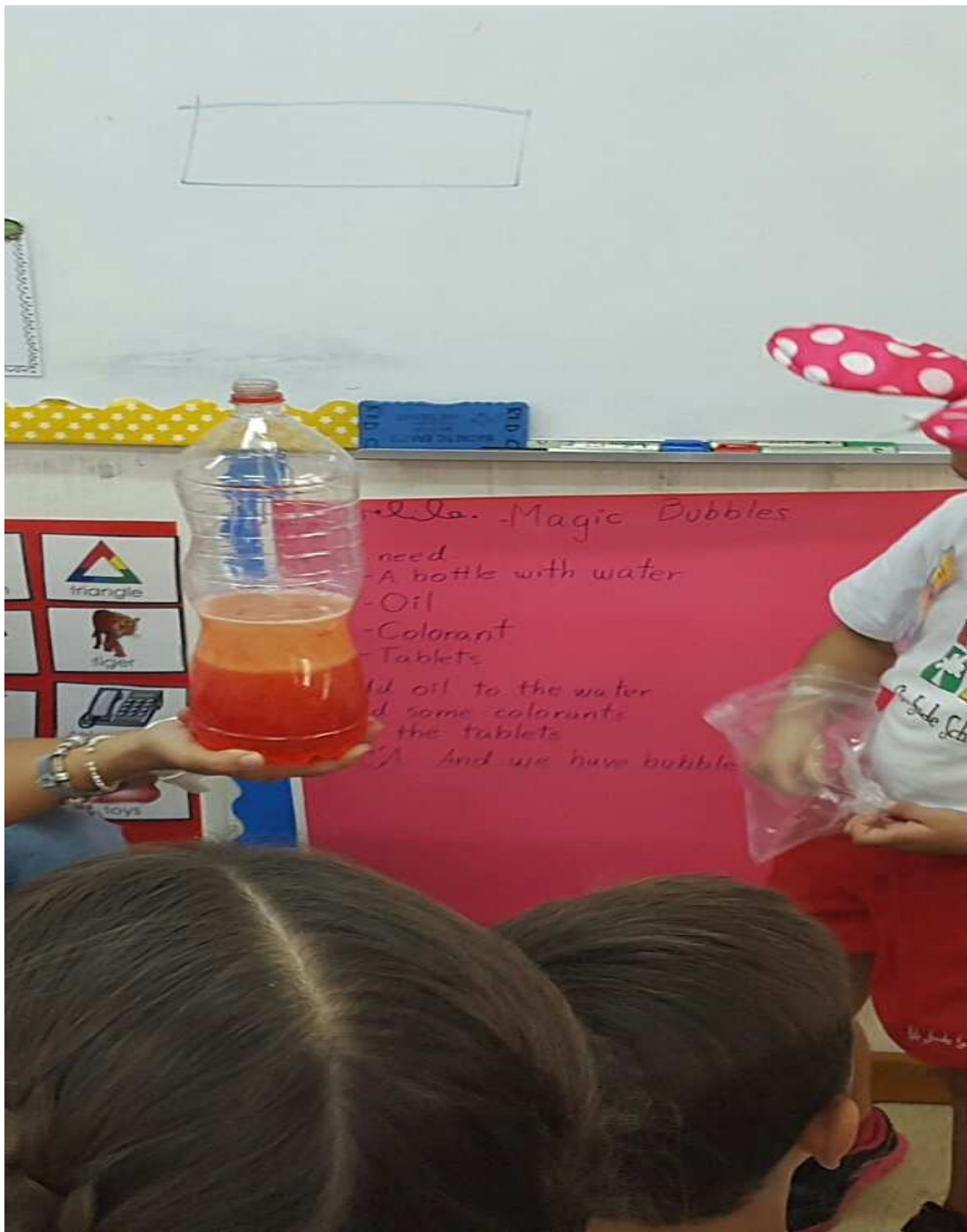
**Do you think is important to learn a second language?**

**What do you do when you feel angry during your English class?**

**What do you do when you feel frustrated during your English class?**

**What do you do when you feel happy during your English class?**

Appendix 4: Observations Pictures



Name: Manjangle

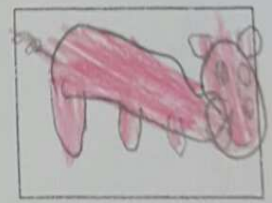
1. Look at the picture.
2. Trace the word see
3. Read and draw a picture to complete the sentence.

29 MAR 2017



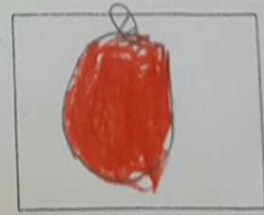
I see

the



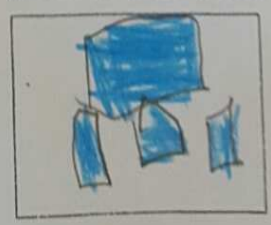
I saw

the



I saw

a















Appendix 5: Recommendations

5.1 Chart idea

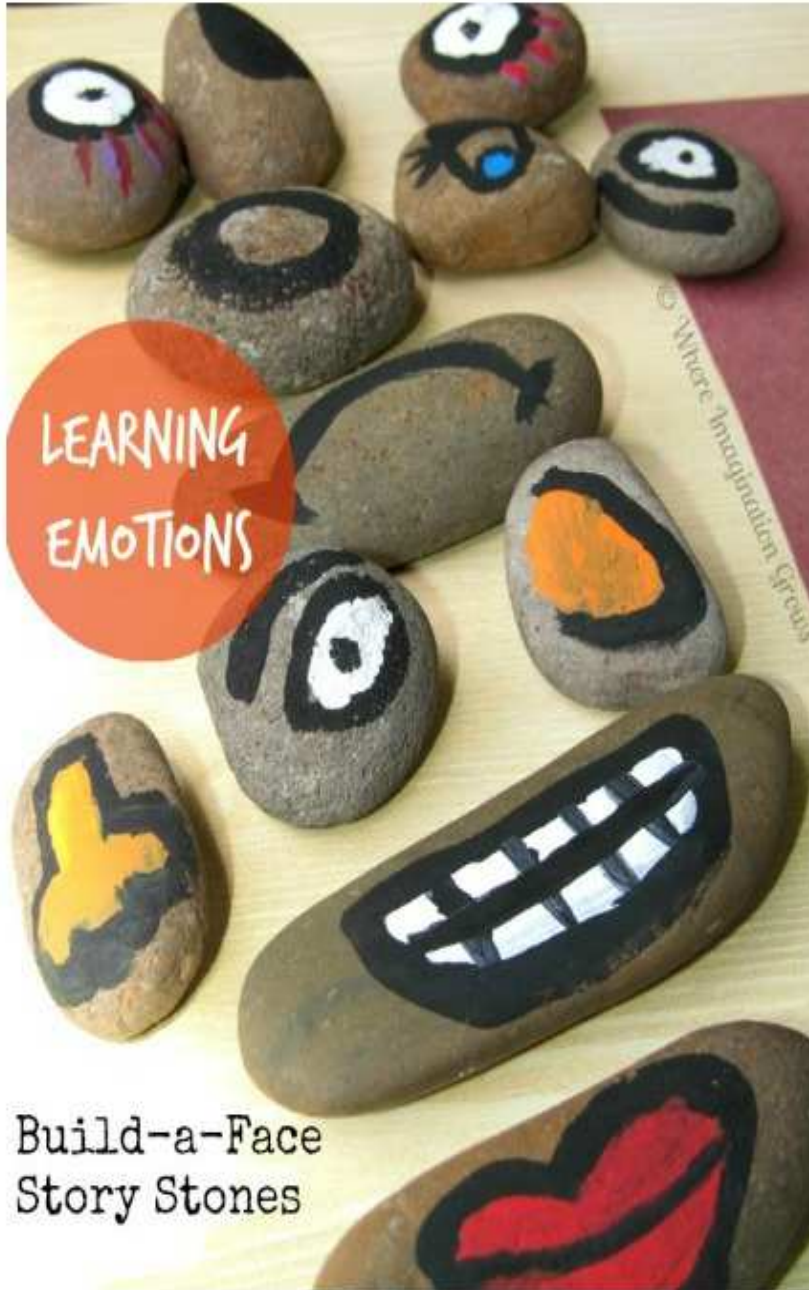
1 FEELINGS CHART

**HOW I'M FEELING**

				
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				

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5.2 Emotions Craft- Body parts



5.3 Coloring Pages

**HOW DO YOU FEEL?**

 pleased	 glad	 happy	 hyper
 bored	 sad	 depressed	 sick
 angry	 furious	 annoyed	 moody
 sorry	 guilty	 embarrassed	 thankful
 frustrated	 tense	 overwhelmed	 proud

 [www.HomeEducationResources.com](http://www.HomeEducationResources.com) 

## 5.4 Teacher and Students Chart



## 5.5 Teachers Chart Information

ADAPTED FROM AND REPRODUCED BY PERMISSION FROM JULIA WEST.

Intensity of Feelings	HAPPY	SAD	ANGRY	AFRAID	ASHAMED
<b>HIGH</b>	Elated Excited Overjoyed Thrilled Exuberant Ecstatic Fired up Passionate	Depressed Agonized Alone Hurt Dejected Hopeless Sorrowful Miserable	Furious Enraged Outraged Boiling Irate Seething Loathsome Betrayed	Terrified Horrorified Scared stiff Pettrified Fearful Panicly Frantic Shocked	Sorrowful Remorseful Defamed Worthless Disgraced Dishonored Mortified Admonished
<b>MEDIUM</b>	Cheerful Gratified Good Relieved Satisfied Glowing	Heartbroken Somber Lost Distressed Let down Melancholy	Upset Mad Defended Frustrated Agitated Disgusted	Apprehensive Frightened Threatened Insecure Uneasy Intimidated	Apologetic Unworthy Sneaky Guilty Embarrassed Secretive
<b>LOW</b>	Glad Contented Pleasant Tender Pleased Mellow	Unhappy Moody Blue Upset Disappointed Dissatisfied	Perturbed Annoyed Uptight Resistant Irritated Touchy	Cautious Nervous Worried Timid Unsure Anxious	Bashful Ridiculous Regretful Uncomfortable Pitied Silly

The five core emotions run left to right across the top of the table. Manifestations of each emotion based upon the intensity felt are described down each of the columns in the table.