

INCLUDING EMOTIONAL INTELLIGENCE IN THE PRACTICUM SUBJECT

SYLLABUS AT UNIMINUTO



UNIMINUTO
Corporación Universitaria Minuto de Dios

CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS

FACULTAD DE EDUCACIÓN

BACHELOR PROGRAM IN ENGLISH TEACHING AS A FOREIGN LANGUAGE

MONOGRAPH

Title

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Author

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Bogotá, may 19th 2019

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Bogotá, may 19th 2019

Jury acceptance sheet

CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS - UNIMINUTO
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PROGRAMAS DE PREGRADO

ACTA DE SUSTENTACIÓN**La examinada:****SANDRA JULIETH HERNÁNDEZ MORENO****Del programa:** Licenciatura en Idioma Extranjero Inglés**Presentó sustentación del Proyecto de Grado titulado:****INCLUDING EMOTIONAL INTELLIGENCE IN THE PRACTICUM SUBJECT SYLLABUS AT UNIMINUTO****Ante los jurados:****MARIVEL REINA LEAL****MABEL JULIA DIAZ****Obtuvieron el concepto:** **APROBADO** **REPROBADO****Observaciones** _____
_____**Para constancia se firma en Bogotá, D.C., el día 17 del mes de mayo de 2019****FIRMA DE LOS JURADOS:**

VoBo. _____

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First, I would like to thank God, my Lord for giving me the wisdom, intelligence and the ability to face this challenge during all this time. Besides, I thank my advisor Javier Ivan Guerrero for his guidance and support during the development of the research study, and also for his insights and confidence towards me.

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Finally, I dedicate this work to the most important and special people in this world for me. People that make me happy every day and encourages me to be a better professional and a better person: My parents Yolanda Moreno, Fernando Hernández, and my great husband, Hanner Gutierrez.

Abstract

This qualitative exploratory research study attempts to understand the importance of Emotional Intelligence for pre-service English teachers in a private university. The main objective of this study is to explore the importance of Emotional Intelligence in pre-service English teachers at Uniminuto university as they face mainly five negative emotions in their practicum field.

By following an exploratory research method, three different instruments (semi structured interviews, a questionnaire, and a workshop) addressed to three different actors (the director and coordinator of the program, teachers and pre-service English teachers) were conducted in order to determine whether or not Emotional Intelligence is relevant in the formation process in the practicum pre-service teachers face. Thus, the teachers in charge of the Practicum space, the director and coordinator took a semi-structured interview with different questions about the practicum of being English teachers and the support the Bachelor Program provides to students who attend the practicum in terms of dealing with negative emotions. Besides, a questionnaire was conducted to pre-service English teachers in order to comprehend if the problem exists. Also, a preliminary intervention to the pre-service English teachers was carried out with the aim of giving a general knowledge about Emotional Intelligence and understand if they consider this knowledge useful.

Findings show that the lack of knowledge about Emotional Intelligence is evidenced and occurs because pre-service English teachers do not know how to manage and control those five negative emotions that might appear during their performance in the practicum.

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Besides, the participants of the study confirm that it is necessary to include Emotional Intelligence in the practicum field subjects in order to help students to control emotions by the knowledge and support that Emotional Intelligence offers. The final preliminary intervention shows that pre-service English teachers lack of knowledge about Emotional Intelligence and as a result, they do not have a successful process when they feel those five negative emotions (frustration, insecurity, fear, anxiety, and nervousness) that do not favor their teaching practicum.

Keywords: Emotional Intelligence, emotions, pre-service English teachers, teaching practicum.

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INTRODUCTION

Researching about the importance that Emotional Intelligence has on pre-service English teachers when they are facing their teaching practicum involves the different five negative emotions such as frustration, insecurity, nervousness, anxiety, and fear; which are the main factor that shows that pre-service English teachers do not have the enough knowledge in terms of Emotional Intelligence and for that reason, they do not know how to control or manage their negative emotions that might appear in the field of practicum.

In that sense, this exploratory study deals with the relevance Emotional Intelligence has and therefore, the importance of including it in the methodological structures or curriculum of teaching practicum in order to help practitioners to know how to handle those negative emotions that affect their practicum.

To contextualize readers, this exploratory research study involves various chapters which address the different steps that were carried out with the objective to confirm what pre-service English teachers face during their teaching practicum and the five negative emotions that could affect them since they do not know how to manage them due to the lack of knowledge about Emotional Intelligence. Firstly, the first chapter of the study implies the description of the problem, where it is explained in depth the different five negative emotions pre- service English teachers feel in their practicum.

Moreover, arguments are given in order to justify the importance of researching the value Emotional Intelligence has if it is included in the methodological structures of the teaching practicum to support pre-service English teachers when they are in front a real context. Also, in

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this chapter, it is evidenced the general and specific purposes which allowed the researcher to accomplish the objective of the study.

Secondly, the literature review is shown as another and significant chapter since it states some studies that present that the term of Emotional Intelligence has been studied in the context of pre-service English teachers and their field of practicum. Nevertheless, the different studies are evinced in the chapter with the aim of arguing that this research study would contribute to the teaching field since pre-service English teachers are an outstanding population to help and support in order to help them regulate their negative emotions such as nervousness, anxiety, fear, frustration, and insecurity, when they are facing their teaching practicum in a specific field; such as the university itself, institutes and schools.

Thirdly, the theoretical framework is presented in the chapter 3. It describes the different and most relevant constructs that better describe the study about Emotional Intelligence and the importance of including it in the methodological structures of the teaching practicum to help pre-service English teachers know how to handle their negative emotions that affect them in the field of practicum. For instance, the constructs involved in the research study are pre-service English teachers, teaching practicum, emotions and Emotional Intelligence. They are illustrated by considering authors to support their definitions.

In addition to that, the chapter 4 includes the methodological design which was used to develop the study of Emotional Intelligence and its relationship with pre- service English teachers when they face the teaching practicum in a real context. Furthermore, here it is explained the steps followed to conduct the research, a short description of the population, and how the information was collected to confirm that the problem occurs, and pre-service English teachers need help and support to manage their negative emotions.

Apart from this, the data collection instruments are introduced deeply, where they are defined considering authors to support their definitions. Accordingly, questionnaires were used to get information about what pre-service English teachers have faced in their teaching practicum, the negative emotions they felt during their teaching practicum. In order to analyze that information obtained from pre-service English teachers, their answers were taken with the aim of organizing them in some different categories which will be later better explained. After that, semi-structured interviews were conducted to the director and coordinator of the program, and teachers from the teaching practicum class in order to support the idea of including Emotional Intelligence in the methodological structures to help pre-service English teachers in their field of practicum when negative emotions appear. To then conclude with a workshop of Emotional Intelligence, it was conducted to pre-service English teachers with the aim of allowing student-teachers know about the term, and how to use it so that those negative emotions do not affect the development of their practicum.

Finally, this paper concludes with the results obtained during the collection of the data. It is shown the analysis of the results in order to provide readers the real outcomes that were gotten during the procedure followed during the research.

1. CONTEXTUALIZATION

It will be explained about the main headquarter, students, and professors in the Bachelor Program in English Language Teaching. After that, it will be more specific in the way that it will be shown about the quantity of pre-service English teachers who have been assisting to the teaching practicum class in the 2018-60 and 2019-10 semester.

1.1 Macro context

Minuto de Dios University is a private and catholic institution where its main headquarter is located in 80 street in the city of Bogota. The university was established in the year of 1990 by the priest Rafael Garcia Herreros. Besides, it offers undergraduate, postgraduate in specialization and masters academic programs in and face to face and distance modality.

In addition to that, at the national level, Uniminuto university has 8 headquarters since 2012. It has 43 certificated research groups in Colciencias, in the categories A, B, and C. Also, in order to provide readers a number of students and teachers in the main headquarter, it has about 132.000 students and 63.000 teachers.

1.2 Micro context

Accordingly, the Bachelor Degree in English Language teaching is one of the undergraduate academic programs that offers students to be prepared as English teachers.

To be more specific, the research study is focused on pre-service English teachers who have been the main object of study due to the fact that it is relevant to help them when they face their practicum field. In consequence, the study approached the 2018-60 and 2019-10 semesters where there were 35 pre-service English teachers in the first one, and 35 in last semester.

Taking into account the information previously mentioned, what the research expects to do is to incorporate the Emotional Intelligence term in the methodological structures of the teaching practicum classes with the objective of providing practitioners the basic knowledge about it in order to have a successful practicum.

2. PROBLEM

Pre-service English teachers are an important factor to be studied as during the teaching practicum, different five negative emotions are produced in them and sometimes affect them and their practicum. For that reason, this chapter will describe specific points in the problem that appear when pre-service English teachers face the field of practicum. Consequently, this part of the research study will show in a deeper way about the different emotions pre-service English teachers feel when they face their teaching practicum, and unfortunately affect their them and their practicum.

Furthermore, it will be argued why it is necessary to study about Emotional Intelligence and pre-service English teachers at the same time. In here, it will be developed the various statements that confirm the necessity pre-service English teachers have in terms of Emotional Intelligence in order to know how to manage and control those negative emotions which occur in the teaching practicum.

In addition, the general and specific objectives will be evinced since it is significant to let readers know about the steps which were followed to conclude the research study.

2.1 Statement of the problem

This exploratory research study is focused on **thirty-eight females and thirty-two male pre-service English teachers** at Uniminuto University. Although the pre-service English teachers' answers which had more impact where the ones taken to deduce the five different negative emotions which appear in them when they are facing the practicum field. When the exploratory research study started, some questionnaires were conducted in order to know that the problem existed in pre-service English teachers. That first instrument made me to understand that it is really significant and important to pay attention to pre-service English teachers because it is

where teachers came from. For that reason, questionnaires were better developed to conduct it again with this population. Thus, through a questionnaire conducted to pre-service English teachers, it was found that the practicum is a great challenge since they do not have the ability to regulate their emotions in their performance during the practicum. Thus, two aspects were identified: how negative emotions appear in them during the practicum, and a lack of knowledge about Emotional Intelligence (EI) which could support their competences in order to manage their emotions. That information was found through a questionnaire. Based on the results of questionnaires, it was noticed that they are not able to regulate their emotions when they face the challenge of teaching.

As a result, the development of their classes is affected, and that foments pre-service English teachers feel insecure when they are teaching. Therefore, this research expects to help them to regulate those emotions which take them and cause unfavorable consequences in the classroom.

Regarding pre-service English teachers, it is important to understand that throughout the teaching development, they are the ones who are enrolled in the teaching practicum, and for that reason, it is relevant to mention that specifically, negative emotions will be the key aspect in this research since they are the ones, which influence over pre-service English teachers in the sense that they can drive their behavior in a positive or negative way.

To specify, this research will be focused on pre-service English teachers and those five negative emotions that affect their practicum. In that sense, those emotions take pre-service teachers when they feel for instance, anxiety, fear, frustration, insecurity, and nervousness and for that reason, they do not develop their English classes effectively.

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Considering what is about pre-service English teachers and emotions, at Uniminuto university they develop their classes effectively when they feel motivated to do it. For instance, as questionnaires were conducted to ratify that the problem exists, S1 stated that frustration appeared when she started her English classes in the practicum, that emotion shows what she felt, she was not going to be able to give a good class in front of her students. In that way, it is relevant to mention one of her statements, where she referred to frustration as a negative aspect and said “the first day when I started the class some students did not want to do things that I asked them to do, they were doing other things, chatting, and talking about other topics that were not related to the class. In that moment, I felt frustrated because I wanted to have a good experience at the beginning of my teaching practicum”.

Those direct quotes explain in a deep way how that emotion, frustration was developed in the pre-service teacher since her students did not want to follow her instructions and it affected the development of her English class. Furthermore, those negative emotions produce an effect on pre-service English teachers since even when they prepare their classes, and activities, at that moment they are in front of the class; they think that they are not going to do it well and for that, their students will not learn as they expect. To exemplify, as S1’s testimony, that negative emotion made her to think that she was not going to be able to develop an efficient class.

On the other hand, interviews were also conducted to teachers, the coordinator and the director of the Bachelor Program in English Language Teaching to understand the issue, which students from Uniminuto University face in their practicum, and the importance of EI so that pre-service English teachers have the enough knowledge of how to control those emotions and it evidenced how the emotions actually affect their teaching practicum. To illustrate, they explained all about what emotions caused in them when they were in the practicum and how

their classes are affected. It means that the interviews allow the reader to comprehend how emotions bring pre-service English teachers positive and negative issues that may benefit or affect their practicum.

Moreover, looking at the answers pre-service English teachers gave in the questionnaires, it is remarkable to do something with the aim of regulating those emotions when they are facing a stressed situation in their field of practicum. Some answers provided in the questionnaires are going to be included since here they announce why it is important to incorporate the Emotional Intelligence as part of the methodological structures within the subject of First and Second Practicum. For instance, S2 states something relevant, “I’ve not experienced any difficult situation in my practicum, sometimes I got stressful but I know how to handle it.” In means, at any situation pre-service English teachers should regulate their emotions and try to continue giving their class as student 2 affirms, since if the pre-service English teachers allow the emotion to control him/her, it is going to be difficult to finish a “successful” class.

In addition, a different example is significant to include in order to support that pre-service English teachers should pay attention to emotions and attempt to regulate them to avoid problems later in their field of practicums. In that sense, S14 states “You have to take into account that you’re going to find different situations in the classroom and try to manage your emotions.” The S14’s answer proves that being in a real context, a school or institute setting makes it possible that unexpected situations can occur, and that is why emotions play an important role in the pre-service English teachers’ performance.

Thereby, it is significant to state once again that this study arose from a personal experience since the practicum was a fantastic opportunity to face new challenges that pre-service English

Including Emotional Intelligence in the Practicum Subject Syllabus at UNIMINUTO teachers might deal with during their practicum. Being in the practicum is a mix of emotions since at the moment of teaching a class, children focus on the new “English teacher” or pre-service English teacher. It means, sometimes the students’ attitudes create a certain kind of insecurity in the pre-service English teacher. It is evidenced during the practitioners’ answers provided in the questionnaires and also in the director, coordinator, and teachers’ answers gave in the semi-structured interviews.

In regard with challenges, it is worth to say that because of negative emotions, pre-service English teachers’ performance is affected since it made them to feel negative emotions when they are in their English classes. As a matter of fact, not only the researcher of this study, but also the participants who are recognized as pre-service English teachers are the ones who evidence how the issue of emotions affect their English classes. The interviews and questionnaires are the main instruments which confirm that it is significant to include Emotional Intelligence to enhance the development pre- service English teachers have in the field of practicum.

2.2 Justification

Pre-service English teachers must face different challenges such as various behaviors their students present during the English classes. As Baltaci & Demir (2012) state negative emotions take pre- service English teachers when they start teaching their classes in the practicum and those affect their teaching development. Negative emotions (fear, anxiety, nervousness, frustration, and insecurity) need to be dealt as they might affect pre-service English teachers when they face a class. For instance, one of the negative emotions students tend to present is about anger.

Their consequences can also affect health due to the elevated levels of stress which are generated throughout the classes they have during the practicum. However, when negative emotions come up in a teaching process, the result could be enriching because of the experience acquired as they help pre-service English teachers not only to understand what they have done well but also what they need to improve. Thus, the key point is not to avoid negative emotions in Pre-service teachers, which is impossible, but to learn how to deal with them properly. In that sense, EI could be a very effective tool for teachers in general.

On the other hand, the importance of working with pre- service English teachers is born from the experience gained in the practicum since that is where the student must face to a new environment, in this case the field of practicum. After carefully scrutinizing I believe that Emotional Intelligence is a really significant term that pre-service teachers should develop in order to control and manage those negative emotions that do not allow them to get an excellent progress inside their field of practicum. Therefore, with the aim of giving a basic understanding about the Emotional Intelligence, Bar-On (2013) describes it as “an array of interrelated emotional and social competencies, skills and behaviors that impact intelligent behavior”. In that sense, people should regulate their emotions with the purpose of behaving appropriately in a social environment.

Accordingly, Emotional Intelligence has potential use in education (Sel, Elias, Hunter & Kness, 2001, Payton et al., 2000). For that reason, EI would help pre-service English teachers to develop better their classes since they will have the possibilities to control or regulate their negative emotions and they might build a positive environment in their classrooms. Also, EI help

Including Emotional Intelligence in the Practicum Subject Syllabus at UNIMINUTO them to comprehend that they are issues which are happen every day and they are part from the teaching exercise.

Besides, regarding those negative emotions that affect pre-service English teachers' teaching development, this study will be interesting and valuable because it might provide new knowledge in terms of EI applied to teachers, which could be useful for pre-service English teachers in order to control their negative emotions. It means, what this seeks is to explore the use Emotional Intelligence would provide for regulating negative emotions, and as a result, pre-service English teachers might have better performance in their practicum, thus being better equipped to face a real school setting.

Additionally, this study seeks to associate Emotional Intelligence with dealing negative emotions of pre-service English teachers when they face their practicum.

Moreover, this study will contribute to the Bachelor Program in English Language Teaching since it is important to prepare students when they are closed to face different environments such as a real school setting or classroom as English teachers. It would be necessary to include the EI in the methodology teachers follow to conduct their First and Second Practicum signatures or classes to support the pre-service English teachers with useful tools to deal with negative emotions which might come up in the field of practicum in which they are involved. As a result, pre-service English teachers might have knowledge of the importance of knowing about Emotional Intelligence and its relevance to conclude with a successful practicum in the way that they will comprehend that emotions should be managed and controlled by themselves.

In addition, this study is innovative since the Emotional Intelligence has not been studied with the objective to support pre-service English teachers' development during their practicums.

What is more, it will inquiry in a deep way how emotions work on them and how they affect even their personal lives. There has not been similar studies or monographs that involve the Emotional Intelligence and students who do their practicum at **Uniminuto University**. They are only focused on emotions but not Emotional Intelligence in a specific population such as the pre-service English teachers.

Furthermore, Sahin Baltaci, Hulya Demir, Kamile (2012) support the study called Pre-service Classroom Teachers' Emotional Intelligence and Anger Expression Styles. There is another study developed by Linda Darling-Hammond, Suzanne Orcutt, Karen Strobel, Elizabeth Kirsch, Ira Lit, Daisy Martin and James Comer (2005) that involves self-confidence as a technique for good management of anxiety as the main negative emotion that can appear in the classroom with the pre-service English teachers. Those studies will be presented later in the Second chapter of the research study.

Moreover, pre-service English teachers, professors, teachers, teacher educators, students, and psychologists interested in pre-service English teachers as well might be benefited because of this research since it would help them to comprehend in a better way what emotions are causing in academic students during their teaching practicum. For instance, the most benefited people will be pre-service English teachers as they are the ones who face the challenge of teaching in their practicum; for that reason, they might be interested in knowing about what happens in their teaching when emotions come up to do their job.

The Bachelor Program has different places for the practicums such as schools, institutes, and the university itself. In those places Pre-service English teachers face different challenges that determine their performance as teachers. The fact they deal a real school or institute setting

Including Emotional Intelligence in the Practicum Subject Syllabus at UNIMINUTO make pre-service English teachers to be involved in a context that will always present ups and downs; in that sense, they should know how to regulate those five negative emotions such as frustration, fear, anxiety, nervousness, and insecurity that may appear during their practicum.

On the other hand, teacher performance is being affected by negative emotions in some aspects. For instance, one relevant aspect is about how the pre-service English teachers' communication is affected cause negative emotions like nervousness inhibits the pre-service English teacher communicate freely by applying his/her knowledge in the second language taught.

Furthermore, another important aspect is that as the pre-service teachers are taken by negative emotions, they do not provide an efficient knowledge, instead of that, they are thinking how to control a specific emotion but not how to teach accurately to his/her students.

Finally, teacher educators could be benefited as well as they are the ones who supervise the pre-service English teachers' development in their classrooms. Hence, this research will help teacher educators to understand what causes students do not develop in an effective and efficient way their English classes. In that sense, the research study is not generalizing, what it pretends to do is explore and comprehend how EI would help pre-service English teachers in their teaching performance by not to allow negative emotions to cause effects during classes in their field of practicum but to regulate them and have a successful practicum in terms of emotions and what they can cause when the pre-service teacher let them to do work on them.

2.3 Research question

What is the importance of including Emotional Intelligence in the practicum subject syllabus of the Bachelor Program in English language Teaching for pre-service English teachers at **Uniminuto university**?

2.4 Research Objectives

2.4.1 General Objective

To explore the importance of Emotional Intelligence in pre- service English teachers at **Uniminuto university**.

2.4.2 Specific Objectives

To identify pre-service English teachers' opinions about the importance of Emotional Intelligence to deal with 5 negative emotions at Uniminuto University.

To find out teachers and stakeholders' experiences and opinions regarding the importance of Emotional Intelligence for pre-service English teachers.

To propose a curricular update or workshop that includes Emotional Intelligence based on the findings of the study.

3. LITERATURE REVIEW

This literature review presents a variety of studies that allow the analysis of emotions in pre-service English teachers from different contexts, different points of view and different results that contribute to this research in order to supply knowledge to control emotions in pre-service English teachers at the moment of teaching a class.

Subsequently, the most important studies that reveal information where the EI has been used to handle positive and negative emotions in the classroom and its consequences will be shown.

Frenzel et al. (2016) affirm that: “emotions are understood as encompassing cognitive, physiological, motivational, and expressive components” (p. 13). Which means that emotions not only involve pre-service English teachers’ feelings, they are also reflected in their behavior with the movements; it denotes that in the way pre-service English teachers move their hands, their body, and also how they control their face, it is a kind of showing that a specific emotion is working on her/him. Also, with the manner of giving instructions and gestures on the face that other people notice patently.

In this study, Frenzel et al. contribute to our research with Teacher Emotions Scales, TEST, a survey that values feelings: enjoyment, anger, and anxiety in the teachers and it evidenced that self-deception is not a good alternative to manage those negative emotions which have a negative impact and increases the level of anxiety. This research was made with 944 teachers, tested in German and English language. It is crucial to clarify that these scales are only shown in this research study with the aim of supporting the idea about what emotions can produce in pre-service English teachers, but these scales would not be used in any part of this study.

Furthermore, according to Tüzel and Akcan (2009), “the common difficulties the pre-service English teachers encounter related to certain grammatical structures, explaining unknown words to students, modifying language according to students’ level, and authenticity of the classroom language” (p.1). Notice that common difficulties are referred by the authors as the language knowledge pre-service English teachers need to know and be prepared on that since related to this study about EI and based on the data collected through questionnaires and interviews, when practitioners do not know what is related to the language, they tend to have problems in terms of negative emotions such as frustration, and anxiety. The pre-service English teachers are exposed to a public that is attentive to every word they say, pronunciation, and knowledge they have acquired as English teachers. Students acquire knowledge from the teacher and the teacher must be aware of improving their classes with each experience lived in the classroom. It is supported by the information collected in the questionnaires where pre-service English teachers stated that one of the causes, they suffered in terms of emotions is when they are not well prepared to the class, and it drives the pre-service English teachers to have a specific negative emotion that may affect his/her class.

This is a descriptive case study which was applied to 5 pre-service English teachers by collecting data through observations, feedback sessions, and semi-structured interviews with whom it was found as a result that having constant training with professors with more experience and university supervisors has a positive impact on teaching-learning.

Besides, based on Tüzel and Akcan’s premises (2009), “participants felt more confident and optimistic with their target language use in the classroom and they gained the enthusiasm to focus on other issues, such as their classroom management and their relations with students”. (p.

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12). Emotions improve when there is motivation and support from supervisors and teachers at the university, when advice is given to pre-service English teachers once a week as a follow-up to professional training.

It is crucial to mention a different study due to the author provides essential statements in terms of emotions that would help the process of this study about the importance of Emotional Intelligence in pre-service English teachers, in that sense, in Chen's words (2016):

The joy factor also covered teacher emotions resulting from support from parents and colleagues, and recognition from school leaders. Love refers to teachers' happiness because of the nature of the teaching job such as respect from others, stability, reasonableness of wage, and witness of children's development. Sadness describes teachers feeling unhappy because of ignorance of their efforts, unfair recognition or reward, students' unfriendly attitudes (p.5).

This author shows how teachers can have support not only from supervisors, and university teachers who contribute to professional training. He talks about salary as a reward if it is well defined depending on the schedule that teachers can have, also the number of classes since sometimes and in some schools, teachers end up dictating more classes than agreed and that generates a high level of stress or anxiety. The sad feeling of teachers is also generated because students do not perform academically as the teacher expects or when students do not have a good attitude towards the class. This study was applied to 254 teachers who were involved in the pilot test and other 1830 teachers who were interviewed to learn more about their perception of education and emotions in which they lived daily in Hong Kong and China. In addition, the test was used in which results are given clearer and more precise as it is Teacher Emotion Inventory (TEI), the purpose of this survey is to know the intensity of positive and negative emotions in teachers and analyze the effects of years of experience in teachers.

On the other hand, regarding the important role emotions have over pre-service English teachers, this study presents some national studies that are related to emotions in the pedagogical practicum.

Morales (2016) studied the role of the practicum in the pre-service English teachers' attitudes since that is the context which affects their attitudes' development; the data was collected by the implementation of interviews, questionnaires, verbal reports, and artifacts.

Firstly, he found that “the practicum allowed teachers in training to consider what teaching entails and develop attitudes towards that job” (p. 55). Secondly, the interaction between teachers and students as an important aspect, since it allows them to create new comprehensions and also be the change in the society. Thirdly, pre-service English teachers' attitudes as they are who encourage students to learn a second language, for that reason, pre-service English teachers should pay attention to their attitudes and emotions they show to their students during their classes.

Finally, this research exposes convincing results as it focused on a variety of categories such as, a reflection in English teaching, the blend between practice and theory in the practicum, and pre-service teachers' professional development. Pre-service English teachers who participated in this inquiry, revealed in the interviews that they are more aware about being an English teacher, the relevance of the different challenges they could face as teachers, and the apprenticeship they could get during the pedagogical practicum.

According to Londoño & Villegas (2018) who considered the influence not only in emotions but also in cognitive value judgments over teachers and directives' stress. The stress was seen as a consequence for people who are in charge of helping others, on this occasion,

Including Emotional Intelligence in the Practicum Subject Syllabus at UNIMINUTO teachers and directives are the ones who are affected because of their emotions and cognitive value judgments on stress.

For that reason, the authors employed the qualitative hermeneutical approach due to it is a strategy which helps to interpret a situation according to the context; the understanding of the emotions and cognitive value judgments over teachers. To define it, “hermeneutics refers to the shared understandings that we already have with each other” (Koch, 1999, p. 343).

This inquiry focuses on stress since it is a factor that affects the development of teachers' classes in different aspects which are later explained. Firstly, it affects the interpersonal relationships, those are referred to the link between teachers and directives. Secondly, the quality of education as teachers are stressed, they do not bring meaningful knowledge to students. Thirdly, the order that the institution carries seems to be affected because of teachers' stress.

Besides, through a narrative design, the author collected data where teachers and directives talk about their experiences in their personal and professional field.

Consequently, according to the results, the authors took into account the analysis done when teachers and directives declaimed their experiences and they found that based on the six kind of relationships, in the majority of cases, teachers are affected by their own emotions.

In addition, another national study concerns with feelings and emotions in pre-service English teachers' professional identity. Gómez (2015) points out that the relationship between emotions and feelings are the aspects which make pre-service teachers have a different perception or perspective about their practicums. Even though emotions and feelings could generate positive elements such as motivation and engagement, when they are not positive or good, they might change pre-service teachers' perception in terms of their practicums and that could affect their pedagogical practicums.

The author implemented observations as data collection instrument. Based on findings, it was found that observations showed that the context where pre-service English teachers are involved, is the one which affect them in terms of changing the point of view, they have about the practicums. For instance, Gómez (2015) expresses that pre-service teachers produce negative emotions not only because of issues between teachers and students, but also because of problems which arise with colleagues, students' parents, and the institution itself.

To conclude, all the previous studies already mentioned have some aspects in common with this research. Emotions and pre-service English teachers are important bearings of education since emotions play an important role in the pre-service English teachers' performance as English teachers and the pre-service teachers are the ones who prepare children. Anyway, it is relevant to research the relationship pre-service English teachers and emotions have in the practicum field. According to those aspects, it might be interesting to identify the effect emotions have over pre-service teachers in negative and positive aspects. It would be better explained in the forthcoming chapters where it will be understood why it is important to include the Emotional Intelligence in the methodological structures of the practicum subjects.

4. THEORETICAL FRAMEWORK

The inquiry is focused on significant aspects that pre-service English teachers should deal in their field of practicum and what they face during their practicum as English teachers. Thus, a first construct developed in the study is about Emotional Intelligence as it will guide the issue that is happening to practitioners when they are in their pedagogical practicum. This construct is defined by a theory stated by McPheat. The author explains it in a deep way, the understanding about not only negative but also positive emotions, since those negative and positive ones produce constructive and sorrowful experiences in the pre-service English teachers' practicum.

As Emotional Intelligence involves emotions themselves, it is necessary not only to define this term, but also to go further; it means, considering the term of emotions with the aim of letting the reader understands the most important constructs which characterized the research study.

Subsequently, a second construct defined through the research is about emotions. A variety of theories will explain definitions of emotions. It is relevant to include this construct since emotions play an important role during the performance pre-service teachers have in their field of practicum.

Said the above, it also aims attention at pre-service English teachers as another relevant construct in order to argue the importance of studying them since they are the ones who start the teaching practicum. Besides, they are the characters who suffer the role emotions play when pre-service English teachers are in their field of practicum. For that reason, it would be necessary that pre-service English teachers have knowledge about Emotional Intelligence in order to know how to control and manage their emotions that appear during the English classes they teach.

And finally, the concluding construct is pedagogical practicum. This construct will be explained in order to empower readers about the context pre-service English teachers must face during a specific period of time. According to this, it is essential to mention authors that define better the constructs proposed and, in that sense, this inquiry would be more supported.

4.1 Emotional Intelligence

The term of Emotional Intelligence provides a wide knowledge about the importance of knowing how to handle emotions which sometimes affect the teaching practicum.

In accordance with McPheat (2009) “it is the ability to be aware of your emotions and emotions of others and then to use that knowledge to help manage the expression of emotions so that they foster success instead of cause roadblocks” (p.9). That means, through Emotional Intelligence the pre-service English teacher is able to know the others’ attitudes to have empathy and know how to recognize what the student feels. For example, in the pre-service teachers’ case, they should be able to notice what their students feel in terms of the class they are receiving since sometimes students lose interest in learning and that produces in the practitioner certain kind of negative emotions, such as the previous mentioned during the study, frustration, fear, anxiety, nervousness, insecurity. In that sense, they need to know what is necessary about Emotional Intelligence for so, handle their emotions.

It is crucial to state that based on the data collected in the questionnaires and the information provided by the directives, some students allow emotions to work over them, and it causes negative issues. That happens because pre-service English teachers do not have the enough knowledge about Emotional Intelligence, and hence, they do not know how to handle

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their emotions in the practicum field, also they tend to act according to their impulses and that often causes them to make mistakes in the field of practicum. In that sense, McPheat (2009) states that:

Those who have high levels of EI, are able to understand the physical, mental, and social impact that negative emotions have on their bodies, minds, relationships, and abilities to pursue and achieve goals. They then are able to regulate their emotions so that they support their activities and enhance their quality of life. (p.9).

It is pertinent to mention that sometimes teachers have students with disabilities or different skills which means that teachers spend more time thinking how to make themselves understood by these students. That is said based on the data collected from the questionnaires as they affirm how they are sometimes aware of being understood by their students and forget other relevant aspects they must be aware. For that reason, it generates negative emotions, and arise at the level of physical and mental health in them.

Besides, according to Mayer & Salovey (1997) (as cited in Cejudo & Lopez – Delgado, 2016) Emotional Intelligence is “the ability to perceive, assess and express emotions accurately, the ability to access feelings to facilitate thinking, the ability to understand emotions, emotional knowledge and the ability to regulate emotions promoting personal and intellectual growth” (p.2). It means, EI is a skill that is acquired when you start to value the emotions of others, in the case of teachers is when they begin to understand that their students are also exposed to negative emotions since practitioners are a new person or authority apart from their English teachers and it is sometimes difficult to understand, students deal with a new reality in terms of the pre-service English teacher who will be in charge of the class.

4.2 Emotions

The next definitions have been found by having in mind the particular theories about emotions. Pre-service English teachers deal with different emotions during their field of practicum where their psychological sense, motor expression, and also behaviors are exposed. Thereby, Scherer (1982) states that emotions are a “psychological construct consisting of several components. These are: cognitive appraisal or evaluation of stimuli and situations; psychological activation or arousal; motor expression; motivational tendencies, consisting of behavioral intention or behavioral readiness; and finally, subjective feeling state” (p.8).

Apart from that, Darwin (as cited in Hess & Thibault, 2009) defended the argument that “emotion expressions are evolved and adaptive (at least at some point in the past) and serve an important communicative function. Darwin’s definition is known as the evolutionary theory which affirms that emotions encourage human beings to give an apt answer in order to survive. It could be said in other words that; emotions provide people the ability to talk back depending on the emotions they are feeling.

By last, James (as cited in Coleman & Snarey, 2011) stated that “the bodily changes follow directly the perception of existing fact and that of feeling of the same changes as they occur is the emotion”. It means, emotions work according to the situation the person is dealing.

On the other hand, Londoño & Villegas (2018) establish six different kinds of relationships where different positive and negative emotions are used to determine each relationship. The first relation is about *teacher-teacher relationship*. It mainly focuses on two positive emotions. Solidarity and compassion emotions represent this first relationship since it is in this part where teachers are aware about themselves. For that reason, they feel committed to

Including Emotional Intelligence in the Practicum Subject Syllabus at UNIMINUTO help and support their colleges in aspects such as the lack of justice inside the institution.

The second one is called as *teacher-student relationship*. Here something different happens as it is between teachers and students and the emotion which stands out is a positive one, happiness. Londoño & Villegas (2018) state that students make teachers feel motivated, recognized and acceptable because of their responsibilities as teachers. The third one is *teachers-directives relationship*. The authors declare that negative emotions are found since teachers feel fear, anger, sadness and abasement. Those emotions emerge during this relationship since teachers think they are not being valued by their directives and that cause a kind of demotivation during the development of the classes.

Moreover, negative emotions influence over teachers when directives do not support them. It means, teachers feel sad and frustrated in their field when directives do not pay attention to their labor. In the fourth place, *directive-directive relationship* was selected to analyze that solidarity emotion is seen as directives take care of themselves in the institutions. In this case, the directives themselves find support and value between them.

After that, the fifth relationship is about *directives-institution* where the authors establish that gratefulness emotion is found in directives towards the institution, and that is because they feel that it supports and recognizes their work. Finally, the last one is recognized as *directives-teachers' relationship*. This last kind of relationship focuses on a negative emotion called disparagement, and it appears in teachers when they do not see any support by the institution's directives. Based on Londoño & Villegas (2018), emotions influence teachers' performance as the directives are always discriminating them and not valuing the positive aspects they have.

Pre-service English teachers sometimes have some differences with the directives of the school setting where they are presenting their practicums. It causes that their performance is

affected and therefore, negative emotions begin to play an important role in their field of practicum, in both aspects, negative and positive aspects.

Nevertheless, there were six different relationships proposed by the authors, the only relationship taking into account to this exploratory study is about student- teachers since this is the one which could be focused on the relationship between pre-service English teachers and teachers in the practicum field; that since between that relationship some emotions appear when they are facing their practicum field.

4.3 Pre-service teachers

The research project is focused on pre-service English teachers as the main factor where emotions take place. Taking into consideration that teachers are considered more than teachers, nowadays teachers are seen as a model to follow, so teachers intend to provide their best skills and qualities when they help students not only with teaching, but also with other aspects such as love, attention, motivation. Thus, teachers are constantly accompanying students in these series of relevant moments in their life.

One of the relevant definitions about pre-service teachers is in regard to how pre-service English teachers desire to become as a teacher and that sometimes create certain kind of emotions because of the need to be seen as the other teachers and not another student.

Bedacarratx, V. (2012, p.8) mentions that:

A set of ambivalent anxieties and feelings, caused mainly by the impact of contact with the real work object and by the limited recognition that the occupation of the pre-service teacher position implies as an intermediate position in which the position of student is being abandoned for aspiring to occupy the position of the teacher.

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It refers to the context of reality, it means, the field of practicum since when pre-service teachers are exposed to the school or institute, they expect to have good experiences but sometimes it does not happen, and students from there they do not respond in the way that it is expected. Besides, pre service teachers learn from the theory how to manage their English classes, but at the moment of being in the field of practicum, some practitioners forget how to maintain these strategies in order to have successful classes during their practicum.

The strategies are improved over time through the experience that teachers acquire in their field of work. For pre-service English teachers, it is a challenge to become a teacher since they must handle every aspect during the class and pay attention to everything that is done with many or few students.

4.4 Teaching practicum

Teaching practicum is a significant construct to focus on. It involves various aspects such as skills, scenarios, population, tools among others. In that sense, the teaching practicum allows pre-service English teachers to acquire skills that later will be a benefit for teaching. Besides this, the field of practicum and the population where the pre-service English teachers are exposed enable them to have different negative and positive emotions that can affect or improve the teaching practicum.

Nevertheless, it is important to start by explaining the meaning of teaching since it is related to the teaching practicum. Accordingly, Britzman (2003) states that: "Teaching is the process of becoming a time of formation and transformation, of scrutiny into what one is doing and what one can become" (p. 31). In other words, referring to the teaching practicum construct, it allows pre-service teachers to get prepared as English teachers. Here is where pre-service

English teachers have the opportunity to become in one who could educate a variety of population (children, teenagers and adults).

Furthermore, Emotional Intelligence play an important role in the teaching practicum where pre-service English teachers develop their practicum. It is said cause the field of practicum entails the pre-service English teacher is exposed to different emotions that are produced because of the experiences they face with their students during their English classes. That is why pre-service teachers must know about Emotional Intelligence due to it helps students to control and manage their emotions that are produced in the practicum field.

Otherwise, Richards (as cited in Morales, Y, 2016, p.2) states that the teaching practicum enables and enriches pre-service English teachers' knowledge, skills, and experiences and more significantly, it is an opportunity to continue academic and professional growth. For that reason, the field of practicum is the environment that provides pre-service teachers a wide range of knowledge which continuously offers new experiences and apprenticeship to pre-service English teachers.

5. METHODOLOGY

This research study seeks to explore the issues that happen in pre-service English teachers; to be more specific, issues regarding the five negative emotions such as nervousness, frustration, anxiety, fear, and insecurity which appear in them when they are facing their teaching practicum. For that reason, as this study do not want to solve the problem pre-service English teachers face in terms of emotions, it is exploring emotions about how they affect their practicum field.

The methodology followed to accomplish the study was followed by a schedule which shows all the activities done during the development of the exploratory research study. In the schedule is presented the date when questionnaires, semi- structured interviews, and the workshop or intervention about EI was conducted, and also the population who participated in the collection instruments. (see annex 11.7 schedule)

Afterward, this chapter explains the methodological process this inquiry has used. At the beginning, there is an explanation of the research approach and type of research used to conduct the study. Followed by this, context and participants are described. Finally, it presents the data collection instruments.

5.1 Research approach

This study was conducted from a qualitative approach. According to Morse (2005) “qualitative inquiry is based on communication—on the collection of stories, narratives, and descriptions of others’ experiences” (p.1). This study will be based on experiences with the five negative emotions that some pre-service English teachers have had during their teaching

practicum in the educational context. As researcher, this inquiry will aim to know how negative emotions affect the process of the teaching practicum.

In this research project it is necessary to know, analyze and express how having knowledge about Emotional Intelligence might help pre-service English teachers to regulate negative emotions when they take pre-service teachers in the practicum field. Each solution could be deduced through the questionnaires and interviews that reveal the most productive suggestions in the practicum teaching.

5.2 Research design

5.2.1 Exploratory research

The study is an exploratory research since it does not aim at solving a problem, but to explore that the problem actually exists, and on the other hand to propose the preliminary intervention conducted with pre-service English teachers to the bachelor program in order to find a possible solution to support pre-service English teachers.

Singh, K. (2007) determines exploratory research as “an initial research, which forms the basis of more conclusive research, and help to determine the research design, and collection method”. More than that, the exploratory research is developed throughout two methods of research, primary and secondary research.

First of all, in order to understand that the problem exists, the primary exploratory research is employed to gain further insight about the effect negative emotions produce over pre-service English teachers, and also the lack of knowledge they must have in terms of Emotional Intelligence. For that reason, they are not able to handle their negative emotions when a difficult

Including Emotional Intelligence in the Practicum Subject Syllabus at UNIMINUTO situation happens in their field of practicum. In that order, questionnaires are conducted to explore this dilemma with the aim of knowing that pre-service English teachers allow those negative emotions to work over them and affect their practicum field.

Secondly, semi structured interviews are used as another relevant data collection instrument where pre-service English teachers, teachers, the coordinator, and director of the program comprehended that the non-control of emotions is already seen during the practicums and the Emotional Intelligence might be an excellent way to help students in order to manage and regulate those emotions.

Moreover, when the data is collected, the interviews and questionnaires are analyzed and it allows the research to confirm that it is relevant to do something with the aim of helping the pre-service English teachers when they are facing their practicums. After that, a preliminary intervention or workshop about Emotional Intelligence is employed as another instrument to collect information due to it is important to continue exploring the problem that has been established. It was conducted for about 2 different sessions where participants were involved.

The workshop sessions intended to provide basic knowledge about Emotional Intelligence, some dynamic activities in regard with this term, to then continue with a small discussion where pre-service English teachers will debate about the importance of including Emotional Intelligence in the methodological structures of the practicum classes. To then, those data collection instruments will be the base to comprehend that the situation about non-control of negative emotions is happening during the field of practicum where the practitioners are involved.

On the other hand, Saunders, M., Lewis, P. & Thornhill, A. (2012) declare that “when conducting a study, the researcher ought to be willing to change his direction as a result of

revelation of new data and new insights”. In that sense, during the development of this research study, it was necessary to change its direction since it was required to continue working on the two workshop sessions since in that process which was with the pre-service English teachers, it was understood that it is really important to include Emotional Intelligence as the majority of students do not have that enough knowledge about that term and for that reason, they have some difficulties in the teaching practicum when they are in the field.

5.3 Stages of the investigation

The research study was conducted by following specific steps which were relevant and necessary to carry out in order to obtain results that contribute to the development pre-service English teachers have in their teaching practicum integrating the use of Emotional Intelligence in the methodological structures of the teaching practicum classes are described as follows:

First of all, to start researching about the importance of including Emotional Intelligence in the methodological structures in the teaching practicum classes, the problem was identified based on my personal experience since during that time, pre-service English teachers are exposed to a real context where students are sometimes difficult to control, and that makes pre-service English teachers to feel negative emotions such as nervousness, anxiety, frustration, fear, and insecurity; thus, the lack of knowledge about Emotional Intelligence causes in pre-service English teachers that they do not know how to manage those negative emotions and it affects them.

Secondly, for the purpose of supporting the idea about the lack of knowledge pre-service English teachers have in terms of Emotional Intelligence, and the issues which occur during the teaching practicum, it was conducted a questionnaire to practitioners which confirmed that the problem has happened. The questionnaire was used as one of the instruments to collect data, it

Including Emotional Intelligence in the Practicum Subject Syllabus at UNIMINUTO provided significant and relevant information about specific experiences pre-service English teachers have faced, negative emotions they feel when they are exposed to a real context, like the university itself, schools, and institutes; their insights about the importance of including Emotional Intelligence in the methodological structures of the teaching practicum classes, and also the support pre- service English teachers receive from teachers, and tutors.

Moreover, questionnaires were analyzed in order to find common aspects between the answers provided by pre-service English teachers. Leading it was successful since participants were really disposed to answer accurately each question and that made easier to find arguments which would help the study to carry out.

On the other hand, another step to conduct this study was about the semi-structured interviews which were carried out to the director and coordinator of the program, and teachers from the teaching practicum class. During the semi-structured interviews, they were asked about the situations they have faced with their students when they are in the field of practicum, if they have been approached by their students to receive some kind of advice, if the bachelor program has included something related to emotions in the methodological structures with the aim of helping students in their process as English teachers when they are in the field of practicum, and also if they consider important to include Emotional Intelligence in the methodological structures, specifically, in the teaching practicum classes.

Afterwards and as a last step, a preliminary intervention was conducted in two sessions which was about Emotional Intelligence and was developed with the objective of providing pre-service English teachers enough and basic knowledge regarding this meaningful term since because of the lack of knowledge pre-service English teachers have, they do not know how to

handle those five negative emotions that appear when they face a real context in their field of practicum.

The workshop or preliminary intervention started by providing pre-service English teachers common definitions about Emotional Intelligence and what it involves. After that, they had a piece of paper divided in four parts which had four different abilities they must have when they are developing as English teachers. Later, they participated in a role play where they had to act as students from 5th grade, and one of them was the teacher; each student had a specific behavior. Based on that, the teacher must start his class meanwhile their classmates were acting as fifth grade students.

The objective of the role play was to confirm the importance of knowing about Emotional Intelligence and what can happen if they have at least the basic knowledge regarding this term when a negative emotion appears in them.

5.4 Description of the context

The institution where the research study took place is a private university in Bogotá called Minuto de Dios University. This institution is inspired in the values of the Catholic Church and thoughts of its founder, Rafael Garcia Herreros. Moreover, it is located in different regions in Colombia where its basics are focused on the social and human development.

Uniminuto university has a base in the Praxeological approach where the practice and theory are the focus of it. It is important to state that this approach gets engaged with the holistic formation of the student in which he or she follows a cycle where at the end of their practicum, they analyze and judge what they have done. Besides, Uniminuto university was created with the

Including Emotional Intelligence in the Practicum Subject Syllabus at UNIMINUTO aim of helping people who do not have the possibility to study in a university because of their economic resources; the institution brings different aids so that people's dreams come true.

On the other hand, Uniminuto expects to offer to educational communities' knowledge provided through the innovation, investigation, and technological development as an elemental part of its Institutional Education Project. (Minuto de Dios, 1962)

Furthermore, in the year 2019 Uniminuto will be recognized for its quality research and engagement with the human and social development, a leading identity in the advancement of social and productive innovation with the well-being of people and communities. (Minuto de Dios, 1962).

Moreover, the context of the teaching practicum in the Bachelor of English Language Teaching involves three different spaces such as schools, institutes and the university itself, where pre-service teachers have the opportunity to develop different skills as the role of English teachers. Also, that kind of contexts prepare students in terms of emotions due to during the practicum, they acquire various emotions, negative and positive ones based on the experiences they face. Thus, it is relevant to have the basic knowledge about Emotional Intelligence with the purpose of knowing how to manage pre-service English teachers' emotions.

5.5 Participants

The participants are 38 female and 32 male students at Uniminuto University.

Students are recognized in this inquiry as pre-service English teachers. Students from seventh to ninth semester since in the Bachelor degree, students can start their practicum when they have already finished most semesters of the career.

In that sense, the population selected were students from the Bachelor Program in English Language Teaching who are assisting their practicum. They are students from 2 to 5 status. They belong from the lowest to the highest social class. Students who are preparing to become as English teachers.

According to the director's program, the students are being prepared to bring up the new generations the opportunity to learn and use the second language as their own. The facilities the university has is that the most of classrooms have a TV, and teachers can ask for electronic devices such as: laptops, tablets and additionally, for books.

5.6 Data collection instruments

For this research, it is essential to use triangulation by the implementation of three different instruments which are questionnaires, semi- structured interviews and two preliminary interventions or workshop sessions about Emotional Intelligence. The instruments were applied during eight months. The study took twelve months. In that sense, the four months were used to develop and pilot the instruments and eight more months were used to apply each instrument, questionnaires, interviews and the preliminary intervention taking into account the disposition and time the director and coordinator of the program, teachers and students have.

Questionnaires were conducted to pre-service English teachers. Interviews addressed to the coordinator, director of the program and the teachers who are in charge of the course of practicum. In the following paragraphs, found definitions about questionnaires and interviews for understanding why the research study used them.

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Accordingly, Denzin (1978) declares that triangulation “is seen as a qualitative research strategy to test validity through the convergence of information from different sources” (p. 291). It means that throughout the use of the three instruments, the issue that happens in the field of practicum with the pre-service English teachers and the production of negative emotions that affect their practicum, the recognition of it is validated.

5.6.1 Questionnaires

This data collection instrument was chosen since it allows to understand the importance of including Emotional Intelligence in the methodological structures of the practicum classes with the aim of helping practitioners to be aware about knowing how to handle or manage those five negative emotions, thus, their teaching practicum will not be affected.

Hence, the questionnaires allow pre-service English teachers the chance to provide answers in which they can write freely in terms of Emotional Intelligence, specific situations, problems or issues they found during their teaching practicum, the role emotions have in them and their practicum field. Consequently, it involves different kind of questions such as, the emotions the feel when an arduous situation happens in the practitioners’ classes, write about negative issues they have face, the importance of including Emotional Intelligence in their preparation as English teachers, among others.

To explain better about the questionnaires, Hughes (1981) stated that questionnaires are a method used to collect standardized data from large numbers of people (p. 34). In fact, 70 pre-service English teachers as participants were involved in the questionnaire called “Pre-service English teachers’ Emotional Intelligence” in order to find similarities in their insights about the situations the face in their practicum, the negative emotions they start feeling when they face those experiences, and the importance of Emotional Intelligence. (see appendix 1).

5.6.2 Interviews

This research about the importance of including Emotional Intelligence in the methodological structure of the practicum classes has used semi- interviews as another relevant data collection instrument since it is a good alternative to let the directives of the program, more specifically, the director, coordinator, and teachers to provide different points of view and insights about all that is in regard with Emotional Intelligence, and negative emotions found during the practicum.

Thus, different questions such as, the role and importance of emotions and Emotional Intelligence, the necessity to include it in the methodological structures in order to help students to regulate those situations and emotions, the teachers' support to students among others, are actually significant for understanding the work negative emotions have over pre-service English teachers, how they affect their development as teachers, and even what is the relevance of Emotional Intelligence in the performance of the practicum.

According to McNamara (1999) the interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. For that reason, the interviews have been an important data collection instrument since it allows the research to get personal experiences from the people interviewed in relation to their professional field as English teachers and what they have lived with their students during the field of practicums.

5.6.3 Survey

Moreover, this exploratory research study used as a third instrument to collect information, the surveys. In order to conduct this instrument, the two different sessions in regard

Including Emotional Intelligence in the Practicum Subject Syllabus at UNIMINUTO to Emotional Intelligence were implemented only with the aim of continuing exploring the importance Emotional Intelligence has and also the five negative emotions (frustration, insecurity, fear, anxiety and nervousness) that affect pre-service English teachers' practicum field.

Accordingly, when the preliminary intervention in the two different sessions were conducted, a short survey with about 5 different questions was delivered to the pre-service English teachers with the objective of understanding the usefulness and relevance Emotional Intelligence has to propose the bachelor program that they might included EI concepts in the methodological structures to support the practicum of pre-service English teachers. (See annex 13.4 survey about the workshop).

5.7 Ethics

The research has explicit permission of the director, coordinator, teachers and pre-service English teachers. The methods for data collection were discussed ahead of time with the participants. Once the director, coordinator and teachers agree to participate in the study, a consent form was read by them. The research was conducted to assure that data are treated confidentially during the whole process of the research project. (See annexes 11.1 & 11.2)

Finally, it is guaranteed that the project did not affect the researcher, participants, teachers, coordinator, and director at the university in any field of the Bachelor in Language English Teaching.

6. RESULTS

This chapter describes the analysis and interpretative process of the data collected. The use of triangulation is presented here with the objective of showing the results it provided by the use of the questionnaires, semi- structured interviews, and the preliminary intervention about Emotional Intelligence. Also, a variety of opinions and thoughts provided in the questionnaires were analyzed textually as well as the director, coordinator, and teachers' answers provided in the semi-structured interviews were transcribed, and together with the workshop on the importance of Emotional Intelligence were analyzed too.

On the other hand, some relevant aspects found during the implementation of the workshop are considered in this chapter in order to evidence that thinking about the importance of including Emotional Intelligence in the methodological structures in the teaching practicum classes are an excellent alternative to continue helping student- teachers in their development as English teachers.

Finally, thanks to the description of the situation that pre-service English teachers present during their practicum, it is observed that not all of them with problems in the handling of emotions have the same negative emotions and not all students solve these problems in the same way.

6.1 Procedures for data analysis

The procedure conducted to analyze and interpret the questionnaire data was followed by the use of a written analysis since most of the questions made during the questionnaires were open-ended questions.

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As a first step, each question was codified taking into account the different pre-service English teachers' opinions about the experiences they have faced during their practicum and the relevance of including Emotional Intelligence in the methodological structures of the teaching practicum classes in order to help pre-service English teachers manage and regulate their negative emotions. Afterwards, those codes provided were employed to find out what participants might have in common in regard to the emotions they feel and the experiences they have during their practicum.

For instance, one of the questions presented in the questionnaire was about the difficult and arduous situations pre-service English teachers experienced during their first teaching practicum. The categories founded were *communication problems* and *negative emotions* which were organized in a table. (See 12.1 table 1 "Difficult experience in the first practicum").

Moreover, another important category was founded during the process of analyzing another question of the questionnaire about the reason why emotions are important, classroom management. It can be seen in Table 2. "Reason why emotions are important" the most important pre-service English teachers' answers with the objective of supporting this exploratory study and the analysis done.

On the other hand, it is necessary to allow readers know the most relevant answers provided by pre-service English teachers about the demotivation to continue in the practicum field. This is because since those different 5 negative emotions appear in them, pre-service English teachers tend to continue or no in their process as English teachers in the practicum field. (See Table 12.2 "Demotivation to continue"). There the categories about demotivation + Vs – and emotions where they provided important quotes to support the importance on working in emotions.

After categories were obtained, the various answers were explicit in a column, where later another column was used to write a short description provided by the analysis made by the researcher. That was developed in order to bring the reader a broad knowledge about what students must face in their field of practicum. It means, that the answers gained in the questionnaires are specified and so, the reader is able to comprehend the pre-service English teachers' answers.

On the other hand, interviews were analyzed and interpreted by the guidance of the steps suggested by Seidman (2006). Firstly, the interviews were transcribed carefully as the participants answered. Then, transcripts were useful to collect specific aspects which are relevant for the research, that in this case were the insights teachers, coordinator and director of program have about the relevance of including Emotional Intelligence in the methodological structures of the teaching practicum classes.

Once those specific aspects were found, they were coded. Seidman (2006) explains that with the aim of sharing the analysis of the interviews, it is necessary to use categories. Besides, the preliminary intervention or workshop conducted to pre-service English teachers is presented in the document by explaining the issues that appeared during the development of the workshop and comprehending the importance this term has when students are facing a new context in the field of practicum. Throughout the explanation of what happened in the workshop sessions, the researcher tells step by step all the events presented during the activities provided in the workshop.

6.2 Data analysis

In the following section, an analysis of the participants is provided. This analysis organized question by question as it would be very complex. Instead, the significant moments in each question was identified.

The analysis of those significant moments is now presented:

6.2.1 Administrator 1

Primarily, one of the administrators of the program delivered different points of view related to Emotional Intelligence and its importance for the students' performance during the practicum. Thus, the precise semi-structured interview was used to be conducted with the director, coordinator, and 2 teachers from the practicum class.

Firstly, it was relevant to know the director's viewpoint about how the program prepares students to deal with real situations involving negative emotions such as: anger, stress, and frustration, she is actually sure in that the program does not have a specific unit to bring students the preparation in terms of emotions as she asserts in the following quote:

“Actualmente no tenemos una cátedra exclusiva, una cátedra dedicada a formar a los estudiantes pues para que manejen sus emociones en esos entornos, entornos escolares”.
(Interview, October 23rd, 2018).

It is clearly stated that it is necessary that teachers should be aware about bringing students some suggestions in order to know how to control emotions when the pre-service teacher faces a real school setting, and for that, it would be meaningful to include carefully the Emotional Intelligence concepts in the methodological structures in the teaching practicum classes. Hence, as the Bachelor program has not been thinking about the possibility to implement the use of Emotional Intelligence concepts in the methodological structures, pre-service English

teachers are facing what Frenzel et al. (2016) asserts about that “emotions not only involve pre-service English teachers’ feelings, they are also reflected in their behavior with the movements, in the way they move their hands”; for that reason, pre-service English teachers need support to understand and comprehend that they should control their emotions in order to have positive behaviors and assertive movements with the aim of providing meaningful classes in the practicum field where they are immerse. Moreover, about creating academic spaces where teachers help pre-service English teachers in the support of dealing with those five negative emotions (anxiety, frustration, nervousness, fear, and insecurity) with the goal of comprehending the importance of working in emotions to use them as an opportunity for the development in the practicum field and not a negative aspect, the director points out *“Estas situaciones se tratan en espacios de reflexión que se hacen en el mismo espacio de la práctica, con los profesores, es como el espacio donde los estudiantes que están haciendo la práctica comentan y comparten sus experiencias y pues con sus compañeros y su profesor se hace como un análisis, una reflexión donde se sepan las experiencias, se dan como unas sugerencias, hasta ahí es como que llega”* (Interview, October 23rd, 2018).

It means that the bachelor program has not included a unit or at least they have not selected spaces where EI is involved. So, the lack of knowledge pre-service English teachers have regarding EI is part of the problematic that is happening them since they are not conscious of the emotions which appear when they are in their practicum field. On the other hand, the importance of including Emotional Intelligence in different academic spaces that prepare students to become English teachers is totally meaningful by the director since she argues that as human beings and, in this case, English teachers, they are always vulnerable to the various situations which involve not only students, but also parents. For that reason, it is important the

Including Emotional Intelligence in the Practicum Subject Syllabus at UNIMINUTO teacher is assertive and has Emotional Intelligence with the aim of knowing how to manage those situations which involve the students and pre-service English teachers; for instance, as it has been specified during the document, situations as the behaviors students have in front of the pre-service English teacher, knowing how to manage a real setting, the engagement of being in charge of students, among others, and emotions taking into account assertiveness in relation to the social and affective competencies that are significant at the moment to be in the classroom teaching students.

Furthermore, in terms of providing suggestions, pre-service English teachers have had that support not only from teachers, but also from the director and coordinator of the program. For instance, the director mentions an interesting experience with those students as in the following citation:

“Lo primero que yo le digo a ellos, es que por favor no repitan modelos, como usted aprendió esa experiencia no la repita con sus estudiantes, que como a mí me exigieron de esta manera entonces yo voy a exigir lo mismo porque así me enseñó el profesor entonces yo... y yo funcionaba. Porque es que los tiempos cambian, las personas cambian, todo evoluciona, entonces la manera como me educaron a mí y los pensamientos, todo ese contexto que había cuando yo me eduque pues no es el mismo que es ahora” (Interview, October 23rd, 2018).

Consequently, being EI as a possible solution to support pre-service English teachers, it is necessary to consider Emotional Intelligence with the purpose of providing elemental information to pre-service English teachers in the way that they will be then aware about what emotions produce in themselves and how they can use them as opportunities to continue preparing and transforming in the future English teachers. More than that, it is relevant to pay

attention to emotions but also it is significant to take into account the importance of being assertive with all the situations that might appear during the role as teachers, involving students and parents as well. That is said because knowing how to regulate the five most common negative emotions founded in the results of the questionnaire which are frustration, anxiety, nervousness, insecurity, and fear, pre-service English teachers will be more conscious of their emotions and comprehend that it is relevant to see them as a chance and not as positive aspects since negative emotions not only produce negative effects, but also they bring them the opportunity to be better professionals.

Besides, it is founded suitable to mention the changes Emotional Intelligence might provide pre-service English teachers in their practicum. According to the results obtained in the their answers during the questionnaires, those changes are in regard to help students know about the term of Emotional Intelligence and how they can use it to handle with the five negative emotions such as nervousness, frustration, fear, anxiety, that they commonly present during their field of practicum. About what was previously mentioned, Darwin (2009) affirms that “emotions provide people the ability to talk back depending on the emotion they are feeling”. In that sense, Emotional Intelligence concepts would be interesting to take into account in order to manage those emotions and think about how to talk and communicate with their students in the practicum field; although it is a process as during the whole program and even after many years of experience, students continue producing different emotions inside their practicum as teachers due to the society is changing all the time.

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Additionally, the director was asked about how the program would benefit the teachers from the practicums and asserts something totally relevant for the importance of the Emotional Intelligence as it is shown in the quote:

“Los profesores de la práctica de pronto encontrarán como una mejor manera de ayudar a sus estudiantes, de saber cómo orientarlos, de prepararlos, de que también el profesor sea consciente de que ese estudiante se va a enfrentar a unas situaciones que seguramente tampoco las ha considerado que podría ocurrir” (Interview, October 23rd, 2018).

Beyond this, including EI in the methodological structure is a great support to pre-service English teachers as Mayer & Salovey (1997) state, “Emotional Intelligence is the ability to understand and regulate emotions”, therefore, pre-service English teachers will have significant knowledge to take care of their emotions and not allowing them to affect their practicum. Also, concepts which involve Emotional Intelligence might benefit teachers from practicums in the way that they will understand and comprehend that their students are facing contexts actually different to the ones they have faced and they must teach and help students to manage emotions that are not always pleasant. Through Emotional Intelligence teachers would have more knowledge to motivate their students in the development of the practicum and manage the five negative emotions worked in the exploratory study.

6.2.2 Administrator 2

Bearing in mind the second administrator’s insights about how the program prepares students to deal with real situations involving negative emotions such as: anxiety, fear, insecurity, nervousness, and frustration, he seems to be not very convinced as stated in the following quote:

“En los distintos espacios académicos que tiene la licenciatura, probablemente algunos profesores parten el tema emocional desde sus clases, lo digo probablemente porque pues no, dentro del desarrollo de las competencias en las estructuras metodológicas o syllabus de cada espacio académico, hay una pequeña parte que contempla la parte emocional del estudiante”. (Interview, October 8th, 2018).

The coordinator explains that there is an educational training in the emotional side since the program focuses on the importance of having a holistic education where pre-service teachers are prepared to face new kind of students that nowadays teachers are having inside their classrooms acquiring competences related to “know to know, know to do, and know to be”. That last dimension which is about “know to be” involves the personal side where the emotions are enrolled as the coordinator quoted:

“En nuestro rol como docentes la parte emocional juega un papel muy importante y más cuando hoy en día los colegios, escuelas y también en la universidad, el tipo de estudiante de hoy en día es un estudiante el cual toca saberlo abordar y si, uno no lo sabe al profesor le puede causar un impacto emocional positivo o negativo que lo pueda afectar”. (Interview, October 8th, 2018).

To support that, Londoño and Villegas (2018) establish that emotions appear depending on the relationships which are created with people involved in the context of education or in this case, the practicum field. Thus, pre-service English teachers need to be aware about their relationship with their students as during the relationship that pre-service English teachers establish with their students, emotions are produced. For instance, as the director mentions the educational training in terms of emotions, he declares that sometimes it has not been effective

Including Emotional Intelligence in the Practicum Subject Syllabus at UNIMINUTO since some students find difficulties in the field of practicum. Also he mentions some cases that obstruct it such as: students who do not like the English language, disrespectful students, and even selfless teachers from schools about working with pre-service teachers. Thus, those external situations develop a great impact in students and they are not able to deal with those negative emotions caused because of the experiences already faced, and they do not know how handle them correctly. He is very clear at saying that not all the pre-service teachers suffer that kind of situations as he claimed in the following quote:

“No todos los estudiantes de práctica sufren ese tipo de situaciones o lo sufren en la misma intensidad, hay algunos que, que psicológicamente puede llegar afectar mucho y puede causar que no quiera ser profesor definitivamente”. (Interview, October 4th, 2018).

Moreover, the emotional training refers to what teachers do in the practicum classes in order to provide pre-service English teachers awareness about the production of negative emotions such as anxiety, insecurity, nervousness, fear, and frustration that appear in them when they face their practicum field.

On the other hand, about the consideration of including Emotional Intelligence in the curriculum, the coordinator declares that it is a great chance to do it in order to bring an emotional training and help students to regulate their emotions that appear when they are facing their practicums as he says: *“El programa está... digamos fortaleciendo con mayor fuerza el tema de la formación emocional en los estudiantes porque pues para un docente... un docente que no sea emocionalmente estable seguramente va a tener muchas complicaciones en su nivel laboral, en su desempeño”. (Interview, October 4th, 2018).*

Therefore, analyzing this information, it is more supported the idea of recommending the argument about including EI in the methodological structures since pre-service English teachers have lack of knowledge in regard to the concepts Emotional Intelligence provide.

Additionally, the coordinator was asked if from his experience he has been approached by students who are dealing with negative emotions in the practicum and he asserts something interesting in the following quote:

“Como tuve la oportunidad de ser asesor de práctica he tenido varios casos en los cuales tuvimos que ir al colegio, donde tuvimos que hablar con el profesor titular” (Interview, October 4th, 2018).

Explained by the coordinator, not all situations are the same, but most of them causes a great and negative impact in the pre-service teachers. On the other hand, one important thing to emerge in this part of the analysis is that always emotions are going to be produced in pre-service English teachers and they have to be conscious in terms of their emotions to take advantage of the practicum field.

Based on that, it can be said that every person who is preparing to become a teacher, in this case, English teachers must face a variety of emotions that are not always positive, but the negative ones pre- service English teachers feel, have to be seen not only as a problem, but also as chance to comprehend that teaching is a process and it carries out certain kind of experiences in order to make them control emotions and situations they might face.

6.2.3 Teacher 1

Inevitably, it is significant to include the insights the teacher 1 provided during the semi-structured interview. So, about the role emotions have in pre-service teachers when they are facing their practicum. She asserts a concrete important statement as it is showed in the following quote:

“Bien, en cuanto al rol de las emociones durante la primera práctica pues se percibe mucha inexperiencia, entonces muchos quieren entrar y hacer demasiado y otros por el contrario quieren entrar y se sienten nerviosos, se sienten bloqueados, sienten que no saben qué hacer y en parte hasta se llegan a sentir frustrados” (Interview, October 3rd, 2018).

Taking into account the previous insight delivered by the teacher 1, she also mentions that emotions play an important role since emotions such as: frustration and anxiety are the ones that are developed in pre-service English teachers. Thereby, Morales (2016) agree this argument but he also refers to the practicum field as “it plays an important role in pre-service English teachers’ attitudes and emotions”. It means, emotions and the practicum field both are immersed so, they must understand that it is significant to deal with emotions with the aim of taking them as opportunities to prepared and become as English teachers. Besides that, it was analyzed the importance of including Emotional Intelligence in the methodological structures of the teaching practicum class and other different subjects where pre- service English teachers are involved. For instance, teacher 1 mentions the importance of incorporate EI in Language and Culture as she declares:

“Ahí en esa clase no más se percibe el hecho de que a un estudiante se le pone a hacer una exposición y muchos se... se supone se están preparando para ser profesores y

muchos se ponen nerviosos, muchos tiemblan, muchos no son capaces de hacer la exposición, entonces ese sería un primer espacio” (Interview, October 3rd, 2018).

Moreover, the subject of assessment might be taken by the bachelor program since it is an excellent space to evaluate students’ development as teachers in their practicums. Apart from that, the teacher 1 was asked if from her experience she has been approached by students who are dealing with negative emotions in the practicum and she is actually sure that many times since because of inexperience they want to do many things in their field of practicum, and it is sometimes impossible. Thus, students start presenting different issues which affects them as she states:

“No nos Podemos dejar afectar por ese tipo de situaciones, que paso algo en el colegio entonces ser yo el que me enfermo, el que me frustró, el que me preocupo, ¡no! porque hay cosas hasta donde nosotros tenemos que saber llegar, saber medir hasta dónde podemos llegar nosotros como docentes” (Interview, October 3rd, 2018).

Consequently, it is relevant to comprehend that there will be cases in which the teacher finds a successful class but others in which they do not. It is said because pre-service teachers will always have different experiences and situations which will enrich their training or formation as English teachers. So, Richards (2016) states that “the teaching practicum is the process of becoming a time of formation and transformation to be prepared as teachers”. In that sense, the practicum field is that specific space which allows pre-service English teachers to produce different emotions, specifically those that were founded in the results of the questionnaires, five negative emotions such as frustration, nervousness, anxiety, fear, and insecurity.

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For that reason, it is significant to state that the Bachelor program should be working on the proposal about including EI in terms of providing pre-service English teachers tools to deal with those negative emotions, and change that perception some of them have about the negative aspect the practicum field provides to them in terms of the emotions that appear when they face a real setting, the university, schools, and institutes.

6.2.4 Teacher 2

Furthermore, teacher 2 was a suitable participant to be included and analyzed in this exploratory research study since she provided useful insights about the role of emotions in the pre-service teachers' performance. Thus, she affirms that emotions are an essential factor as all the time they are exposed to new emotions that most of the time are not so good but are really important in order to support and secure their professional field.

Similarly, Emotions should be understood as an essential part of the pre-service English teachers' process being as in this case, negative emotions play an important role in the development they carry out during the confrontation to the practicum. For instance, teacher 2:

“Sí debería haber un apoyo, un taller por lo menos dos talleres en el semestre para que ellos reconozcan que el manejo de las emociones es muy importante y que es normal sentirse bien, que es normal sentirse deprimido en algunas ocasiones” (Interview, October 24th, 2018).

In regard to what was shown above in regard to teacher 2's answer, a preliminary intervention or workshop related to Emotional Intelligence was conducted in two different sessions where students were immersed in the importance of learning about EI and how to do it in the management of the emotions that appear when they face the pedagogical practicum. It is worth to say that the preliminary intervention was only conducted with the purpose of continue

exploring the problematic which is occurring between the five negative emotions obtained during the questionnaires and pre-service English teachers. Also, it was conducted since this is the workshop which is going to be proposed and recommended to the bachelor program in English Language Teaching. For that reason, it was applied during the research study, but it should be added in the methodological structures to support pre-service English teachers in dealing emotions.

Continuing, it is relevant to mention that as the director and coordinator of the program, and teacher 1, teacher 2 has been approached by students who are dealing with negative emotions in the practicum in order to receive suggestions, and she affirms the following quote:

“Si hay muchos casos, muchas consultas, muchos momentos de olvidémonos un poco de la parte teórica y venga a ver y hablemos, y... tratemos de nivelar las emociones para el ejercicio del ser humano, que es la esencia” (Interview, October 24th, 2018).

With the aim of understanding the importance that Emotional Intelligence has for successfully dealing with those five negative emotions in the practicum, it is also relevant to state that not only involving EI concepts in the methodological structures is a great chance to help pre-service English teachers in their process as English teachers, but also they need support from teachers of the teaching practicum subjects as each one of them has their essence as human beings and it is important to take into account when they are preparing to be teachers, in this case English teachers:

“No nos olvidemos de nuestra esencia de ser humano, sentimos y en esa medida que yo pueda afrontar un sentimiento de emoción positiva o emoción negativa es completamente

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válida, sólo que debo ir adquiriendo herramientas para fortalecerme, auto fortalecerse y para no proyectar esas emociones en mis estudiantes” (Interview, October 24th, 2018).

Thus, as emotions can work in two different ways, as positive and negative. Depending on the emotion pre-service English teachers feel, they will act in front to the class (Darwin, 2009). It means based on the teacher 2’s answer that those five negative emotions can be seen as something that allows pre-service English teachers to strengthen themselves and also comprehend that their challenge is not exhibit the specific emotion they are feeling.

To conclude, regarding the answers provided in the semi- structured interviews from the director, coordinator, and the two teachers from the program; it is understood that the necessity pre-service English teachers have in relation to the emotions they produce during the practicum field is a high priority. In some way, they are asking about having support to control and manage those negative emotions (frustration, anxiety, nervousness, insecurity, and fear) and for that reason, the use and implementation of the workshop proposed to the bachelor program and already conducted in this qualitative study with the aim of continuing exploring the problem is a pressing need. (see instructional design 12.4)

6.2.5 Pre-service English teachers

Pre-service English teachers are involved in order to provide specific information about the lack of knowledge in terms of Emotional Intelligence to perform their practicum. It is divided in seven different questions that involved the emotions pre-service teachers felt during their practicum, the role of emotions during the practicums, the explanation of arduous and difficult situations they have faced, the tutor’s support, demotivation pre- service English teachers have because of the experiences they have to handle, and the contribution of Emotional Intelligence for the program to support pre-service English teachers.

Firstly, as the first question is about 4 different emotions (insecurity, nervousness, inability, and bewilderment) pre-service English teachers have felt. It is shown throughout the graphic that the most common negative emotion that practitioners felt in their teaching practicum is about insecurity, that is because of the stressful presented during the field of practicum. (see figure 1).

Secondly, it is relevant to mention the following questions are open-ended questions and allowed the researcher to conduct a textual analysis with the aim of giving a clear understanding about the different insights and comments pre-service English teachers provide. For that reason, the questionnaire which has seven different already mentioned that are also divided in different categories and codes.

One of the questions conducted is about the different difficult and arduous situations that participants have experienced. In that sense, the category is labeled as *difficult experience* where two distinct codes have been found, *communication problems* and *negative emotions*. Some Pre-service English teachers take advantage of the communication skill in order to encourage students to learn, practice and participate during the English classes. As student 7 stated “One day, my students didn’t want to work, in one activity, so I tried to make a game to check the activity in order to motivate them it worked”. Unfortunately, not all of them have the ability to do it, and thus, communication problems appear during student- teachers’ classes because of different issues such as the following mention.

Firstly, sometimes pre-service English teachers do not offer an effective instruction, and that makes them to fail in their objective as English teachers. Also, a communication problem can be presented since practitioners think that their students are going to make fun of them and

Including Emotional Intelligence in the Practicum Subject Syllabus at UNIMINUTO that produces a poor communication. For instance, student 8 said “I thought that young students were going to laugh at me but I interact with the students and it was good.”. Nevertheless, when student- teachers do not see that situation already shown as an opportunity to improve their classes, negative emotions appear and cause negative situations as well.

Accordingly, to prevent those communication problems, it is necessary to acquire knowledge about Emotional Intelligence with the aim of understanding students and themselves and in that way, achieve an effective communication.

On the other hand, negative emotions are a code that is presented all the time during the practicum. That is because during that process, pre-service English teachers are involved in a new context, with students who have different personalities, and they as teachers have to handle the various situations that could appear during the classes.

Emotions such as nervousness, stress, and frustration, are the ones which are more evidenced during this process, and also those that affect the practitioners’ development during their classes, but that is part of the process. For instance, student 9 states “Feeling like I’m not prepared, I get generally really nervous, but I try to calm down, relax, and think”; that citation allows to comprehend that as this student, most of pre-service English teachers face the same situation but unfortunately, not all of them are conscious about handling correctly the negative emotions as student 2 declares “I’ve not experienced any difficulty in my practicum, sometimes I got stressful but I know how to handle it”.

Besides, a second question presented in the questionnaire is in regard to the role emotions have towards pre-service English teachers’ performance during their first practicum. As a result, the code already identified is named as *role of emotions*, with different categories such as *classroom management* and *negative emotions*. Based on the experiences pre-service English

teacher have faced during their practicums, it can be concluded that the classroom management is a really important factor involved during their development as teachers.

Some of them state that it is relevant to know how to manage a situation inside the classroom in order to gain authority over their students and also self- confidence at the moment to teach. Different students stated their experiences in regard to the classroom management, for instance, one of them declares the following statement:

“You need to know how to handle whatever situation. Sometimes you have to be strict, other times you have to understand your students”. (Student 24)

Taking into account the varied of answers provided in the questionnaires, it can be said that in order to have good control in the classroom which involves the students, it is also necessary to manage the negative emotions that affect practitioners, they all agree that if they want to determine a good classroom management, they also need to control themselves in terms of their emotions and try to look reliable as student 13 declares, *“They play a big role in the way we act and handle the different situations, the more relaxed we feel, the better the outcome will be”*.

Even pre-service English teachers should be aware about the unexpected situations and comprehend that they will always happen but it cannot be an issue that affect their teaching practicum; student 26 confirms it: *“You have to take into account that you’re going to find different situations in the classroom and to try to manage your”*.

On the contrary, the category of emotions could be divided into negative and positive emotions because in some cases pre-service English teachers referred to emotions in a specific way. Most of them mention negative emotions such as nervousness, insecurity, frustration,

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anxiety; those emotions are part of the negative ones which affect their classroom management skills. For instance, one of the pre- service English teachers mentions something relevant to this study about the importance of Emotional Intelligence since he states “*It’s important to take control of our emotions because it could become on a hard experience, due to it’s our first real exposition*”. (Student 32)

For instance, one of them said that if they do not have the enough security or self-confidence, he will feel that he is not able to be in the field of practicum, and that can be seen by the students who are expecting to have an English class. Another exceptional answer is shown in the following statement:

“The way you feel determines the way you are prepared, build rapport, informative and finish strong” (Student 3).

Additionally, something that is significant for this study is about the emotions. For that reason, another question conducted in the questionnaire is about the contribution Emotional Intelligence has in the participants’ ability to manage their classes. Therefore, the category labeled is called *contribution of emotions*. For that reason, self-confidence, self-control, emotional assistant, and academic support are the key codes in order to understand the contribution emotions give to pre-service English teachers.

First of all, self-confidence as was mentioned by two of the participants who developed the questionnaire, has its relevance since it involves the security and confidence the practitioner shows to students in the field of practicum. That means, that as teachers they must be seen as the authority, the person who really knows that specific subject, in this case, English as a second language.

On the other hand, it is necessary to have control of themselves in relation to the negative emotions such as stress in order to have an excellent performance in their teaching practicum. For instance, S2 said:

“Sometimes you can get very stressful so you have to know how to keep going your class being professional”.

It means that students must know how to regulate those emotions. In that sense, one of the alternatives pre-service English teachers have with the aim of knowing how to handle an arduous situation or even more their emotions, is about the emotional assistance they receive by their tutors who are close to them during the practicum.

Hence, the teachers’ support is divided in emotional assistance and academic support where the pre-service English teachers or pre-service teacher has the chance to count on his/her teacher or tutor with the objective of comprehending not only what is happening inside the field of practicum but also within themselves in terms of emotions. It is significant to mention that emotional assistance and academic support are ready to help pre-service English teachers.

Unfortunately, based on the implementation of the questionnaire, one reason was noticed and it is how the majority of them do not take advantage of the assistance teachers bring and that carries difficulties during the practicum even when the situations presented are not as big as it was thought. For instance, student 18 stated “a difficult situation was the classroom management with only one course (second grade) I was really frustrated because during a long time I tried to do all the things necessary to change the situation but I felt I was not able to transform it”. It means that pre-service English teachers sometimes think that the issue they are facing is an extremely big problem but it is actually a situation that can be managed or controlled.

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On the contrary, another reason why practitioners do not profit of the teacher's assistance is because of the fear some pre-service English teachers feel since they think that they are going to be judged and not helped by the tutors. For example, one of the pre-service English teachers said in his answers "My tutor did not seem to be patient, so I avoid to tell him the problems I faced in the practicum". (student 6). Therefore, the non-support is remarkable and at the end of the practicum the students sometimes finish it with some difficulties and experiences which once in a while are complicated to overcome. For instance, difficulties refer to how the student- teacher develops and prepares as English teacher, and the experiences that pre-service teachers face inside the classroom in the field of practicum.

Moreover, another question conducted in the questionnaire is related to the demotivation pre-service English teachers have felt in regard to their teaching practicum. One code named as *demotivation*, it involves negative emotions and motivation. In the following paragraphs, a short description is clearly expressed.

Some practitioners tend to be more sensitive than others, there are other ones who know how to control their emotions and do not allow it to affect their performance in the field of practicum. For instance, student 10 affirms "*Sometimes I get stressful, but I feel comfortable with my profession.*" It is a significant answer since it is something that they must be aware in the way that if they like what they do, it will be normal to have arduous situations during the teaching practicum and they will see them as opportunities to become better English teachers.

On the other hand, there are students who face populations with whom they do not find a motivation that helps them to strengthen their abilities as it is stated in the following statement:

"The first practicum was with very young learners, and in that practicum, I noticed that it was not the population in which I want to work." (Student 12)

Thus, that kind of population makes their development in the classes not to be the best. In addition to that, student- teachers must comprehend that in this profession, they will have different kind of students and that has to be used in favor and not against their development as English teachers as student 40 declares *“In my first practicum experience I felt disappointed I didn’t used to prepare my lessons as I wanted but now I changed my mind about it”*.

It is important to note that in pre-service English teachers’ practicum, students make mistakes, but it is normal that this happens since during the teaching practicum, students do not have enough experience to face the field of practicum immediately. In addition, based on the questionnaire there are students that find in the most difficult situations, challenges such as how they can control themselves, manage their negative emotions and their students in order to have a successful class among others; those challenges will give them something positive for their practicum and for their work as an English teacher in the future.

Each day of work is a new experience in which new knowledge of each student is acquired, no matter how complicated it is. The student 4 refers to challenges as a thought that all practitioners should have since they are the ones that prepared better student-teachers to the real contexts (schools, institutes, and universities). He said:

“I think that it’s important to overcome the challenges of teaching.” (Student 4) That statement is shown with the aim of making practitioners understand that they have to face different situations but they cannot affect process as English teachers.

Finally, one last question is labeled as the contribution Emotional Intelligence might provide if it is included in the methodological structures of the teaching practicum classes in order to help pre-service teachers to know how to control and manage negative emotions and

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difficult situations that affect them during the performance they carry out in the field of
practicum. As a consequence, contribution is called as the main category that better explains the
importance of Emotional Intelligence for the program.

Based on the answers provided in this question throughout the questionnaire, Students think that Emotional Intelligence would help them to control their negative emotions, maintain good interpersonal relationships with their teachers, classmates and students in order to avoid conflicts and misunderstandings. For instance, to confirm the contribution Emotional Intelligence has in terms of what was previously mentioned, student 34 declares *“It could help new students to deal with tutors, teachers or people around the process of practicum”*.

Besides, Emotional Intelligence help pre-service English teachers to handle emotions, it is in this way that the students must improvise and improve according to what they have learned. To evidence some citations pre-service English teachers provided in the development of the questionnaires. Accordingly, the use of the questionnaire as an instrument to get information, understand the problem that exists, and confirm it, provided the study different aspects which during the answering of the questions showed that pre-service English teachers really need help to control and manage their emotions. In that sense, the inclusion of Emotional Intelligence is a great and relevant term that they must know in order to realize that if they have knowledge about it, they will be able to.

7. CONCLUSIONS

This exploratory research study evidences that the term of Emotional Intelligence is clearly stated as a necessity for students who are preparing to become English teachers and even more, those who are facing their teaching practicum where they are involved in different and real situations inside a classroom. The results taken from the questionnaires, semi- structured interviews and the preliminary intervention or workshop in regard to EI showed that the non-control of negative emotions and difficult situations are an outcome of the lack of knowledge about Emotional intelligence during the teaching practicum classes.

Thus, the conclusions taken based on the information collected shows that it is important to include Emotional Intelligence in the methodological structures of the teaching practicum classes; that with the aim of helping pre-service English teachers in their development as English teachers.

For instance, as it has been mentioned during the chapters of this exploratory research study, difficult situations such as the misbehavior students have in front of the pre-service English teachers, the emotions that appear in them when they are inside the classroom, and the fear of being in front of a real context with real students. In that sense, the questionnaires conducted to pre-service English teachers showed that most of them have developed negative emotions that later affect their performance as English teachers.

On the other hand, the semi- structured interviews conducted to the director, coordinator, and two teachers of the program confirms that it is clearly necessary to involve the term of Emotional Intelligence in the methodological structures of teaching practicum classes in the

Including Emotional Intelligence in the Practicum Subject Syllabus at UNIMINUTO program, that is with the objective to help pre-service teachers to successfully deal in their practicum.

To exemplify, teachers declare in the semi-structured interviews that students need to foster the knowledge of Emotional Intelligence not only to accomplish all the tasks proposed by the tutor or teacher, but also to have a good control of their emotions and situations they find in the field practicum.

Even, the director and coordinator of the program agree to work on the emotional assistance since it is important to involve pre-service English teachers' emotional side and their knowledge in the language to have a successful experience during their practicum. Although it is normal to find negative characteristic components of emotions during the teaching practicum, but students do not understand that it can happen. Thus, they must be able to manage negative emotions and so, do not allow them to affect them in any way.

Equally important, taking into account the four different semi-structured interviews, it can be said that the director, coordinator, and teachers try to help pre-service English teachers and provide them different alternatives to control the negative emotions and comprehend the relevance it has to continue working to become a better teacher even when they are in their practicum.

In the context of this exploratory and qualitative study, it can be said that pre-service English teachers need to be prepared in terms of emotions and Emotional Intelligence in order to have a better insight about all the issues than can be presented when they face a real context as it is the field of practicum in different institutions such as schools, institutes and the university itself. Besides this, the use of triangulation was a very significant point at this research since through the three different and relevant instruments implemented to collect data information, it

was really useful since it proved that it is necessary to work on EI concepts and provide pre-service English teachers more tools to successfully deal their teaching practicums.

Furthermore, it is proposed to the Bachelor Program in English Language Teaching to implement modules or workshops about Emotional Intelligence with the objective of supporting and preparing pre-service English teachers in this relevant term which may support them when they are in their field of practicum. That curricular update should be taking into account based on the findings of this study about the importance of including Emotional Intelligence to be included in the methodological structures.

Moreover, as described throughout this exploratory study, EI allows to contribute in a meaningful way in the development of the characteristics of the students in the school, and social contexts of thereby, as Mestre (2006) declares "the ability to use and regulate emotions facilitates thinking, increases concentration, controlling impulsive behavior and regulates the conditions of stress. Also, you can produce an increase in the intrinsic motivation of the student to do your school work". Usually the main components of EI is defined as the ability to motivate yourself too. Being relevant by academic actors which included in its accounts, the teacher must guide and redirect the motivation among the students themselves, establishing alternative strategies of teaching and pedagogy.

The expression and regulation of positive emotions could facilitate positive expectations about social interaction, as well as the use of effective strategies of social interaction and the Executive function associated with the coordination of all the skills necessary for effective social behavior (Mestre, 2006).

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In addition, regulated way emotions positive, educational skills, to contribute to the academic performance of students. Currently the company is in constant evolution and change, as a result the needs of students change continually; it is thus, that emotional intelligence is fully justified, through developing the capacities, abilities, skills, among other features to offset those negative emotional aspects that were found in the questionnaires such as frustration, anxiety, fear, insecurity and nervousness. It is thus, that the applicability of teaching EI would then encourage psychological and emotional well-being of PRE-SERVICE English teachers, allowing the strengthening of academic achievement and empowerment of the habits of study.

According to Fernández - Berrocal & Ruiz, (2008) in countries like United States, are developing educational programs under the heading of Social and Emotional Learning (SEL; Social and emotional learning) that are showing very promising results.

Likewise, according to Salovey & Mayer (1990), cited by Extremera, Fernández-Berrocal, Mestre & Gil (2004), claim that thanks to emotional intelligence "it can be shown that this enables to guide our thoughts and behaviors through control, the" discrimination and the use of emotional information". As a result, it is possible to argue that due to EI pre- service English teachers learn to take control of negative emotions at the time to carry out the kind of practice.

It is necessary, from the field of research, continuing studies involving pre-service English teachers so that they can complete their training in emotional skills and have the resources to cope with the stressful events that take place during the performance of their professional work.

8. PEDAGOGICAL IMPLICATIONS

This study entails awareness on the part of the different participants involved (the director, coordinator, teachers and pre-service English teachers of the Bachelor Program in English Language Teaching) and the researcher of the different issues pre-service English teachers face during their practicum and the lack of knowledge in terms of knowing how to control and manage negative emotions and difficult situations presented in the field of practicum.

The exploratory research study also foments awareness in the director, coordinator and teachers of the program in regard to the importance of including Emotional Intelligence in the methodological structures of the teaching practicum classes that expose students to their teaching practicum in order to help them to comprehend that it is significant to know how to control those five negative emotions previously mentioned since they might affect them. The results and reflections of this study may be shared with the directives of the program.

Therefore, the study of focusing on Emotional Intelligence and the contribution it has for pre-service English teachers encourages awareness in terms of having knowledge about of EI concepts and how they can use it with the aim of having a good development in their teaching practicum. Additionally, it can be concluded that comprehending the importance of controlling themselves throughout the acquisition of knowledge in terms of Emotional Intelligence, is a great opportunity to help pre-service English teachers in the way that they will have tools to manage those situations and emotions and have a good experience of the practicum already approved. In that sense, referring to the comprehension about the importance of controlling emotions and situations that appear in the field of practicum, the questionnaires showed a clear result about what pre-service English teachers think in terms of those aspects.

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Something more to state is that teachers from the Bachelor Program should be trained in respect to the management of Emotional Intelligence. Since based on the preparation teachers receive about this relevant term, they would be more willing to teach and help pre-service English teachers using Emotional Intelligence to successfully deal with emotions.

9. LIMITATIONS

There were different kind of limitations during the development of this exploratory research study which are regarding to the time constraints, practitioners, their expectations, attitudes, background, and beliefs related to the teaching practicum in the bachelor program. It is going to be better explained each limitation in order allow the reader understand the various aspects which were taken into account to conduct this research study.

First of all, time constraints were the main limitation for this exploratory research study. It took time to look for the director, the coordinator and teachers. So, a schedule was used to book appointments for the semi- structured interviews in moments that interruptions could not occur taking into account the directives' responsibilities. However, specifically with one of the teachers it was problematic to set appointments since during that time, she was in charge of visiting the different places of practicum in which pre-service English teachers were facing during the semester.

On the other hand, the time teachers have available for conducting the questionnaire and semi- structured interviews was extremely reduced. It was necessary to look for them in the different spaces they develop their activities depending the charge they have.

Secondly, in terms of practitioners' expectations and attitudes, there was a limitation. Thus, the development of the questionnaire was a little difficult because of the teacher and students' availability. Fortunately, there was a space for applying the questionnaire without interruptions. Even though, another relevant limitation to mention was when the questionnaire and the pedagogical intervention or workshop were conducted since some of the practitioners

Including Emotional Intelligence in the Practicum Subject Syllabus at UNIMINUTO were not as interested as it was expected but nevertheless, the teachers' support greatly helped and it contributes to have a successful data collection.

10. PROSPECTIVE

Considering that this exploratory research study looks for comprehending that the problem of not knowing that students are not able to control their emotions and situations presented during the practicum, it is significant to state that the goal of this study is to confirm the importance Emotional Intelligence has to be included in the methodological structures of the teaching practicum classes of the bachelor program since pre-service English teachers' performance is affected during the practicum.

So, the participants showed throughout the questionnaires that it could be a really good idea to include the term of Emotional Intelligence since the majority of them have problems when they face a new and real context where their role is as an English teacher. Moreover, it would not be only relevant to incorporate more workshops about Emotional Intelligence in the teaching practicum classes, but also in classes such as methodology and didactics, theories and approaches, and also language, mind and cognition since during the activities proposed in the workshops, student- teachers are going to be better prepared in regard to this term in conjunction with the classes already mentioned, and how they can put it in practice when they are involved in the teaching practicum.

For that reason, the same workshop or preliminary intervention conducted to pre-service English teachers would be really useful and significant to be used from the Bachelor Program in English language Teaching since during the workshop pre-service English teachers were disposed to learn about EI concepts to support their development in the practicum field. (See instructional design 14.4 Emotional Intelligence workshop).

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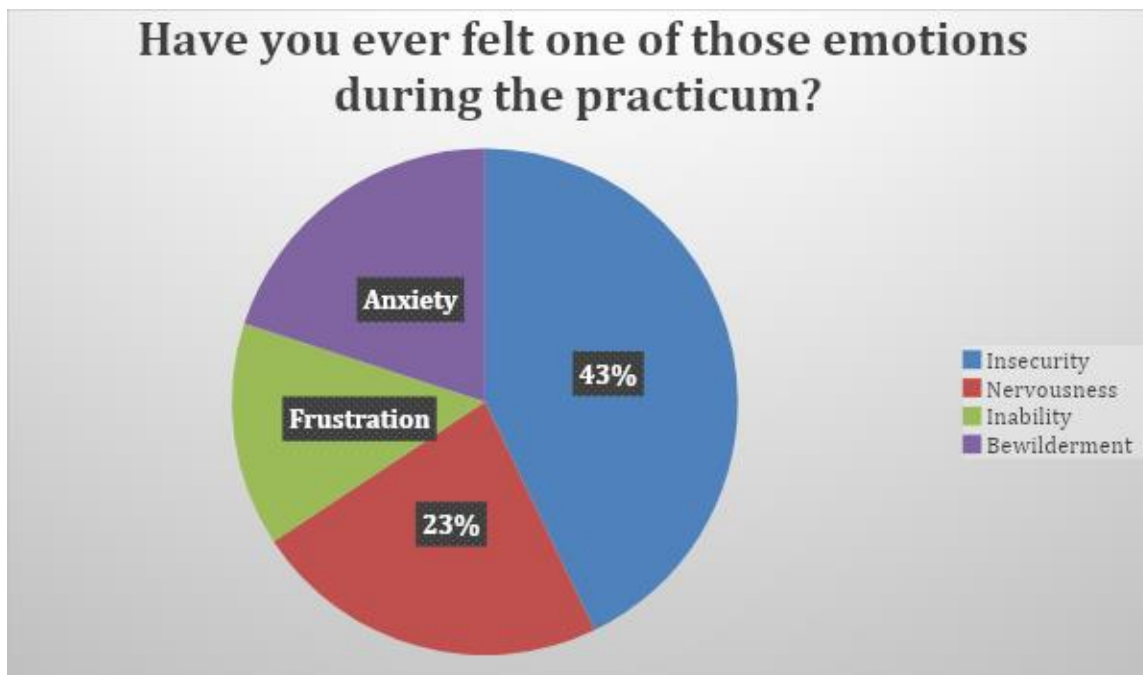
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11. FIGURES INDEX

11.1 Figure 1

Emotions pre-service English teachers have felt during their practicum.



12.TABLE INDEX

12.1 Difficult experience in the first practicum

Code	Category	Citation
<p>2. Difficult experience in the first practicum</p>	<p>Communication problems</p>	<p>“One day, my students didn’t want to work, in one activity, so I tried to make a game to check the activity in order to motivate them it worked!” (S7).</p> <p>“I thought that young students were going to laugh at me but I interact with the students and it was good.” (S8).</p> <p>“It was a situation regarding to NOT anticipated problems. Kids had to use water points to make a solar system. Briefly, it was a “disaster”, because students finished with their uniforms dirty as the tables and the floor. I and my students worked in team to get the classroom cleaned again.” (S16).</p>
	<p>Negative emotions</p>	<p>“I’ve not experienced any difficult situation in my practicum, sometimes I got stressful but I know how to handle it.” (S2).</p> <p>“Feeling like I’m not prepared, I get generally really nervous, but I try to calm down, relax, and think.” (S9).</p>

12.2 Table 2 “Reason why emotions are important”

<p>3.</p> <p>Reasons why emotions are important</p>	<p>Classroom management</p>	<p>“You need to know how to handle whatever situation. Sometimes you have to be strict, other times you have to understand your students.” (S2).</p> <p>“They play a big role in the way we act and handle the different situations, the more relaxed we feel, the better the outcome will be.” (S9).</p> <p>“It affects the development of the class” (S11).</p> <p>“You have to take into account that you’re going to find different situations in the classroom and to try to manage your emotions.” (S14).</p> <p>“A difficult situation was the classroom management with only one course (second grade) I had to be more demanding including classroom rules.” (S13).</p>
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12.3 “Demotivation to continue”

<p>6.</p> <p>Demotivation to continue</p>	<p>Emotions</p>	<p>“Sometimes when I got stressful, but I feel comfortable with my profession.” (S2).</p> <p>“Of course, due to the fact that I’m an emotional person and it effects my teaching sequences.” (S3).</p>
	<p>Motivation</p> <p>+Vs -</p>	<p>“the first practicum was with very young learners, and in that practicum, I noticed that it was not the population in which I want to work.” (S6).</p> <p>“In my first practicum experience I felt disappointed I didn’t used to prepare my</p>

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		<p>lessons as I wanted but now, I changed my mind about it.” (S10).</p> <p>“I think that it’s important to overcome the challenges of teaching.” (S12).</p> <p>“The first teaching practicum was so gratifying and it encourages me to be positive for new challenges in this second teaching practicum.” (S15).</p>
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13. ANNEXES

13.1 Consent form for teachers

Dear teacher

English teacher Corporación Universitaria Minuto de Dios

As part of the Bachelor's degree in English Language Teaching that I am currently taking at Corporación Universitaria Minuto de Dios I am conducting a research study that aims at understanding the reasons why Emotional Intelligence might be included in the curriculum of the program. Thus, I will need to interview you. The purpose of this interview is to gather information about your personal insights in terms of Emotional Intelligence. I may also be using other written data collection instruments to get reliable data.

It is due to the above that I would like to request you to allow me to conduct this research study that will also contribute to the improvement of the Pre-service English teachers' development in their practicums at Corporación Universitaria Minuto de Dios. It is also important for you to know the following points:

1. Data shall be treated confidentially.
2. Fictitious name will be used to guarantee anonymity.
3. You will be granted the opportunity to read the drafts of the project reports if you wish to and the final document before submitting it to the University.

If you are willing to grant permission, please sign the form at the bottom of this sheet.

Thanks for your consideration.

Sincerely,

Sandra Hernández

I _____ grant permission to conduct the research study under the above conditions.

13.2 Consent form for the coordinator

Dear coordinator:

English teacher Corporación Universitaria Minuto de Dios

As part of the Bachelor's degree in English Language Teaching that I am currently taking at Corporación Universitaria Minuto de Dios I am conducting a research study that aims at understanding the reasons why Emotional Intelligence might be included in the curriculum of the program. Thus, I will need to interview you. The purpose of this interview is to gather information about your personal insights in terms of Emotional Intelligence. I may also be using other written data collection instruments to get reliable data.

It is due to the above that I would like to request you to allow me to conduct this research study that will also contribute to the improvement of the Pre-service English teachers' development in their practicums at Corporación Universitaria Minuto de Dios.

It is also important for you to know the following points:

1. Data shall be treated confidentially.
2. Fictitious name will be used to guarantee anonymity.
3. You will be granted the opportunity to read the drafts of the project reports if you wish to and the final document before submitting it to the University.

If you are willing to grant permission, please sign the form at the bottom of this sheet.

Thanks for your consideration.

Sincerely,

Sandra Hernández

I _____ grant permission to conduct the research study under the above conditions.

Date _____

13.3 Transcriptions of interviews

Semi-structured interview coordinator

Researcher: Sandra Julieth Hernández Moreno

Interviewed: Coordinador

Researcher: 4 de octubre del 2018, nos encontramos con el profesor, para hacerle unas preguntas acerca de mi tesis que tiene que ver con la inteligencia emocional importancia que tienen los practicantes de inglés.

Researcher: Buenas tardes profe.

Interviewed: Hola, buenas tardes Sandra como estas.

Researcher: Bien sí señor, profe como hace el programa para preparar a los estudiantes para que se enfrenten en situaciones reales con emociones negativas como, el estrés, la frustración, el enojo, en un campo de práctica.

Interviewed: Bueno, es una pregunta interesante, digamos que en los distintos espacios académicos que tiene la licenciatura, probablemente, probablemente algunos profesores parten el tema emocional desde sus clases, lo digo probablemente porque pues no, dentro del desarrollo de las competencias en las estructuras metodológicas o en la syllabus de cada curso de cada espacio académico, hay una pequeña parte que contempla la parte emocional, la parte emocional de la persona del estudiante, entonces si hay, digamos si hay una formación en la parte emocional teniendo en cuenta que el desarrollo de la competencia que un estudiante debe adquirir en un espacio académico es integral no solamente alcance la competencia en el saber si no también ni tampoco en el saber hacer si no también en el saber ser y el saber ser toca un poco en la parte

Including Emotional Intelligence in the Practicum Subject Syllabus at UNIMINUTO personal y pues para tocar esa dimensión pues uno supone que el profesor que uno como profesor desarrolle la parte emocional por que incluye no solamente ser un ciudadano ejemplar si también un ciudadano que sea capaz de manejar sus emociones además en nuestro rol como docentes que la parte emocional juega un papel muy importante y más cuando hoy en día los colegios nuestras escuelas y también en la universidad pues el tipo de estudiante de hoy en día ya es un estudiante muy diferente es un estudiante el cual toca saberlo abordar y pues que si uno no lo sabe abordar al profesor le puede causar un impacto emocional positivo o negativo que pueda afectar sí que puede causar también estrés no solamente al estudiante si no al mismo profesor por falta de conocimiento al manejar ese tipo de situaciones que puedan producir estrés por la misma dinámica la que viven los estudiantes de hoy en día si

Researcher: Profe y usted que de esa formación que tiene que ver con las emociones a sido efectiva cuando los estudiantes se enfrentan a un campo de práctica a un salón de clases hacer su vida profesional como profesor de inglés que cree que ha sido efectivo.

Interviewed: En muchos casos para serte sincero no ha sido efectivo porque hay muchos estudiantes que encuentran una serie de dificultades en los campos de práctica donde se empeña donde encuentra alumnos apáticos a la formación del inglés alumnos muy irrespetuosos inclusive uno encuentra a un profesor titular del colegio un poco también apático para recibir o para trabajar con los siguientes practicantes pues todo este tipo de situaciones que son digamos que son externas a la clase teórica o a la clase teórico de práctica que son externas y que suceden en los campos de práctica son fuertes son fuertes para muchos practicantes y desde mi experiencia también como asesor de práctica y alguna vez encontré que muchos estudiantes les causa emocionalmente un impacto muy fuerte y que en algunas instancias no son capaces o no tiene digamos la habilidad para poder guiar con las situaciones que causan estrés depresión, miedo,

tristeza, impotencias, si? no son, digamos no están preparados digamos gracias al tipo de profesores de práctica de la licenciatura se ha logrado tener muy en cuenta ese aspecto de... ese aspecto que se logra digamos aliviar un poco en el acompañamiento de los profesores de práctica entonces no todos los estudiantes de práctica sufren ese tipo de situaciones o lo sufren en la misma intensidad, hay algunos que, que psicológicamente puede llegar afectar mucho y puede causar que no quiera ser profesor definitivamente o a veces no cuentan con toda la honestidad a los asesores de práctica lo que sucede, porque es una serie de cosas, puede causar eh... digamos, puede causar tristeza, puede causar impotencia de que un lesson plan no haya quedado bien, si? o que en el colegio hayan preparado bien por la disciplina de los estudiantes o por la misma actitud que los profesores tienen con el titular del colegio , inclusive por la mismo contexto de los colegios, pero pues en si donde se ha logrado digamos trabajar un poquito más o al menos hacernos conscientes un poquito más es cuando el estudiante llega realmente a hacer la práctica profesional dos en donde, no solamente la dos sino en la primera, donde sabemos que los estudiantes requieren mucha más atención, no solo en lo académico ni en el desarrollo de competencias didácticas docentes sino en el acompañamiento emocional, porque sé que muchos o algunos estudiantes no les va bien en la práctica y no porque no sepan la didáctica o porque no sepan la metodología o de pedagogía sino que es que a nivel de manejo de grupo causa un impacto muy fuerte pero pues el programa está... digamos fortaleciendo esa parte y cada vez con mayor fuerza el tema de la formación emocional en los estudiantes, es muy importante, porque pues para un docente... un docente que no sea emocionalmente estable seguramente va a tener muchas complicaciones en su nivel laboral, en su desempeño.

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Researcher: Eso quiere decir que profe, que usted pensaría que la inteligencia emocional podría ser incluida en el currículo, ¿o más específico pues en ciertas clases en donde el estudiante es preparado para que se enfrente en un campo de práctica?

Interviewed: Si, definitivamente sí, estoy de acuerdo que en currículo se deban ser más explícitos el componente de formación emocional mediante, digamos que seleccionando aquellos espacios académicos más propicios para manejar el tema emocional desde semestres tempranos en la licenciatura y también para aquellos estudiantes que están cerca de su práctica profesional brindarles unos talleres sobre el manejo emocional, todo lo de inteligencia emocional que nos podemos apoyar desde las unidades que tiene la universidad porque sabemos que la universidad tiene unas unidades en su acompañamiento donde quizás manejan ese tema y nos puedan colaborar pero efectivamente es necesario hacerlo explícito en la parte curricular y como te digo, cada curso o cada espacio académico tiene una competencia, y la competencia que nosotros trabajamos es integral, alcanza a abordar, alcanza no, aborda la parte personal del estudiante, entonces ahí hay trabajarle duro a esa parte

Researcher: ¿Y qué clases o qué asignaturas cree que pueden estar apropiadas para ser incluida esa formación emocional o inteligencia emocional?

Interviewed: Bueno, yo creería que todos los espacios de didáctica, hay un espacio que se llama lenguajes y contextos sociales, ese es un espacio interesante, el espacio de lenguaje mente y cognición, si? también es interesante trabajarlo, de hecho un proyecto de aula de cualquiera de esos dos espacios debería trabajarse el tema de inteligencia emocional. Desde los espacios de pedagogía también, ¿hay unos espacios de pedagogía que también son propicios, tema desde el componente de minuto de Dios también sí? entonces tendríamos varias posibilidades

Researcher: Bueno profe, entonces ahora quisiera preguntarle ¿desde su experiencia como coordinador y profesor alguna vez algún estudiante o varios estudiantes se han acercado a usted porque se han enfrentado con emociones negativas en su práctica?

Interviewed: Si, yo ... como tuve la oportunidad de ser asesor de práctica he tenido varios casos donde en los cuales tuvimos que ir al colegio, donde tuvimos que hablar con el profesor titular, tuvimos que hablar aquí con la unidad de acompañamiento, porque se presentan casos, porque siempre se presentan casos porque desde ... cada caso es diferente, es decir, cada situación se presenta de manera distinta en cada practicante y eso causa un impacto diferente puede ser pequeño o un impacto grande, pero sí, yo como coordinador he tenido estudiantes en los cuales expresan frustración, expresan desmotivación, desinterés por la, no sólo por la práctica profesional sino por la investigación, si? De hecho, yo qué más puedo decir que es por la práctica entonces sí, yo tengo que, soy muy cercano, no soy ajeno del tema de la... A este tema

Researcher: Y... ¿el profe que ha hecho para ayudarlos?

Interviewed: Bueno...

Researcher: ¿Le han pedido algún consejo o que ha hecho en ese caso?

Interviewed: Claro, ellos me dicen ¿pero qué hago? que no sé, no encuentro la salida, no encuentro como la luz, no encuentro quien me pueda ayudar y pues yo básicamente lo que hago es escuchar, entender primero ver primero la situación, entender primero cuál es la causa, entender primero cuál es la preocupación del estudiante y ya teniendo en cuenta eso yo hablo, digamos lo que he hecho es hablar o con el profesor, en caso de los profes que están en la licenciatura o ir directamente en el colegio, directamente en el colegio, creo que tuve que ir una vez a hablar con la directora y con el profesor, involucrado el profesor titular, entonces una

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reunión del tema, en realidad fue algo pesado, fue una reunión pesadita pero se logró solucionar, entonces en muchos casos son cosas sencillas que le pasan a los estudiantes de práctica y a veces por no solucionarlas en su debido momento se vuelven ya como una bola de nieve gigante y el problema se vuelve gigante y el estudiante después se ve afectado en todas sus aspectos y pues es más difícil de solucionar, normalmente los problemas que se dan es por detalles pequeños que no se le ponen atención a tiempo y se vuelven dificultades grandes, pero si yo como profesor hago eso, yo escucho, trato de entender la situación, como te digo, cada situación es distinta, pero nuevamente en mis experiencias se dan por detalles pequeños, por desinformación, tanto en el colegio como en el estudiante de práctica si estamos hablando del estudiante de práctica, y yo trato de darle al estudiante alternativas, pues si es en práctica lo que hacemos es.... Entonces busquemos otro salón, busquemos otro profesor, busquemos otro nivel, ¿sí? O busquemos otro colegio, si? Si es en el caso por ejemplo de investigación pues yo normalmente le digo a los estudiantes, los estudiantes me dices ¿cancelo? Yo digo no, no cancele, entonces yo trato de que haga esto o haga esta otra cosa, o venga y yo le ayudo a revisar su proyecto y le doy algún punto de vista o lo arreglamos, en fin, digamos el tema no es, el tema es siempre buscar la alternativa, buscar otras soluciones, eso siempre lo he hecho y normalmente funciona.

Researcher: Bueno, estamos hablando ahora desde su práctica, desde su experiencia como profesor alguna vez se ha enfrentado a que usted tenga emociones negativas, las ha sabido controlar, que ha hecho, teniendo en cuenta pues que la inteligencia emocional es aceptar, reconocer y cómo canalizar esas emociones que tiene pues para que pueda solucionar un problema y no que se quede pues en el problema.

Interviewed: Si, a mí de hecho siempre pasan situaciones y esas situaciones en esta labor docente siempre van a suceder, son incidentes críticos, que ... o son incidentes imprevistos que

siempre van a suceder ya sea como coordinador o como profesor. En la docencia siempre hay situaciones inesperadas, por más de que tú las tengas preparadas, por más de que tengas un plan b en tu clase, en tu salón, en un grupo, siempre haya una situación inesperada, siempre hay sorpresas. entonces al comienzo cuando empecé como profesor esas sorpresitas me afectaba muchísimo porque no aprendí, nadie me enseñó cómo lidiar, entonces sorpresas o incidentes de todo tipo, estudiantes que hacían cosas, decían cosas, no hacían cosas, en fin. como que al comienzo me era muy frustrante que las cosas se salieran del cuadro, las cosas que tenía previstas y habló de las cosas del salón de clases, pues uno normalmente planea si esto o esto pero pues me salía todo al revés, entonces todo eso a mí me causaba mucha frustración y no había en ese momento como un aliciente para poder tranquilizarme o para poder buscar la solución pues porque no tuve la formación, o la universidad no la vi tan explícita o sea no me prepararon para eso, para las situaciones imprevistas, jamás me prepararon para situaciones imprevistas porque es un tema muy complejo pero lo que sí es cierto es que la experiencia, pues es que uno aprende de los errores de la experiencia y pues ya sabe uno que si vas... que si vuelve a suceder a uno lo aborda de manera distinta, ya sabe un cómo abordar, yo creería que a todos los... a todas las personas que nos convertimos en profesores en esta bella profesión siempre en algún momento en la vida vamos a tener frustraciones, crisis, preocupaciones, acuérdate que nosotros no solo somos los que planeamos una clase, nosotros hacemos todo tipo en un salón de clases entonces en cada rol siempre hay una situación o depende, cada situación nos hace adaptarnos a un rol entonces cualquier situación que suceda puede causar crisis cuando uno no sabe manejar las situaciones, entonces a nivel emocional uno aprende a ser fuerte, aprende a ser más efectivo en la medida en que adquiere no experiencia en su carrera, pero como te digo, siempre, desde el primer momento en un salón de clases hay una situación inesperada, siempre,

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entonces pues cada día hay cosas nuevas, pues cada día uno tiene que buscar estrategias nuevas,
en fin.

Researcher: Bueno profe para terminar ¿usted considera que el aprendizaje de inteligencia emocional puede brindarles a los estudiantes más herramientas como para tener una práctica más exitosa, saber enfrentarse a los problemas que pueda acarrear la práctica?

Interviewed: Sí, yo diría que no solo para la práctica sino para una vida exitosa como para un profesor porque efectivamente la parte emocional de un docente es salud, eso hace parte de la salud mental de un profesor, un profesor con una mala salud mental pues no hace su función bien y si pues está mal a nivel emocional y si está mal a nivel emocional pues peor todavía, si? puede ser un profesor con muy buenos conocimientos en el área que enseña pero si emocionalmente no es estable o saludable yo estoy seguro que su desempeño no va a ser mejor en la parte de la educación, entonces no va a canalizar todo ese conocimiento, toda esa buena actitud cuando emocionalmente no es una persona saludable, no es una persona equilibrada entonces definitivamente la inteligencia emocional es algo que debemos trabajar desde el inicio de la formación docente, no solo para la práctica emocional sino para la vida profesional como docente, como te digo, hoy en día esto educativo es muy fuerte, es un contexto con demasiadas necesidades, con demasiados vacíos y si tu como profesora cuando arrancas en tu vida como docente y te enfrentas en un contexto fuerte o un contexto que tiene todas las variables y todos los vacíos y si tu emocionalmente no eres una persona estable y no sabes cómo manejar pues realmente vas a terminar odiando la profesión, odiando la educación haciendo otras cosas más fáciles o simplemente porque no tienes, simplemente porque no tienes unas herramientas para trabajar este aspecto entonces pues es una necesidad muy importante.

Researcher: ¿O sea que es muy importante incluirlo como más específico?

Interviewed: Si, es necesario incluirlo más claro en el programa y de hecho pensándolo ahora sería bueno que hubiera una propuesta desde el programa en el tema de educación emocional, que hubiera como un espacio formalizado en el programa con un aspecto pedagógico pero que también sea práctico en donde los estudiantes puedan asistir a ese espacio y puedan aprender estrategias de inteligencia emocional, pueda poner en práctica, adquirir estrategias para mejorar su inteligencia emocional, o sea que lo haga más explícito entonces que haya una propuesta como un taller, por ejemplo o como un seminario, como... no necesariamente como un curso, como un curso de inteligencia emocional pero que sí haya... que si arraigue unos talleres una serie de encuentros sobre inteligencia emocional para profesores de lenguas, es es un tema que no se ha explorado en el programa efectivamente, así este de pronto inscrito en las escrituras metodológicas o en el syllabus de algunos cursos, así está escrito allí pero digamos que en la práctica hay un gran vacío y pues sería muy interesante que el programa pudiera ofertar a manera de servicio a la comunidad académica unos espacios, unos encuentros sobre la inteligencia emocional, estrategias, conocer las diferentes o conocer las tensiones más frecuentes en el tema de inteligencia emocional cuando se es docente pues porque inteligencia emocional es un tema muy grande, muy amplio, simplemente como conocer las tensiones o los aspectos más concretos desde la inteligencia emocional enfocada a los profesores y pues que el programa pueda contribuir con encuentros teórico- práctico o talleres, lo que digo para apartarle a los estudiantes y a la comunidad Uniminuto, digamos que el programa está abierto a este tipo de propuestas, a ese tipo de posibilidades.

Researcher: Profe muchísimas gracias.

Semi-structured interview teacher 1

Researcher: Sandra Julieth Hernández Moreno

Interviewed: Teacher 1

Octubre 3 de 2018

Researcher: Nos encontramos con la profe y queremos hacerle unas preguntas acerca de la inteligencia emocional y la importancia que tiene el incluirlo aquí en el programa de la licenciatura de inglés, buenas tardes profe

Interviewed: buenas tardes

Researcher: ¿la primera pregunta tiene que ver desde su experiencia usted cuál cree que es el rol de las emociones en el desarrollo de los estudiantes durante la primera práctica?

Interviewed: bien, en cuanto al rol de las emociones durante la primera práctica pues se percibe mucha inexperiencia, entonces muchos quieren entrar y hacer demasiado y otros por el contrario quieren entrar y se sienten nerviosos, se sienten bloqueados, sienten que no saben qué hacer y en parte hasta se llegan a sentir frustrados de pronto porque sienten que carecen del manejo del grupo o de otras estrategias o quizás de didácticas que ellos en su momento tal vez consideraron pertinentes, entonces se... Si, son muchas las emociones que se perciben durante la práctica uno especialmente es de ansiedad y de frustración por no decirlo.

Researcher: ¿usted cree que la inteligencia emocional debería ser directamente enseñada a través de la práctica?

Interviewed: sí considero que debería ser enseñada no tan directamente y no solamente en la clase de práctica sino en varias clases, en varias asignaturas, en varios momentos. Pues lo emocional no es, no es inherente a una clase solamente en el espacio académico sino es inherente

a muchos momentos de la vida, no solamente en la profesión que se tenga, sino en varias cosas en la vida.

Researcher: ¿teniendo en cuenta que la profe pues tiene una buena experiencia con varias clases que ha dictado dentro de la universidad, qué otra clase se podría usar como un medio para incluir la inteligencia emocional?

Interviewed: yo diría por ejemplo, dentro de la misma clase de inglés que antes se conocía como lengua y cultura, tener un espacio para manejar ese tipo de inteligencia emocional, ahí en esa clase no más se percibe el hecho de que a un estudiante se le pone a hacer una exposición y muchos se... se supone se están preparando para ser profesores y muchos se ponen nerviosos, muchos tiemblan, muchos no son capaces de hacer la exposición, entonces ese sería un primer espacio. Dentro del espacio de assessment también, evaluar ese hecho de cómo manejar, de cómo lidiar con ese tipo de situaciones.

Researcher: ¿bueno profe y de acuerdo a lo que nos ha contado, usted alguna vez ha tenido la experiencia de que dicen que un estudiante se acerca a contarle a usted alguna situación que haya pasado durante su campo de práctica?

Interviewed: muchas veces. Y pues ahí es cuando ya uno dentro del rol del maestro tiene que ver hasta dónde llega porque ya son muchos por un lado, varios se han dado cuenta al final cuando ya están dentro del aula de clase, no es la práctica, es la práctica pero ya están dentro del espacio de clase con x curso, entonces varios dicen, se dan cuenta que esto no es lo suyo, después de haber pasado por todo un proceso de varios semestres, de varias asignaturas, de varias cosas y por otro lado pues también el espacio de clase se ha prestado también para este tipo de cosas en los que muchos de los profes precisamente por los novatos quieren intervenir ya

Including Emotional Intelligence in the Practicum Subject Syllabus at UNIMINUTO demasiado en determinadas situaciones Escolares, académicas, entonces pues ahí uno también interviene y uno también les dice que dentro del rol de maestros tenemos que mirar hasta qué punto podemos llegar porque no nos Podemos dejar afectar por ese tipo de situaciones, que paso algo en el colegio entonces ser yo el que me enfermo, el que me frustró, el que me preocupo, no! porque hay cosas hasta, nosotros tenemos que saber llegar, saber medir hasta dónde podemos llegar nosotros como docentes, ya otras cosas se las delegamos a otras instancias.

Researcher: ¿bueno profe y finalmente usted cree que aprender a cerca de la inteligencia emocional le va a dar o le va a brindar a sus estudiantes más herramientas para tener una práctica de cierta manera exitosa?

Interviewed: uhm... Diría que también eso depende del éxito de esa práctica, no sólo el hecho de las herramientas sino también que eso garantice un éxito, tener en cuenta que no todos los días nos va a ir bien, entonces cómo vamos a manejar esas emociones, cómo vamos a manejar eso de que un día salí me fue muy bien y otro día salí y sencillamente las cosas no, no funcionaron o no resultó lo que yo quería entonces sí, más que las herramientas es el éxito total en mi formación no solo como docente sino como persona, como ser humano que soy.

Researcher: Bueno profe, muchísimas gracias.

Semi-structured interview teacher 2

Researcher: Samantha Novoa Bermudez

Interviewed: Teacher 2

Researcher: Buenas tardes profesora, ¿cómo te encuentras el día de hoy?

Interviewed: Muy bien, muchas gracias.

Researcher: Bueno profe, esta entrevista es para nuestra tesis. Cómo la inteligencia emocional influye en los practicantes de inglés, entonces desde tu experiencia ¿Cuál es el papel de las emociones en el desempeño de sus estudiantes durante la primera práctica?

Interviewed: Bueno, ehh... Pienso que es un factor determinante de la calidad con que los estudiantes pueden llegar a trabajar en sus centros de práctica. Yo creo que eso es más de forma personal, más que de forma en que los estudiantes pueden concebir, es algo que nos atraviesa a todos como seres humanos. Siempre en este rol vamos a estar tocados por nuestras emociones, es algo que, en el caso de los practicantes por tratarse de una experiencia nueva de vida para ellos, ehh... quizá los picos de emociones sean más significativos, más representativos y puedan llegar a afectar no solamente su desempeño en el centro de práctica sino en sus vidas personales también.

Ellos mantienen en un constante sube y baja de emociones dependiendo el impacto que sus ejercicios de práctica han tenido en sus lugares de trabajo. a veces vienen muy cargados con experiencias bonitas, pero a veces la mayor parte del tiempo vienen con experiencias que no fueron tan buenas pero que definitivamente tienen que vivir para ir afianzándose en el ámbito profesional

Researcher: Muchas gracias profe, ¿crees que la inteligencia emocional debería enseñarse directamente durante las clases de práctica?

Interviewed: Si no diseñar un curso completo con su currículo establecido, si debería haber un apoyo, un taller por lo menos dos talleres en el semestre para que ellos reconozcan que el manejo de las emociones es muy importante y que es normal sentirse bien, que es normal sentirse deprimido en algunas ocasiones, que es normal que se sientan felices a consecuencia

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de su ejercicio profesional que eso es completamente normal y... más que identificar si es normal o no, es la forma de manejarlo para que no afecte procesos o situaciones en su vida personal.

Researcher: ¿Se le ha acercado alguno de sus alumnos de práctica para pedir un consejo sobre una situación con emociones negativas?

Interviewed: Eso es de todo el tiempo, eso es como te mencionaba en la pregunta uno es como un factor que está ahí determinando el ejercicio de la práctica profesional de los chicos y pues que nos aproxima a lo que somos, a nuestra esencia de seres humanos; entonces sí, si hay muchos casos, muchas consultas, muchos momentos de olvidémonos un poco de la parte teórica y venga a ver y hablemos, y... y tratemos de nivelar las emociones para el ejercicio del ser humano, que es la esencia.

Researcher: ¿Crees que aprender sobre inteligencia emocional proporciona a tus estudiantes más herramientas para tratar con éxito la práctica?

Interviewed: Completamente de acuerdo, como te mencionaba en la pregunta segunda que me hiciste, en la medida que yo tengo conciencia de que esas cosas pueden pasar, de que esos picos emocionales se pueden presentar, pues yo voy a asumir con más responsabilidad y con más equilibrio las posibles respuestas y las posibles opciones que yo como docente pueda tener frente a mi grupo de clase. Es decir, voy a enfrentar la situación con conocimiento de causa y con un soporte formativo importante.

Researcher: Bueno profe, una última pregunta, ¿Cuál ha sido como el consejo que más te ha marcado, que has tenido que dar a un estudiante por un problema de inteligencia emocional?

Interviewed: El hecho de verlos quizá frustrados, en relación a la frustración hay muchas dimensiones que se pueden abarcar ahí porque es la frustración frente a la aplicación de sus “lesson plan” que por tiempo o por la dinámica del colegio no les funcionó, pero también la interferencia de la emoción como tal que también les causa la frustración porque no supieron cómo manejar la situación, porque bueno les llamaron la atención, diferentes razones, entonces el mejor consejo que yo les he dado es “no nos olvidemos de nuestra esencia de ser humano, sentimos y en esa medida que yo pueda afrontar un sentimiento de emoción positiva o emoción negativa es completamente válida, sólo que debo ir adquiriendo herramientas para fortalecerme, auto fortalecerse y para no proyectar esas emociones en mis estudiantes.

Researcher: Bueno profe, muchísimas gracias por la entrevista. muy buenos tus consejos.

Interviewed: Ok.

Semi-structured interview director

Researcher: Samantha Novoa Bermudez

Interviewed: Director

Researcher: Buenos días profesora

Interviewed: Buenos días Samantha, ¿cómo has estado?

Researcher: Muy bien, muchas gracias. Profe bueno, esta entrevista es para saber cuál es la importancia de la inteligencia emocional si se incluyera en el currículo de la licenciatura en idioma extranjero inglés. Desde su experiencia profe ¿Cómo prepara el programa a los estudiantes para enfrentar situaciones reales que involucran emociones negativas como la ira, el estrés y la frustración que surgen en el entorno escolar?

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Interviewed: Bueno, primero que todo permítame felicitarla porque creo que es un proyecto bastante interesante y además muy pertinente en el que hoy por hoy nos tenemos que reflexionar mucho sobre ese manejo de emociones, nosotros en el programa lo que tú me preguntas de cómo preparamos a los estudiantes, digamos que actualmente no tenemos una cátedra exclusiva, una cátedra dedicada a formar a los estudiantes pues para que manejen sus emociones en esos entornos, entornos escolares. Pues nosotros sabemos que se están formando docentes y de desde cada espacio académico digamos que los profesores pues tratan cómo ciertos tips o algunas sugerencias pero realmente cuando el estudiante se enfrenta a un entorno académico, a un entorno es cuando hace sus prácticas profesionales, es cuando realmente conoce las situaciones reales y en muchas ocasiones tenemos que aceptarlo, los estudiantes no están preparados, es que a veces ni uno con todos los años que tenga experiencia a veces no está preparado, algunas cosas se van aprendiendo a través de la experiencia pero digamos que tampoco es algo que se pueda aprender en una sola cátedra, eso como que a veces se.. uno necesita tener unas orientaciones, se tiene su tutor el que le va dando a uno unas sugerencias o unos consejos, pero a veces eso lo va aprendiendo uno a través de la experiencia entonces sí creo que hoy por hoy, la sociedad es un poco... que somos intolerantes, que somos tan vulnerables a las situaciones entonces sí creo que podemos prestarle mucha más atención a esas situaciones que se pueden presentar con los estudiantes y en su proceso de la práctica y mirar la forma de cómo podemos prepararlos o ayudarlos para cuando tengan que enfrentar esas situaciones lo hagan de una manera muy buena, muy pertinente.

Researcher: Bueno profe, ¿Han pensado en algún método específico para tratar este tipo de situaciones?

Interviewed: ¿Te refieres a situaciones con estudiantes cuando están en la práctica profesional? por ejemplo?

Researcher: Si, cuando tienen emociones negativas que sienten que podrían frustrarse en el momento de la práctica, de la primera práctica.

Interviewed: No, si hemos pensado en un espacio académico específicamente para tratar estas situaciones, no, aún no hemos pensado incluir a un espacio académico, pero me parecería muy pertinente. Digamos que lo que hacemos por ahora, es que estas situaciones se tratan en momentos de reflexión, en espacios de reflexión que se hacen en el mismo espacio de la práctica, en el espacio preciso con los profesores es como el espacio donde los estudiantes que están haciendo la práctica comentan y comparten sus experiencias y pues con sus compañeros y su profesor se hace como un análisis, una reflexión donde se sepan las experiencias se dan como unas sugerencias, hasta ahí es como que llega

Researcher: Bueno, y ¿crees que la inteligencia emocional debería incluirse en el currículum específicamente en las clases que preparan a los estudiantes para su práctica profesional?

Interviewed: claro que sí, yo creo que es algo que hace falta, que se debe incluir en los currículos porque nosotros como profesores como decía al comienzo somos vulnerables y estamos constantemente enfrentados a situaciones tanto en el aula de clase con los estudiantes pero también se pueden en situaciones con los padres de familia que no son a veces no son tan fáciles de sobrellevar y para eso hay que ser muy asertivo y tener inteligencia emocional como tú dices para lograr llevar las situaciones. Entonces , bueno aparte de que el profesor por naturaleza es sociable y debe ser asertivo en toda su relaciones y todas sus interrelaciones sociales que tenga tanto con sus estudiantes, con sus compañeros de trabajo, con sus gentes, con los padres de

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familia, entonces sí creo que es algo que se debe reflexionar en los currículos, es algo que se debería incluir, porque a veces con mi experiencia yo creo que le pasa a muchos pues cuando a uno por primera vez enfrenta esas situaciones pues como que la primera sensación es como de frustración, como de que yo en que estoy, yo debí estudiar otra cosa, pero bueno, con el tiempo como que las mismas experiencias le van diciendo a uno y pues la experiencia y la vida misma y los maestros y entonces eso como que uno va aprendiendo la experiencia pues cuando uno está recién graduado se enfrenta a esas situaciones como que uno dice, bueno pero a mí nadie me dijo, o me contaron, yo no pensé que fuera a vivir esto, entonces sí creo que sería muy pertinente que a los estudiantes desde su pregrado los estemos por lo menos no previniendo pero si hacerlos conscientes de que esas situaciones en algún momento de la vida se les puede presentar entonces puede que sí o puede que no, pero en algún momento de la vida en distintas situaciones se les puede presentar, ellos deben manejar muy bien sus competencias sociales, afectivas, y ser muy asertivos en la manera de cómo ellos van a solucionar esa situación.

Researcher: Sí, me parece que tienes toda la razón. y ¿Tú crees que si se incluyera este método de la inteligencia emocional en la práctica sería importante aplicarla solamente en la primera práctica o sería importante en las dos prácticas? Porque pues he visto que en el nuevo pensum hay más nuevas prácticas, ¿sería conveniente incluirlo en esas prácticas?

Interviewed: Pues la inteligencia emocional no es algo que uno pueda desarrollar en un curso, no es algo que uno diga... voy a hacerme un curso de inteligencia emocional y ya después en ese curso estoy graduado en inteligencia emocional y de acá en adelante voy a hacer súper asertivo en todas las situaciones que se me enfrenten, no, eso no pasa, eso es un proceso a lo largo de la vida, pues ahí también influye la manera como sus creencias y toda su experiencia de vida y también como la personalidad de todas estas, todo eso influye en cómo la manera de como yo

asuma las situaciones. Entonces es un proceso que se va dando a lo largo de la vida, uno a veces llega a los 40 años, a los 20 años de experiencia docente y todavía hay situaciones que uno dice pero cómo la resuelvo si cada situación es algo nuevo, entonces creo que es algo que no se desarrolla ni con un curso ni con dos cursos sino que es un proceso, entonces si hablas de plan de estudio actual pues no solamente se debería incluir en los cursos de la práctica sino antes de la práctica pues por lo menos cuando uno empieza a entrar en todos esos temas de la metodología y en didáctica en lenguas entonces ya uno como que uno va tomando conciencia de como que ya sabe que es ser docente, pues en ese momento hay que estar acertando al estudiante a esas situaciones, contextualizando y pues como dando a conocer qué situaciones usted puede verse, qué situaciones usted puede dar en los contextos. En los planes de estudio, los planes de estudio antiguos que no solamente pasan el plan de estudios de Uniminuto sino los planes de estudio generales en los otros programas de licenciatura, las prácticas desafortunadamente se dan hasta el final de todo el proceso, entonces es una desventaja pues porque el estudiante hasta que ya está casi que más del 50% de su programa pues como que tiene la oportunidad de acercarse a esos contextos educativos reales y observar cuáles son esos espacios reales a los que se va a enfrentar, es algo que ya el ministerio y pues digamos que todos los programas de la licenciatura entramos a reflexionar, entonces la práctica se está dando desde los primeros semestres. Eso implica a que el estudiante desde el comienzo tiene acercamiento a los espacios educativos, hace unas prácticas de observación y en esa observación pues es analizar y reflexionar sobre todo eso que observa, todo lo que ve, las situaciones que ocurren y pensar y reflexionar que esas situaciones pueden ocurrir cuando él se esté desempeñando como docente, entonces esos también son aprendizajes y vuelvo y repito, la inteligencia emocional es algo que uno va a desarrollando casi que a lo largo de la vida.

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Researcher: Bueno profe, ¿Desde tu experiencia como directora de la licenciatura, alguna vez se te ha acercado un estudiante que esté teniendo emociones negativas en la práctica y está acudiendo a ti para consejos, ayuda?

Interviewed: Sí, muchos lo han hecho, varias veces lo han hecho por diferentes situaciones, algunos porque tienen conflictos con sus tutores en sus campos de práctica, otros porque tienen situaciones con sus estudiantes a veces manejo de grupo, entonces los estudiantes pues se acercan con la esperanza de que el profesor como tiene más experiencia le puede dar algunos consejos, algunos tips, entonces si hemos tenido que orientarlos y buscarles solución. Además, bueno, cuando están en la práctica pues como que uno tiene muchas expectativas acerca de la práctica, a veces uno cree que o ellos creen en su imaginación que hay una idea mejor en la práctica con niños, entonces ya cuando se enfrentan con niños definitivamente se dan cuenta que no es tan sencillo, otros dicen, no, yo de pronto con adolescentes y también les ocurre que también llegan con los adolescentes y a veces uno tiene mucho feeling con los adolescentes y pues su práctica resulta desarrollándose de buena manera pero otros no, entonces por esa situación es importante que ellos conozcan diferentes contextos, no? y que ellos se enfrenten a otros contextos y ya habiendo vivido esa experiencia pues como que uno decide, no, definitivamente lo mío o definitivamente lo mío no son los niños ni los adolescentes, yo definitivamente me entiendo más con las personas adultas, entonces ya escogen los centros de idiomas, otros se dan cuenta que definitivamente son muy creativos cuando enseñan con niños, que los comprenden, saben cómo son las dinámicas de los niños, sus gustos, sus necesidades y como que se van por ese lado también, pero si es importante como que uno tenga toda esa experiencia, de enseñar aquí, de enseñar allí y mirar con qué cómo me va a mejorar a mí.

Researcher: A bueno profe, ¿Con qué tipo de tips les has dado a los estudiantes que se acercan a ti?

Interviewed: Bueno, primero, lo primero que yo le digo a ellos, es que por favor no repita modelos, no tienen a experiencia de como usted aprendió esa experiencia no la refleje, no la repita con sus estudiantes, que como a mí me exigieron de esta manera entonces yo voy a exigir lo mismo porque así me enseñó el profesor entonces yo. y yo funcionaba. Porque es que los tiempos cambian, las personas cambian, todo evoluciona, entonces de la manera como las costumbres que se tenían o la manera como me educaron a mí y los pensamientos, todo ese contexto que había cuando yo me eduque pues no es el mismo que es ahora. entonces yo siempre les digo no repliquen modelos... primero que todo conozcan sus estudiantes para que un proceso de enseñanza de aprendizaje sea exitoso, lo primero es centrarse y comprender a las personas. A qué personas, con que se está tratando, a que personas, miren sus contextos, de dónde vienen, qué situaciones tienen, si son niños de pronto que vienen de familias con situaciones, niños a primer riesgo de vulnerabilidad por ejemplo, o situaciones familiares como uno nunca sabe todo lo que hay alrededor de un niño en todas esas situaciones que lo rodean entonces no generalice que todos son iguales sino que miren, traten de ponerse como en los zapatos de cada uno, es difícil, desde luego que no es fácil, pero entonces es como esa es una habilidad que tenemos que desarrollar las personas que nos desempeñamos en la docencia, para ver que cada persona es un individuo diferente al otro, que cada uno es único, que cada uno tiene sus propias situaciones, sus propias necesidades, sus propios conflictos, sus propios intereses, que cada uno es un mundo diferente, entonces uno a veces llega como a homogeneizar a todos y a cumplir un currículo, tengo que cumplirla de aquí hasta aquí y no me puedo mover de eso y nos olvidamos como de la parte humana, entonces yo siempre le digo a los estudiantes, que tengan en cuenta la parte de sus

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estudiantes, deben estar atentos a cada uno de ellos, especialmente cuando se trabaja con niños, cada gesto, cada cosa que expresan los niños, en cada cosa hay algo que ellos guardan, entonces hay que estar muy atentos y saber con quién me estoy enfrentando y sobre todo porque lo que uno haga en el aula, eso los puede dejar marcados de por vida, o positiva o negativamente, pero cualquier cosa que usted haga en el aula, sea buena o sea mala eso definitivamente lo marca a uno de por vida, uno puede llegar a los cuarenta años y todavía se acuerda de la profesora que me dijo algo que me hizo sentir mal, son cosas que uno a veces le cuesta olvidarlas, y a veces eso depende de que el estudiante o le guste su clase o no le guste o decida continuar aprendiendo inglés o que definitivamente le coja fobia al inglés, entonces todo está en la manera de cómo usted se acerque a esos estudiantes.

Researcher: Excelentes consejos profe, ¿Alguna vez tu como docente has experimentado emociones negativas en estos contextos educativos?

Interviewed: Claro, muchas veces. Yo he tenido experiencias de trabajo como docente como profesora de preescolar, profesora de primaria de bachillerato, de institutos de lenguas, de adultos, de licenciaturas o sea digamos que he recorrido todos, todos esos contextos y en cada contexto, si? se viven situaciones... pues situaciones diferentes pero en todo se vive situaciones de conflicto en los colegios privados, yo trabaje en un colegio privado y tuve que vivir bastantes situaciones de conflicto de... entre los estudiantes, situaciones que uno dice, pero bueno, aquí cómo soluciono esto? entonces si es, son situaciones complejas, complicadas, pero si, y digamos que lo más, digamos que lo que uno como que en esos momentos hace es... primero pensar antes de reaccionar antes, de solucionar con padres de familia, fuí profesora de primaria y en la relación con los padres de familia a veces se torna complicado, sobre todo cuando el padre no... el profesor tiene que ser muy asertivo en decirle las cosas al padre de familia porque a un padre

de familia no le gusta que hablen mal de su hijo, a un padre no le gusta escuchar nada negativo de su hijo, entonces cuando no lo hace de manera asertiva y a veces por la misma experiencia uno cae en esos errores, entonces cuando viene la situación con el padre de familia y... pero bueno, son situaciones que uno gana con el tiempo, es donde le van enseñando de que esas situaciones definitivamente hay que aprender, no?

Researcher: eh... ¿Cuáles emociones negativas has notado en esos padres de familia de los que hablas que te ha tocado enfrentar esas situaciones?

Interviewed: Situaciones negativas, pues bueno, en la nueva aceptación de que definitivamente su hijo tiene... su hijo tiene situaciones por mejorar, entonces efectivamente el padre de familia no acepta, yo he trabajado en colegios privados y en los colegios privados la situación... el costo de la educación pues es alta, entonces claro, al padre de familia no le gusta que su hijo repita el año o que pierda porque eso tiene un costo económico, en algunos puestos de Barranca, en Barranca muchos colegios están patrocinados por Ecopetrol, por las becas de Ecopetrol, entonces que un niño no supere los logros que se propusieron para este año pues implica que tenga que repetir el año, pues eso implica un problema de por medio y los recursos económicos que se pierden y eso lo tiene que asumir el padre, entonces esas situaciones son complejas y también situaciones con padres de familia que situaciones en el hogar, padres separados, entonces en varias oportunidades tuve que presenciar la discusión entre el padre y la madre porque vienen a reclamar, a recibir la nota de los estudiantes, de su hijo entonces la discusión en frente del profesor, es complicado en otros... en un colegio, de bachillerato por situaciones que estudiantes que estaban consumiendo alucinógenos y pues como que el colegio ahí si como que va a

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comprender a los padres, a la situación en la que estaban, también es complicada, bueno, pues se viven situaciones de todo tipo.

Researcher: Bueno profe, ¿Cuál sería la diferencia o cual sería el cambio que tendrían los estudiantes practicantes desde su primera práctica al incluir la inteligencia emocional con ese tipo de tips, ¿cuál sería el cambio para la práctica profesional dos?

Interviewed: Bueno, yo creo pues como dije anteriormente, la inteligencia emocional no es algo que uno vaya desarrollando en un curso o dos cursos, pero si el que tenga en esos acercamientos, en esos contextos, que conozca esas situaciones reales que sean los contextos, pues definitivamente ya uno le da como, digamos que no lo va a preparar al 100% ya en la última práctica, cuando ya está en decimo semestre, el nuevo programa que tiene el semestre es hasta ya... no va a ser un master sino va siendo, no yo ya llevo todas las situaciones bajo control, todo esto lo soluciono, no, no creo que llegemos a ese punto pero como te decía, uno llega a la edad que tengo y uno encuentra nuevas situaciones con estudiantes que uno dice como que bueno, esta situación ya la había vivido antes, siempre habrá algo nuevo y como te digo, las sociedades van cambiando las personas cambian, entonces siempre va a haber una situación nueva que uno no había vivido antes o a la que no estaba preparado, entonces digamos que su práctica no va a ser que digamos que va a tener o estar siempre a la perfección, el cero de problemas, el cero de situaciones, seguramente nunca llegamos a eso, pero si por lo menos tendremos estudiantes más conscientes de la pelea que están viviendo y eso es una ganancia porque el estudiante por lo menos llega a la práctica en los últimos semestres tienen por lo menos con unas creencias, unas expectativas que la práctica y resulta que no.. que lo que vivió en el contexto de la práctica que no, no estaba muy cercano a lo que estaba en nuestras expectativas, y ahí vienen más situaciones, vienen más choques de lo que es la educación o me voy a hacer otra cosa, eso le puede estar

ocurriendo a estudiantes en este momento ya cuando el estudiante empieza a ver la práctica desde tercer semestre ya va a empezar a ser más conscientes de lo que era realmente, se debe al campo de práctica, pero entonces en un contexto educativo, entonces tener como esa conciencia de decir, si!, yo por lo menos sé que siempre voy a tener una situación, la vida no... el panorama va a ser perfecto, siempre va a haber una situación pero yo voy a saber cómo solucionarlo y no me voy a dejar llevar por esa situación sino que voy a buscar y voy a mirar que estas situaciones, entonces ya voy a dejar la carrera, me voy a poner a pensar que esta no era, que no fue para lo que estudie, no, sino es como tener ya como es tan... digamos que un poco más preparado y consciente de que cualquier cosa puede pasar en la vida, es la misma, es la misma vida la que trae sorpresas, entonces sí, o sea siempre va a tener una sorpresa cada vez que uno conoce cosas que uno va a conocer, vivir situaciones que no pensó que iba a conocer y uno pues mira la manera de cómo las soluciones, de cómo no me dejo, no me dejo achantar por la situación sino que tengo que seguir adelante y que esas son situaciones normales de como pasa en la vida, entonces uno pasa la práctica, o sea yo ya sé cómo profesor, me estoy preparando, soy consciente de que voy a tener todas estas situaciones, no porque me pasa esta o la otra me voy a dejar achicopalar entonces ya esto no es lo mío sino que siempre voy a tener una forma, voy a buscar una forma de cómo yo puedo solucionar eso para seguir adelante, entonces esas situaciones que pueden vivir en la práctica son las situaciones que yo puedo vivir en la vida cotidiana o sea siempre van a haber situaciones ya además eso es lo interesante de la vida, tener cada vez algo, al fin hay que mirar cómo solucionarlo.

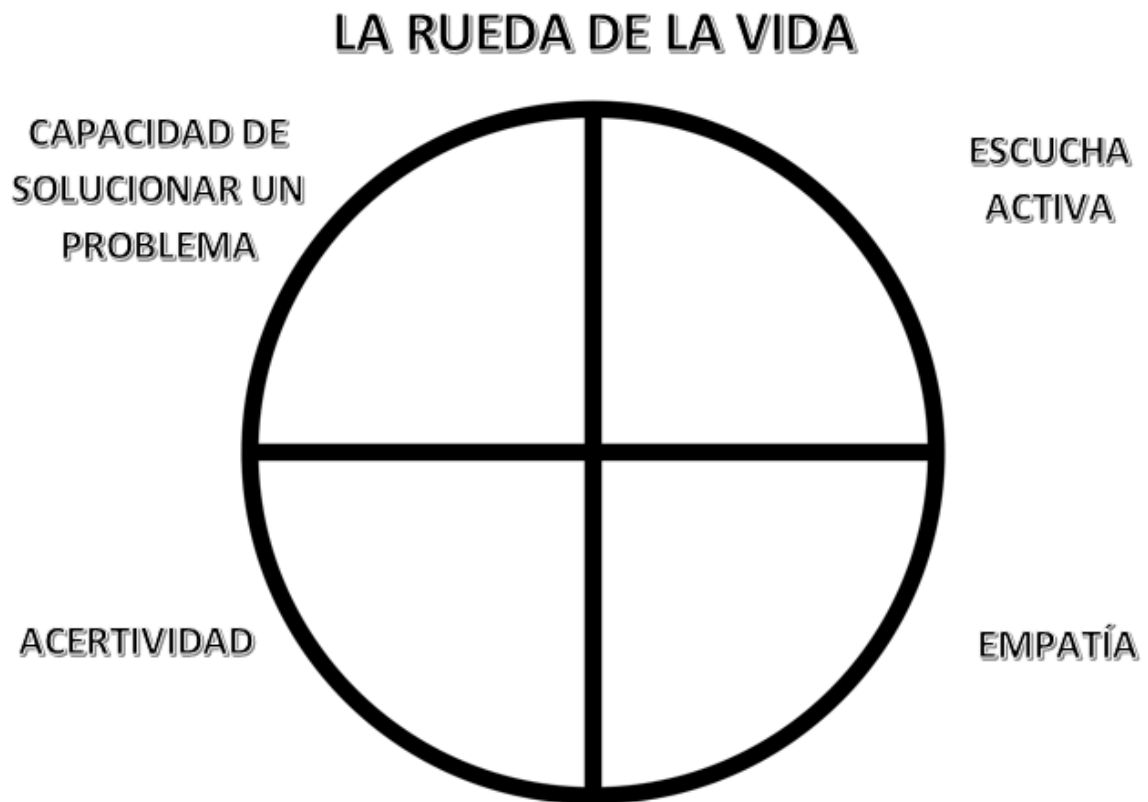
Researcher: Bueno, ya, por último, si se implementara este programa y ¿qué crees que beneficiaría a los profesores de la práctica?

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Interviewed: A los profesores de la práctica de pronto encontrarán con una mejor manera de ayudar a sus estudiantes, de saber cómo orientarlos, de prepararlos, de que también el profesor sea consciente de que ese estudiante se va a enfrentar a unas situaciones que seguramente tampoco las ha considerado que podría ocurrir, entonces ya cuando yo tengo, si yo como profesora voy a incluir esta... estos aspectos de la inteligencia emocional en el currículo, pues no solamente me va a ayudar a ser conscientes a mis estudiantes de lo que se van a enfrentar, para vivir porque como yo te digo o sea puede tener los años de experiencia y todo pero todavía no ha logrado desarrollar su inteligencia emocional al 100% entonces eso es orientar a sus estudiantes pero también le sirve para sus, para la vida misma propia del profesor, de su profesor, experiencia para sus años de su vida profesional, y también para que le desarrolle estas competencias en la inteligencia emocional y en su.. desde su quehacer, pues que también sea el ejemplo para que sus estudiantes vean cómo empezó pues porque la inteligencia que yo no tengo y que la inteligencia emocional entonces los años tiene que ver en mi reflejo de lo que yo puedo hacer como profesor si yo miro a mi profesor cómo soluciona las situaciones

Researcher: Bueno profe, muchísimas gracias, entonces estaremos pendientes para el programa cuando lo incluyan.

13.4 “La rueda de la vida” activity



13.5 Survey about the workshop

SURVEY - WORKSHOP

1. Do you consider that this workshop contributes to your development as English teacher?

YES ___ **NO** ___

2. Have you ever studied Emotional Intelligence before, during the career?

YES ___ **NO** ___

3. Do you recommend to deepen Emotional Intelligence in the Program?

YES ___ **NO** ___

4. Would you take advantage of this workshop about Emotional Intelligence?

YES ___ **NO** ___

5. Do you think that including Emotional Intelligence in the curriculum of the program would be a good alternative?

YES ___ **NO** ___

13.6 Letter

Bogotá D.C

Noviembre 2 del 2018

Respetada

Directora Blanca Betancourt,

Espero se encuentre bien, el motivo de esta carta es para mencionar que yo **Samantha Novoa Bermúdez** con **C.C 1 010 215 287** le cedo mis derechos de la monografía **"Importancia de la Inteligencia Emocional en los Estudiantes de Segunda Práctica de la Universidad Minuto de Dios"** por de que no voy a continuar en ella ya que estoy cursando como opción de grado mi diplomado.

Gracias,

Samantha Novoa Bermúdez

C.C 1 010 215 287

Firma: Samantha Novoa B.

13.7 Schedule

SCHEDULE		
DATE	ACTIVITY	PARTICIPANTS
October 22nd, 2018	Questionnaire	Pre-service English teachers and the researcher
October 13th, 2018	Questionnaire	Pre-service English teachers and the researcher
Abril 24th, 2019	Questionnaire	Pre-service English teachers and the researcher
Abril 9th, 2019	Questionnaire	Pre-service English teachers and the researcher
October 26th, 2018	Semi structured interview	Director
October 4th, 2018	Semi structured interview	Coordinator
October 3rd, 2018	Semi structured interview	Teacher 1
October 24th, 2018	Semi structured interview	Teacher 2
April 15th, 2019	Semi structured interview	Teacher 3
October 29th, 2018	Workshop Emotional Intelligence	Pre-service English teachers and researcher
March 1st, 2019	Workshop Emotional Intelligence	Pre-service English teachers and researcher

14. Instructional design

14.1 Questionnaire

Questionnaire of pre-service English teachers' Emotional Intelligence

This questionnaire was created with the aim of knowing in depth about the control pre- service English teachers could have over Emotional Intelligence when they are involved in their classes.

Data will be treated confidentially and your answers will have no effect on your grades.

1. Have you ever felt one of the following emotions in the first practicum?

- Insecurity
- Nervousness
- Inability
- Bewilderment
- None

2. Have you experienced an arduous or difficult situation during your process in the first practicum? If so, please explain how you handled it.

3. Do you consider that emotions play an important role in your performance in the first practicum? Yes/No why?

4. Do you think that managing your emotions contributes to your ability to manage your English class? Explain it.

5. Have you ever had the tutor's support to manage your emotions when a specific situation in the classroom is presented? Explain it.

6. Have you felt demotivated to continue your pedagogical practicum? Explain.

7. Do you think that learning about emotional intelligence will provide you with more tools to deal with your first practicum?

14.2 Semi-structured interview for teachers

1. From your experience.

What is the role of emotions in your students' performance during the first practicum?

2. Do you think that Emotional Intelligence should be directly taught during the practicum class?
3. Have your students of practicum ever approached you to ask for advice about a situation with negative emotions?
4. Do you think that learning about Emotional Intelligence will provide your students with more tools to successfully deal with the practicum?

14.3 Semi-structured interview for the program coordinator

1. How does the program prepare students to deal with real situations involving negative emotions (anger, stress, frustration...) that come up in the school setting?
2. Do you think that Emotional Intelligence should be included in in the curriculum, specifically in the classes that prepare students for their practicum?
3. From your experience as coordinator and teacher, have you ever being approached by students who are dealing with negative emotions in the practicum. Have those students asked for your advice? What did you do?
4. Have you ever experienced negative emotions in your role as a teacher? How did you deal with them? Did you use EI?
5. Do you think that learning about Emotional Intelligence will provide your students with more tools to successfully deal with the practicum?

14.4 Emotional Intelligence workshop

EMOTIONAL INTELLIGENCE WORKSHOP

Researcher: Sandra Julieth Hernández Moreno

Group: Pre- service English teachers

Teacher: _____

Lesson objective: To understand some basic aspects about Emotional Intelligence.

Topic: Emotional Intelligence Intervention

Date: _____

Lesson time: 1 hour 30 minutes.

<i>Stage</i>	<i>Activities</i>	<i>Time</i>	<i>Resources</i>
WARM UP	<p>Students are going to play a game called “The war of values” where they have to create groups named with different values. For instance:</p> <p>Group 1 (Respect): Amor, amor, amor!</p> <p>Group 2 (Love): ¿Qué quiere? ¿Qué quiere? ¿Qué quiere?</p> <p>Group 1 (Respect): Tiene valores en venta?</p> <p>Group 2 (Love): ¿De qué valor los tiene?</p> <p>Group 1 (Respect): Honestidad, honestidad, honestidad!</p>	5 minutes	The researcher
THEORY	<p>The researcher is going to explain the concept of Emotional Intelligence and define some values.</p>	5 minutes	Power point presentation
	<p>The researcher will deliver a piece of paper with a circle divided in 4 parts. The activity will be individual where students have to</p>		Pencils

WORKSHOP	think about themselves. The activity is called “The wheel of life”. The students are going to have from 5 to 10 minutes to conclude the activity.	10 minutes	Papers
ROLE PLAY	The researcher will take out two students out of the classrooms in order to give the other ones a specific role. Those two students will be the teachers who are going to develop and English class but they do not know that their partners will be becoming in a specific behavior. That activity with the aim of understanding the role, they students take as teachers when they see that their class is not the best.	10 minutes	Board Markets
CLOSING	At the end of the intervention, students will be organized in a circle in order to share their opinions and thoughts about the workshop made in relation to the Emotional Intelligence and the importance to regulate their emotions and the situations that can be presented during their practicums. Meanwhile, they will be answering some questions I regard to the workshop about Emotional Intelligence.	5 minutes	Papers Pencils