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I, PhD. Verónica Elizabeth Chicaiza Redín, holder of the I.D No 1715106322, in my capacity as supervisor of the Research dissertation on the topic: “Social-Emotional Learning Activities and English Language Vocabulary” investigated by Miss Karol Nayeli Naranjo Sánchez with I.D No. 1850117852, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled “Social-Emotional Learning Activities and English Language Vocabulary” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.



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DEDICATION

TO:

My family who are my main support every day. Especially to my brother Steve, who has assisted me to continue my professional life. My sister Gaby, who has become my best friend. My little brother Mateo, who has taught me the importance of dreams. To my parents for their advice and words of encouragement.

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THEME: “Social-Emotional Learning Activities and English Language Vocabulary”

AUTHOR: Karol Nayeli Naranjo Sánchez

TUTOR: PhD. Verónica Elizabeth Chicaiza Redín, Mg.

ABSTRACT

The current investigation analyzed the influence of social-emotional learning (SEL) activities on the English language vocabulary. It is quantitative research with descriptive design with a total population of forty-five students (11 males and 33 females) in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. The data were collected through a survey with thirteen items (3 about personal information, 9 with a Likert scale, and 1 open-ended). It was validated by Cronbach's Alpha and the Statistical Package for Social Science (SPSS) software in order to identify the level of reliability. In addition, participants answered those questions according to their experience in English vocabulary learning, in that way the hypothesis was proved through the chi-square, which showed that the alternative hypothesis was accepted. Furthermore, some social-emotional learning activities were described in the theoretical framework part, taking into consideration the main SEL competencies. Finally, in the analysis and results, it was established that there was a positive influence between social-emotional learning activities and the English language vocabulary, and it was determined which activity assisted in a better way of vocabulary learning according to participants.

Keywords: Social-emotional learning activities, English vocabulary, influence, vocabulary learning, social-emotional learning core competencies.

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TEMA: “Social-Emotional Learning Activities and English Language Vocabulary”

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RESUMEN

La presente investigación analizó la influencia de las actividades del aprendizaje socioemocional en el vocabulario del idioma inglés. Se trata de una investigación cuantitativa con diseño descriptivo con una población total de cuarenta y cinco estudiantes (11 hombres y 33 mujeres) del primer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. Los datos fueron recolectados a través de una encuesta con trece ítems (3 sobre información personal, 9 con escala de Likert y 1 de respuesta abierta). Fue validado por el Alfa de Cronbach y el software Statistical Package for Social Science (SPSS) para identificar el nivel de confiabilidad. Además, los participantes respondieron dichas preguntas de acuerdo a su experiencia en el aprendizaje de vocabulario en inglés, de esa forma se comprobó la hipótesis a través del chi-cuadrado, lo que arrojó que se acepta la hipótesis alternativa. Además, en la parte del marco teórico se describieron algunas actividades de aprendizaje socioemocional, tomando en consideración las principales competencias del aprendizaje socioemocional. Finalmente, en el análisis y resultados, se estableció que hubo una influencia positiva entre las actividades de aprendizaje socioemocional y el vocabulario del idioma inglés, y se determinó qué actividad ayudó de mejor manera al aprendizaje de vocabulario según los participantes.

Palabras clave: actividades de aprendizaje socioemocional, vocabulario en inglés, influencia, aprendizaje de vocabulario, competencias básicas de aprendizaje socioemocional.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

For the development of the present research, some previous investigations and scientific articles were taken into consideration. All of those documents were found after an exhausting investigation on the internet in websites such as Google Scholar, Scielo, Eric, and Journal of English Learner Education, among others, as well as the repositories of some universities from different countries like Spain and Uruguay. To select those documents were taken into consideration the two variables of this research such as social-emotional learning (SEL) activities and vocabulary of the English language.

Mestre (2020) in the master's thesis whose main objective was to elaborate a didactic proposal in order to help students improve their productive skills in English based on the theory of emotional intelligence. This study focused on a task-based and integral approach in which a number of five activities were used for each didactic unit, taking into consideration the integration of SEL skills. Inside the instruments, the main one was the use of a table to explain students' outcomes, methodology, personal aims, and assessments. In addition, after each class, the investigator used a rubric that varied depending on the activity. The sample of this study consisted of a group of students who are 15-16 years old of first baccalaureate and with some of 3rd of ESO. For the findings, it was explained that students were a bit shy at the beginning of some activities but after the first participants started, the rest were confident to play a part giving as a result, positive feedback in contrast with the traditional style of teaching English. In conclusion, SEL activities create positive relations between students and the learning environment by establishing safe and communicative conditions and reducing the anxiety that learning English produces. In this way, this investigation provides examples of SEL activities focused on the English vocabulary learning process that will be described in the theoretical framework part.

In the final project elaborated by Vázquez (2020), the main goal was to design the topic-based unit Human Values in Rocha, Uruguay, in the framework of the National Curriculum of English as a Foreign Language, to support social and emotional skills. It implemented an apprenticeship of observation design with a qualitative approach to collect data through students' journals, questionnaires, observation forms, interviews, and a teaching diary. The population was a sample of nine students, who were between 16 to 19 years old, from the sixth level group in a Social-Humanistic course. In the findings, the author mentioned that students were able to complete all the oral and written assessments and asked for more SEL activities since they provided confidence and helps them relieve stress before the tests. On the other hand, to conclude, it is realized that there is a need to integrate SEL into the school structure due to the classroom atmosphere changing after each activity, becoming pleasant and comfortable. In addition, this project supports this investigation with some SEL activities that can be implemented as a warm-up before starting a lesson and the way to define the purpose of those ones.

Zulandha et al. (2020) mentioned in the article that main objective was to discuss how affective factors like attitude, motivation, and anxiety can contribute to acquiring L2 in learners. Additionally, the methodology was based on a correlational design with an empirical approach with a further examination of previous research findings drawing examples from ESL classes, which is when learners engage in social interactions by means of the social learning experience. As a result, they realized that SEL strategies promoted social interaction, by allowing learners to link their cognitive and affective factors to develop the second language because learners' emotional states can act as a barrier to L2 learning. So, it can conclude that the relationship between social and emotional factors is essential to the success of language learners. This article provides enough information to contrast similar SEL activities in different learning contexts, so it helps to identify which activities are the most effective.

Furthermore, Restivo (2019) emphasized in the article the main objective, it was to define some concepts related to SEL and to describe an approach that integrates social-emotional learning activities in a secondary curriculum. Therefore, the methodology used was an analysis of a set of steps that consist in determining priorities and final rating;

designing reading, writing, speaking, and listening experiences; formulating thematic questions and courses compliance with standards; and unification of class politics. In this manner, the author concluded that a curriculum that continues with traditional standards will not work itself out. So, the common assessments or teaching text because it was mandatory, just will ruin it. The author also highlights the importance of the "why" that includes the help for students and said curriculum could become a rich, rigorous, and engaging tool. This article will provide several SEL activities which are focused on the 4 English language learning skills that are developed in the fourth, fifth, and sixth steps. Those will be used to contrast with previous examples and will be detail during the theoretical part.

Additionally, Kim and Hong (2019) argued in the article whose objective is to understand how teachers of language arts and literacy in Korea and the USA consider the importance of social and emotional learning, and how they promote the development of SEL skills. This objective was achieved through a comparative approach in which a range of instructional strategies were evaluated with a survey focused on analyzing teachers' perceptions and practices in both countries. This survey was composed of several multiple-choice and open-ended questions and was applied to a population of 44 participants in South Korea and twenty-six in the United States with a quantitative design. In the findings, the author determined that participants agree one of the main scholar roles is to encourage SEL competencies and implementing them in language arts and literacy courses has better results in students' performance. At the end of the process, the author concluded language arts and literature teachers in Korea and the United States most of the time implement academic and non-academic SEL strategies, one of these is text-based literacy activities that it demonstrated that support the practice of social and emotional skills, as well as the surveyed teachers affirmed that the application of SEL strategies produces a positive impact in students' emotions and behaviors, social awareness, and social skills. This comparative research supports the idea of this investigation about how SEL activities can be applied in any educational field even in the English language vocabulary teaching process.

In a similar manner, Sugishita and Dresser (2019) established, in the action research study, the general objective that was to analyze SEL strategies taught in a year-long field course for elementary education levels to consider what SELs are in practice and what training effects might be observed in the sample. The methodology used consisted of a clinical practice study in the field course in which some strategies supported active engagement in learning, equitable access to instruction, and learner-centered classroom discipline were implemented. For this study, a quasi-statistics approach was applied over twelve PSTs from different courses and seasons by using instruments such as three “Teaching Beginning Reader Project” word-processed lesson plans, as well as, TBRP lesson observation rubrics, and one word-processed year-end self-assessment reflection paper. In the conclusions, the authors emphasized that although the research was focused on preservice teachers instead of learners, they got positive results. For example, some of those strategies could collaborate to teach SEL via dual-course assignments, that is, in both courses simultaneously, by providing coaching during the implementation of SEL classroom, especially in public schools. This previous investigation contributes some strategies that can be applied together with SEL activities, which makes paying attention to minimal details like discipline or classroom atmosphere.

Stannett (2022) made interesting research whose main objective is to demonstrate that the development of social and emotional skills has an important influence on students’ academic success and has a positive effect on their long-term outcomes. The methodology was based on recollection data from previous research by making an analysis in order to contrast with the situation during the COVID pandemic and asking some specific questions on 19–15-year-olds to evaluate their SEL competencies. The results of these investigations demonstrated the great agility of students in navigating a world using masks, practicing social distancing, and learning online. Therefore, mental health support for students should be part of the curriculum of all schools because education is not just about imparting knowledge. This article provides some strategies about how to apply SEL in classroom activities, which means, the author provided some advice in different contexts to apply in daily lessons.

Additionally, Bai et al. (2021) in exhaustive research purposed the main objective was to figure out the SEL proficiency of high school students in Hong Kong and examine the complex relationships between the four SEL skill clusters and learn English achievement. In addition, the methodology consisted of confirmatory factor analysis and an internal consistency tests approach. Additionally, the application of the SEL methods in 315 secondary school grade level 3 students by using two different instruments like an SEL competence questionnaire for English learning and English learning achievement exams with empirical support. At the end of the research, the authors determined an overall medium level of SEL competence in the tested students, and a new branch between the levels of awareness skills and management skills. For these reasons. Authors proved through structural equation modeling, that there are two mediation paths that involve the seminal mediating role of self-management skills on English learning achievements. This current investigation provides a general view of which SEL skills are more developed, and which are not. This data will help to focus on which activities could be preferred by students.

For the current exploratory study, Cho et al. (2019) established the objective which was to examine the perspective of teachers on SEL competencies and which methods they use to develop the skills in English language learners. To develop this investigation six elementary school teachers were interviewed, all of those from Nepal, Somalia, Iraq, and Bhutan. In addition, a qualitative approach through open-ended interviews. One of the interesting findings was that teachers used a range of pedagogical methods to support SEL development, some examples are collaboration, explicit teaching, or individualized instruction. In this way, the authors concluded students' SEL competencies are critical because they can affect the relationship with children's families if teachers do not focus on cultural pluralism in the classroom. Thus, this research provides a general idea about the lack of domains in students according to the teachers' experiences and what to do at the moment to insert activities to develop SEL skills.

Ahmed et al. (2020) in the study purposed to examine what are the effects of a SEL approach on social-emotional skills in students. The methodology consisted of a quasi-experimental approach in which it involved 207 students from secondary school as

a sample with the support of a pre-test and post-test. In the finding, the authors emphasized that the experimental group (in which the SEL approach was applied) had an improvement in their social-emotional skills compared to students in the control group. In conclusion, students got a chance to collaborate and improve in different activities while they were getting positive feedback when they are using SEL activities instead of a traditional method. Finally, this paper will help the current descriptive investigation mainly with the elaboration of the survey since some of the aspects will be considered.

Additionally, Nall (2020) established the aim which was to review recent investigations in the area of developmental psychology and examine how new ways and methods can support the practice of second language acquisition through SEL theory. To develop this paper a conceptual approach was used in which the author considered the significant role of play in the second language by using second language apprenticeship and discussing Gopnik concepts. Thus, it concluded that the discoveries gave extra support when teachers apply *play* based on SEL theory in order to develop a second language acquisition with most likely to succeed. The current investigation will provide enough information about SEL activities using *play* to select the best ones that will be described later to support this project.

Suganda et al. (2021) aimed, in the case study, to investigate how English foreign language (EFL) teachers used the code-switching process in an SEL context. The applied methodology included a seventh-grade English class in a secondary school in Indonesia as the population with an experimental case study approach. The way to collect data were interviews, observation, an SEL self-reflection tool, and a social-emotional competence questionnaire that later they were used to analyze qualitative and quantitative data. In the findings it was determined that teachers used code-switching to explain assigned activities clearly, giving as a result a positive role to develop socio-emotional skills for either teachers or learners. To conclude, teachers use code-switching to strong SEL and academic competencies in EFL classrooms. In addition, this study provides a general idea about one more strategy about how to apply SEL activities which is the use of codeswitching in case it is necessary to clarify and create a better atmosphere.

Ulina (2019) established the objective that consisted of analyzing the implementation of a learning log strategy in writing skills. The methodology involved a random sampling technique in which there were a total of thirty students of class VIII-1 by using instruments such as learning logs, interviews, questionnaires, and important field notes. The results showed how this strategy can explain students' learning needs, register deep difficulties, and measure demanding concepts for students understanding. The author conclude that teachers considered a positive attitude toward the application of this strategy since it is easy to implement, adapt and help the learning process as well. This study helps the current investigation because it provides specific information about one of the most used SEL activities, and how it can be adapted for different English language skills.

On the other hand, Saniago and Fitria (2019), in the article, purposed to clear parameters such as the importance of English vocabulary, selection criteria, types, teaching principles, and size/depth. The methodology applied a systematic review which was taken into consideration previous theories and studies. As a result, it was found that vocabulary was useful and essential as the base for the communication process, as a part that identifies the social reality, and its contribution is varied to language skills. Finally, the authors emphasized that vocabulary is like the heart of language skills and appears depending on the principles mentioned before. It must be taught depending on students' knowledge and based on highly-frequency. For this investigation, the article provides an overview of the importance of vocabulary and its contribution to language skills, also some approaches to English vocabulary teaching and aspects of selecting materials for the process.

In addition to the previous one, Bai Z. (2018) aimed, in the paper, to study the strategies for English vocabulary learning. This investigation applied a quantitative empirical approach by comparing the strategies between poor and good students' vocabulary. Inside the instrument, it counted a questionnaire survey for the second-grade non-English major students in a university. In conclusion, English vocabulary is the key to language learning, and that is the reason each student must find their own way to learn and improve English language learning, and teachers must support this by choosing strategies that fix according to students' situations. So, this paper helps this investigation

by providing some examples of English vocabulary strategies that included meta cognitive, cognitive, and social affective ones.

Theoretical foundation

Independent variable

Methodology

The term “methodology” is often used to refer to a set of methods, that is, the rationale and philosophical assumptions of a particular study with a theoretical analysis. To understand what methodology is, there are two authors that develop a scheme. Firstly, Anthony (1963, pp. 63-67) defined it as a set of approaches (how the language learning is perceived), methods (theory is put into practice), and techniques (classrooms steps are described). On the other hand, Richards and Rodgers (2001) created a new concept that is based on Anthony's definition. The authors established methodology as a set of approaches, designs (planning based on an approach), and procedures (developing of steps). Although both definitions are similar, these authors perceive these terms in different ways.

Activities for the English Language Vocabulary

Currently, educator can find a plenty of activities focus on learn the English language in any receptive or productive skill. However, Folse (2008) mentioned that those activities that are concentrated on vocabulary developing allow that learners retrieve the forms and meaning of the new words and encourage them to identify and develop a repertory with selected strategies for their vocabulary learning. In other words, they permit students to pay attention to vocabulary specifically.

Social-emotional learning activities

Nowadays, teachers use the social-emotional learning as a complement to ESL classes because one of the main purposes is to create a responsible and conscious atmosphere for the students. Therefore, the SEL activities can be applied to consolidate other activities for EFL classes.

In order to start defining SEL, Collaborative for Academic, social, and emotional learning (CASEL) (2012) considered it as a process in which learners develop and acquire skills, knowledge, and attitudes to enhance healthy identities, achieve personal and collective goals, and manage emotions, also to keep healthy and positive relationships, and make responsible decisions. Therefore, SEL activities refer to a set of tasks whose purpose is to develop five core social and emotional competencies that are shown in Figure 1 and will be defined and explained later.

Figure 1

Main competencies of SEL



Note. The five core competences of SEL. Taken from *The Flexible SLE Classroom* (2022). Elaborated by CASEL (2022)

CASEL (2012) elaborated a guide for effective social and emotional learning programs which details the five main components of SEL:

- Social awareness is the realization of everyone who comes from a different background in a world which has diverse origins and cultures. Also, this competence promotes students to be more respectful and aware of the environment around them (family, school, and community).

- Self-awareness is to recognize emotional triggers, feelings, and effects on others and oneself. In addition, it improves one's self-management while supporting how

students can learn to stop, notice, and articulate a person's emotions, mood, or energy levels.

- Self-management is the ability to successfully regulate one's feelings, thoughts, and behaviors in different situations. In other words, students can identify strategies in order to apply them in stressful or distracting situations. It involves creating and maintaining goals to help to control impulses and being able to motivate themselves.

- Decision-making is pupils' ability to take constructive choices in personal behavior and social interactions. One example is when students can identify a problem, analyze the situation, and come up with the best solution to the problem.

- Relationship skills refer to the ability to establish and maintain healthy relationships with others by listening carefully and communicating clearly whether they come from similar or diverse origins.

SEL Activities

As previously explained, social emotional learning activities can be applied in the different methodologies used in an EFL classroom. Therefore, there are some activities based on the SEL approach that are focused on EFL lessons.

Learning log activity

According to Debreli (2011), learning log activities can be used to diagnose learning difficulties that students have. In other words, it can be useful to help identify and encourage them to solve learning problems. Ulina (2019) mentioned in her study that it was quite effective to uncover students' learning problems and students could solve them by themselves. Focusing on the English language vocabulary approach, this activity allows to identify and learn in a better way those words that are difficult or new for students. Teachers can use it after a new topic lesson or before exams. The activity can include three parts: firstly, about what students learned, the second part refers to words that they must remember or are difficult, and the last one is about what it is the way they are going to apply to consolidate those words.

Additionally, TESOL Arabia (2020) mentioned that for classes it used a similar activity to develop *self-awareness* competence since it helps students to reflect about their own learning styles. That is one advantage of learning logs because learners can work in their own way and help to internalize new vocabulary. It is better to use learning logs as an individual assessment to give students the chance to think about their own preferences.

TAG activity

TESOL Arabia (2020) said that TAG (Tell, Ask, and Give) activity allows students to receive and give criticism. For that reason, students can give each other constructive feedback after an oral presentation or writing activity. To support this, Bai et al. (2021) implemented this activity in their research, which mentioned that this one promotes responses in a constructive way. One of the aims is to develop *relationship skills* in students in a positive way. So, as mentioned before, these can be applied after using productive skills (speaking or writing activities) and peer-reviewing strategies. It is better if teachers mix students differently in each lesson to get better results.

This activity can be used after an oral presentation or correcting any writing work. Students must follow some steps that are Tell, Ask, and Give (TAG). So, the first step about telling other friends what the student likes, then asking questions if it is necessary and finally giving them suggestions for improvement by using polite vocabulary. They can write their comments on a piece of paper and then share them with their classmates.

Love yourself activity

This activity is another part that could be applied to the group of students. Mestre (2020) discovered that with this activity is that students can increase their motivation to each other by giving positive qualities about other classmates, especially if they are adolescents. In addition, the author mentioned that this activity increased a clear vision of what they are and help them to be more optimistic.

It could be applied as an icebreaker or at the end of the scholarly period. Additionally, with this type of activity students can increase *social awareness* competence. The procedure involved that students first write on a sticky note or sheet of

paper five positive qualities about themselves and things at which they are good. Then, they put their name and start passing them around the classroom while they begin to write one positive quality on the other sheet of paper of each classmate. Finally, they choose one quality from the list that they like most and share it with the whole class.

Breathing activity

Vázquez (2020) mentioned that one advantage of this activity is that students can concentrate better on the activities and reduce anxiety by using vocabulary related to breathing (commands). It is better to use it before starting several activities. Additionally, the author emphasized that this activity can be applied at any moment when students have problems regulating feelings, behaviors, or thoughts.

Firstly, it must be considered that breathing activities help students in *self-management* competence since it helps to control emotions and thoughts. In addition, this activity could be applied as a warm-up for after a stressful period. The way to apply this activity is easy, mainly, the teacher must use a guided breathing that can find on the internet or something similar such as Vázquez (2020) recommended. The activity involves simple commands, some examples are *close your eyes, breathe in, count to, or let it out*. Students listen to the teacher and use that time for themselves.

Gallery Walk activity

This activity was chosen from the article developed by Restivo (2019), which mentioned that this activity helps to make a review of any previous topic and students interact with the learned content. Besides, it is a way to conclude a study unit and encourage learners to think critically through some thematic questions. Finally, the author advised teachers to use this activity to create another assessment activity in which students must produce something based on what they do during the activity.

Thus, the gallery walk activity is a great idea for students to interact with each other and promote *decision-making* competence. As was mentioned before, it can be applied as a review at the end of the unit content and consolidate knowledge by using specific vocabulary. It is better to apply it by forming groups of four to six students and

putting on the walls five to ten exhibitions (posters with images and questions) created by the teacher. In this way, students can walk around the classroom for each exhibition meanwhile they think critically and solve problems in groups. The estimated time that learners spend on each poster can be two or three minutes. At the end of this activity, the teacher can assess students through a short essay or with public speaking to have a discussion among the groups.

Dependent variable

Language

Chomsky (2000) emphasized that language is an ability that belongs to the native speaker in order to understand and form grammatical sentences. Additionally, the author defines it as a set of sentences or chunks. In contrast with Bloomfield, Chomsky focuses on utterances as language. However, Chomsky (2000) believed that the brain has a specific structure that allows people to communicate and interpret language. In addition to this, the author makes references to the brain of babies who have a different structure that does not need any formal instruction such as learning, since they acquire the language in a natural way by first passing through a silence period, where they focus mainly in receiving what is in your environment. For that reason, Chomsky emphasizes that language is innate.

Lexical Chunks

Thornbury (2017) defined lexical chunks as a variety of regular, fixed, or semi-permanent words or phrases that are formed with meanings rather than grammatical rules that are automatically acquired during communication, in other words, language acquisition. Regarding this, chunks have a significant role in communication. For that reason, educators today plan their classes focusing on fluency activities by involving the four skills.

English Language Vocabulary

Vocabulary is one of the parts of the English language that is in constantly changing, that is, every day the new generations create or employ new words or expressions at the same time that other words disappear been used just by people from old times. Cambridge English (2012) showed this change through a word list that had a reference to the Cambridge Learner Corpus and English Profile Wordlist that involved over forty-four million words of English. Furthermore, it mentioned that the English Vocabulary Profile must contain words and phrases that learners commonly need to know in American or British English.

Moreover, Folse (2008) mentioned that it refers to words that people can understand but the vocabulary has different types: a single word, a set phrase, a variable phrase, a phrasal verb, and idioms (Table 1). On the other hand, English vocabulary is essential to learn a second language because students can learn vocabulary in a better way when they focus their attention on it (Schmidt, 1990).

Table 1

Types of vocabulary

Type 1 Single words	This part involves most of the part words of English vocabulary. For example, the word <i>room</i> is a single word, <i>bedroom</i> , and <i>living room</i> are considered single words as well.
Type 2 Set phrases	It involves more than one word. Some examples are <i>on the other hand</i> (not in the other hand), and <i>all of a sudden</i> .
Type 3 Variable phrases	These are a variation in the components of phrases, most of the time in adjectives, personal pronouns, possessives, or in word order. E.g., <i>It is on the tip of my tongue</i> . The possessive <i>my</i> can change to <i>your</i> .
Type 4 Phrasal verbs	It consists of more than one word the first one is a verb and the second (and third) one is a particle. Those have a different

	meaning from the verb. For instance, <i>put on</i> (wear), or <i>take off</i> (remove).
Type 5 Idioms	They refer to a group of words with a specific meaning, but individual words have different ones. They can be understood in a whole phrase. One example is <i>go cold turkey</i> (stopping something that is dangerous)

Note. 5 types of vocabulary according to Folse. Taken from *Six Vocabulary Activities for the English Language Classroom*. Adapted by Naranjo, K (2023).

Nordquist (2019) emphasized in his article, on the notes of David Wolman, where mentioned that between 80% and 90% of all the words in the Oxford English Dictionary come from other languages. Additionally, the author contrasted the ideas of two authors that referred to old English and new English. Firstly, old English was a mix of Germanic, Celtic, and Latin tongues with influences of Scandinavian and Old French as well. However, Nordquist (2019) remarks that according to Ammon Shea, the English language that is used nowadays is 70 to 80% composed of words of Greek and Latin origin, for that reason is considered it as a Germanic language.

Tiers of vocabulary

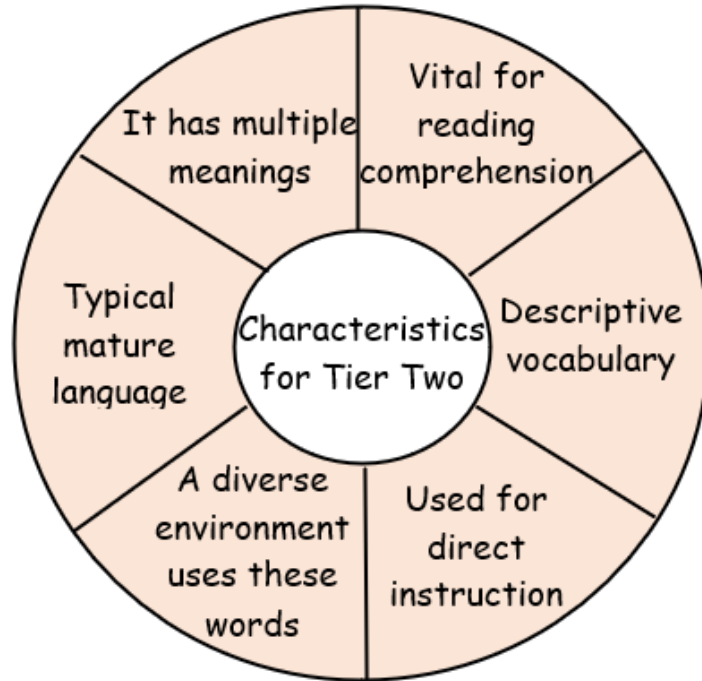
According to Montgomery (2007), there are three tiers in which vocabulary is described:

- Basic vocabulary: This first tier is formed by basic words that in most cases represent 8000-word families in English which included verbs, adjectives, articles, nouns, and sight words. These words are considered basic because the meaning is simple and easy to remember them.

- High-frequency vocabulary: Known as a multiple-meaning vocabulary tier as well. One of the main reasons is because it involves words used in different domains, literature, formal communication, and so on. In contrast whit the previous tier, it has its influence on reading and speaking since it comprises 7000-word families. In addition, there are several characteristics that the website describes. These are explained in Figure 2.

Figure 2

Characteristics for tier two



Note. Characteristics of tier two of vocabulary. Taken from Vedantu Learn LIVE Online (n.d). Adapted by Naranjo, K (2022)

•Low-frequency vocabulary: In the final tier, the words are used just for a specific field or domain. About four hundred thousand words are used in this tier, the vocabulary is extensive, so in most cases, it could be found in scientific articles or investigations related to a specific topic.

Features of Vocabulary

Smith (2022) determines some features in the vocabulary about English language. According to the author, these are meaning, spelling, pronunciation, part of speech, word family, frequency, register, and usage which are going to be explained in more detail.

•Meaning: In the case of English words, there have different meanings depending on the context. Thus, it is necessary to know them because while some meanings of a certain word may be the same, others can be very different. For this reason, it is better to acquire vocabulary in context and study the meaning when the word is in that context.

•Spelling: This feature is important for writing skills. For most beginners, this is difficult since many words are spelled differently than they sound, this has been proved through homonyms tests. Even though for native speakers some words result in a little confusing for writing as well.

•Pronunciation: It is one important feature because it is necessary to know how to pronounce a word to use it orally or understand it by listening. Similar to spelling, it could be a little difficult for the beginners with some words that are spelled the same way but are pronounced differently. In most words, the difference can notice in the vowels because of dialects of English.

•Part of speech: For creating sentences in another language, it is recommendable to know the verbal part of any word. These could be nouns, adjectives, verbs, and so on. Once identified the use of the word, it is easier to use it orally or in writing.

•Word family: It is a group of words that are "related" by a base word, and these are created based on it with an affixation process. To learn this, learners must study common prefixes and suffixes first.

•Frequency: As in many languages, there are some words that are more common than others. Thus, it is better to learn vocabulary with high frequency, unless they are important for a specific field of study. Nevertheless, it is recommendable to know the words with the high frequency where they occur and use them according to the context.

•Register: It refers to the language used for a particular social context according to the purpose. These can be from formal to informal. Thus, the vocabulary applicated will depend on the objective of communicating, of this way, formal or informal words will be chosen for an appropriate situation in writing or speaking.

•Usage: It includes knowing how prepositions work inasmuch as most of them vary in all languages. In other words, the knowledge of how words are combined with other words. This for, it is not enough to study a lot of words if learners do not know the use.

Therefore, with all of this information, studying the vocabulary of the English language is not just knowing as many words as possible. The vocabulary is very extensive in a language, but it is more important to know its use and how people are going to apply it. It is not even too much to know a little bit about the origin of this to facilitate comprehension. Nowadays, learning the English language has many varieties and different approaches, it is best to choose the way to acquire it according to the learning style.

1.2 Objectives

General Objective

To analyze the influence of social-emotional learning activities in the English language vocabulary.

Specific Objectives

To describe social-emotional learning activities for vocabulary development.

To explore how English language vocabulary is best learned.

To determine the influence of social-emotional learning activities on the English language vocabulary.

Fulfillment of the objectives

Firstly, it was necessary to make an analysis of previous investigations which were related to SEL activities and their application in English language learning. Subsequently, those with the best impact were chosen and described in the theoretical framework part. In this way, students knew what SEL activities were about and how to use them to develop their vocabulary. Thus, by a survey application, they can evaluate the characteristics of each one.

It was crucial that students knew about different SEL activities, which were focused on the five core competencies, individually or in groups. In this way, they realized which ones could adapt to their own way of learning. So that the researcher can explore how English language vocabulary is best learned, students had to select, through the survey, the best activity to learn vocabulary according to their point of view.

Finally, the influence that SEL activities had on students was determined through the survey data. Considering the most influential activities that authors used in their previous investigations related to each SEL approach and English learning. Thus, students would choose among the best-developed activities in previous experiments, and the researcher would analyze the impact on the population.

CHAPTER II

METHODOLOGY

2.1 Materials

To develop this investigation, it was necessary to use some institutional, human, material, and economic resources which are detailed below. Aside from technological resources such as Google Forms which was used to apply and collect data about the survey, and the Statistical Package for Social Science (SPSS) software to validate it.

Institutional

- Universidad Técnica de Ambato
- Libraries

Humans

- Forty-five students of first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major
- Researcher
- Researcher tutor

Materials

- Laptop
- Smartphones
- Teaching aids
- Hard copies

Economic

Table 2

Budget for the project

Stage	Materials	Quantity
Design	Project	\$6.00

	Transport	\$20.00
	Internet service	\$20.00
	Subtotal	\$46.00
Development	Hard copies	\$10.00
	Internet service	\$20.00
	Subtotal	\$30.00
Delivery	Final report	\$20.00
	Subtotal	\$20.00
Total		\$96.00

Note. Budget that was necessary to develop the investigation.

2.2 Methods

2.2.1 Research approach

This investigation was carried out with a quantitative approach. This is because a survey was applied to get data about one specific SEL activity and its influence on the English language vocabulary process. According to Cohen et al. (2007), quantitative research consists in collecting numerical data, also it is related to large-scale research. Even though, in some cases, this can be used on a smaller scale depending on the aim of the investigation. In addition, to present numerical data, the authors mention that it can use any software (Excel) or the Statistical Package for Social Sciences. Thus, this research described the statics that were obtained from the population.

2.3 Research modality

Bibliographic research

This project applied this modality because the investigation used previous experiments and research to conduct the process in an effective way. In the book called “The Psychology Research Handbook” the authors, Reed, and Baxter (2006) mentioned the use of bibliographic resources and library material as references to locate valuable information for the topic that will be developed. Thus, this research work had support from several investigations.

Field research

To carry out this research, it implemented field research since there was a population and a survey application to those at the moment to get results from a real context. As Van de Ven and Scott Poole (2017) described, field research includes observation in its natural and real environment to get results from an individual or group in which the investigation is applied mainly.

2.4 Level or type of research

Analytical research

To conduct this investigation was necessary to make some analysis of previous information and current information. Bhushan Mishra and Alok (2017) mentioned, in those types of investigations, the researcher uses the information, facts, or data that is available to analyze, use, and elaborate a hypothesis. That is why this thesis contains an alternative and null hypothesis.

Descriptive research

All the investigation was focused on a descriptive approach in which it analyzed what are the influences that SEL activities have on the English learning vocabulary process. In addition, these described what is happening with this method in the selected population. Dulock (1993) defined descriptive research as providing characteristics and facts of a specific population by describing a new meaning, describing a real situation, and categorizing information.

2.5 Population and sample

The population taken into consideration for this project was 45 students who belong to the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. There were 11 males, 33 females, and one preferred didn't say it (Table 3). All those participants were volunteers in this process. They were selected because one of the most important things that they are learning constantly is

vocabulary. In addition, to validate the survey on the SPSS a sample of 10 students randomly taken from the populations were considered.

Table 3

Population

Population	Participants	Percentage
Male	11	24,4%
Female	33	73,3%
Prefer not to say	1	2,2
Total	45	100%

Note. Data took from the survey related to genre.

2.6 Instruments

To develop this research, a survey was used that has been reviewed previously by other authors who are specialists in the field and validated by SPSS software. The survey contained two parts the first one is related to personal questions such as age, gender, and native language, and the second one is related to selected SEL activities and the influence that those had on the English language vocabulary during the learning process.

The survey had three personal questions, 9 items with a Likert scale related to both variables and one open-ended question to know the preferences about SEL activities of each participant. In addition, it is important to mention that it identifies principles such as design, recollection, and analysis that are linked to survey estimates (Groves, et al., 2004).

2.7 Procedure

The procedure to develop this investigation involved some steps to get the necessary permissions and sessions with students, for they know what the activities are about. This part details the process since documents ask for permission from authorities until the analysis of the collected data of the survey.

One of the first steps was to determine the methodology that would carry out and the assignment of a researcher tutor who would be the main guide for this project. Once established, it asked for permission (Annex 1) from the institution where the investigation took place. In that way, it secured the support of institutional resources, in this case, the

Universidad Técnica de Ambato in Pedagogía de los Idiomas Nacionales y Extranjeros mayor.

Subsequently, the researcher elaborated the survey based on the information provided by the theoretical framework and previous investigations. Eventually, the operationalization of variables (Annex 2), which contains the way in which the variables were measured, was performed, and approved by the researcher tutor. To be more specific, this operationalization involves dimensions and indicators on which each survey item is based on. In the independent variable (Social-Emotional Learning Activities), the dimensions are the five core competencies (self-awareness, self-management, decision-making, relationship skills, and social awareness). On the other hand, the dependent variable (English Language Vocabulary) contains the dimensions of its types and the proceed of learning.

After the whole reviewing process, a sample of the established population was taken. This sample involved ten random students who completed the survey. In this way, the data were gotten into the SPSS software to validate it through Cronbach's alpha (Annex 3). Once the survey was approved by the software, it was necessary to do a previous presentation of the selected activities. Therefore, to carry out this investigation, participants had to be clear about what those activities involved such as the characteristics and procedures to complete them.

It is important to emphasize that it was used five SEL activities, each one focused on the five core competence (self-awareness, self-management, decision-making, relationship skills, and social awareness). Additionally, those activities were explained in context where the population made some vocabulary activities focused on social-emotional learning. Students manipulated some worksheets and followed instructions that the researcher used to exemplify the activities. After that, the population was able to complete the survey with no problems.

Hypothesis

Null hypothesis

There is not an influence of social-emotional learning activities used in class on the English language vocabulary.

Alternative hypothesis

There is an influence of social-emotional learning activities used in class on the English language vocabulary.

Variable identification

Social-emotional learning activities (Independent variable)

English language vocabulary (Dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

In this chapter, it was developed an analysis of collected data that was obtained through a survey validated by SPSS software that contained thirteen questions. This survey was completed by forty-five students in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major in the Universidad Técnica de Ambato.

Firstly, the survey was validated by the SPSS software in which Cronbach's alpha determined that the questions were great to apply. Thus, the researcher (with the respective authorization) visited two groups of students from the first semester to explain and apply the survey. In order to collect data, it was used Google Forms platform and the results were entered into SPSS software to create the tables used in this part. Finally, the analysis and interpretation of each table were done, based on each question taking into consideration all the participants' answers.

On the other hand, this chapter contains the acceptance of the hypothesis. To develop this part, all the answers were introduced into SPSS software, then, through chi-square, it determined which hypothesis is accepted. This research has two hypotheses, the alternative hypothesis said, "There is an influence of social-emotional learning activities used in class on the English language vocabulary," meanwhile the null hypothesis said, "There is not an influence of social-emotional learning activities used in class on the English language vocabulary."

Finally, for the discussion part, it was taken into consideration the information that the authors had provided in previous investigations and the results obtained from this research. That way, it was concluded if the influence is negative or positive.

1. Students' gender

Table 4

Students' gender

Gender	Frequency	Percentage
Male	11	24,4%
Female	33	73,3%
Prefer not to say	1	2,2%
Total	45	100%

Note. Students' genre in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major.

It was relevant to take into account this question, thus in order to determine and analyze which genre is most predominant in the Pedagogía de los Idiomas Nacionales y Extranjeros major. It means that according to data (Table 4), there is a total of 33 females, followed by 11 males who represent less than half of the population, and at the end, one participant who preferred didn't say their genre. Therefore, it concluded that female students had opted to study a language major. Also, it is necessary to emphasize that those participants belonged to the first level of the program.

2. Students' age

Table 5

Students' age

Age	Frequency	Percentage
18-21	44	97,8%
21-23	1	2,2%
Total	45	100%

Note. Students' age in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major.

On the other hand, another personal aspect that was essential to know was the students' age. Among the options, there were ages such as 24-26 and 27 or more years old. However, the population answered 18-21 years old with a total of 44 option (Table 5), being the most predominant, and just one participant was 21-23 years old. It means

that the selected population was young adults when they started the major. Also, it infers that they were constantly learning vocabulary and using it with their classmates meanwhile they develop SEL competencies unconsciously.

3. Students' native language

Table 6

Students' native language

Native Language	Frequency	Percentage
Spanish	44	97,8%
Quichua	1	2,2%
Total	45	100%

Note. Students' native language in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major.

Finally, the last question among personal answers was the students' native language. It was determined that there were 44 students whose native language was Spanish, and one was a Quichua speaker. This represents that most of the participants were Spanish speakers. Therefore, in the first level, the Spanish language was the first language that students employed when they unknew English vocabulary or when they did not know how to express their ideas in English.

4. When I use Learning Logs, I can learn English vocabulary easily while I recognize difficult words for me.

Table 7

Learning Logs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	22	48,9	48,9	48,9
	Often	7	15,6	15,6	64,4
	Sometimes	15	33,3	33,3	97,8

Rarely	1	2,2	2,2	100,0
Total	45	100,0	100,0	

Note. Students' opinions about the Learning Logs in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major.

In the first question based on the two variables of the investigation, related to learning logs, 48,9% of the participants (Table 7) agree that this activity *always* helps to learn vocabulary quickly by recognizing words that students consider difficult or new. On the other hand, the minority with a total of 2,2% said it *rarely* helps students with the learning process.

These data show that learning logs are a good activity to apply as a closure or to wrap up a unit content. In addition, students can use it autonomously to consolidate their knowledge or the teacher can assess or even diagnose students' problems. One advantage of learning logs is the teacher can adapt the parts according to the level's class. In conclusion, it was determined that this first activity had a positive influence on the English language vocabulary.

5. When I use Breathing activities, I can learn English vocabulary easily while I listen to my teacher.

Table 8

Breathing activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	13	28,9	28,9	28,9
	Often	11	24,4	24,4	53,3
	Sometimes	12	26,7	26,7	80,0
	Rarely	8	17,8	17,8	97,8
	Never	1	2,2	2,2	100,0

Total	45	100,0	100,0
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Note. Students' opinions about the Breathing activity in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major.

For the second question related to the variables, the results (Table 8) determined that there is a partial opinion about breathing activities. It means that only 28,9% of the population said that this activity *always* helps to learn vocabulary. Nevertheless, 51,1% of the total population considered options *often* and *sometimes*, and the rest which represents 20% agreed between options such as *rarely* and *never*.

According to these statistics, it is evident that breathing activity had a fragmented influence on students. This is because students received vocabulary mainly by repetitions and following commands. Thus, it could be difficult to develop the English language if they did not produce it. Taking into consideration this, it concludes that participants considered that it is necessary to use the vocabulary to learn it.

6. When I use Gallery Walk activities, I can learn English vocabulary easily while I work in groups to solve thematical questions.

Table 9

Gallery Walk activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	18	40,0	40,0	40,0
	Often	14	31,1	31,1	71,1
	Sometimes	11	24,4	24,4	95,6
	Rarely	2	4,4	4,4	100,0
	Total	45	100,0	100,0	

Note. Students' opinions about the Gallery Walk activity in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major.

The data obtained from the third question (Table 9) about SEL activities, and the English vocabulary showed a positive point of view. It demonstrated that 40% of participants thought the Gallery Walk activity *always* allowed learn English vocabulary easily. Besides, a total of just 4,4% believed that it is useful *rarely*.

For this reason, the Gallery Walk activity had a major influence on the first semester classes due to, students can interact with each other, think critically, and solve problems in groups which allows them to reduce anxiety when they do not know how to answer in English. That is the main idea of this activity, to promote group work and mingle students in some cases. In conclusion, it can infer that students prefer to work in groups most of the time.

7. When I use TAG activities, I can learn English vocabulary while I give and receive positive feedback from my classmates.

Table 10

TAG activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	25	55,6	55,6	55,6
	Often	9	20,0	20,0	75,6
	Sometimes	8	17,8	17,8	93,3
	Rarely	3	6,7	6,7	100,0
Total		45	100,0	100,0	

Note. Students' opinions about the TAG activity in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major.

Table 10 explains the results of the fourth question about SEL activities. It indicates that 55,6% of the population was of the opinion that *always* TAG activity has a positive impact on English vocabulary. On the contrary, the minority, represented by 6,7%, considered it helps to learn vocab *rarely*.

Having into account the variation in the results, it was analyzed that most of the students in the first semester thought that the TAG activity is a good task to provide feedback and learn vocabulary. One reason could be that they felt motivated when they provided and received positive feedback from their classmates. Thus, it has a great influence on vocabulary, especially when students do it after a writing or oral presentation.

8. When I use Love Yourself activities, I can learn English vocabulary while I write positive aspects about my classmates.

Table 11

Love Yourself activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	18	40,0	40,0	40,0
	Often	14	31,1	31,1	71,1
	Sometimes	10	22,2	22,2	93,3
	Rarely	3	6,7	6,7	100,0
	Total	45	100,0	100,0	

Note. Percentage of students in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major.

In this case, the previous questions focused on the Love yourself activity (Table 11) and showed an inclination to *always* options with 40% of participants' opinions. However, there is a considerable amount of *often* options with a total of 31,1 almost equal to the first possibility. In the end, the minority with 6,7% believed that *rarely* this task can facilitate English vocabulary learning.

It demonstrates that there is a relevant influence of this activity on English vocabulary, especially those words used to describe people. Thus, it infers that students prefer to give and receive good comments and positive adjectives in their learning

environment. Teachers can apply it in almost any part of their daily lesson, and students can have an interesting warm-up and feel motivated at the same time.

9. I improved my English language vocabulary with the help of social-emotional learning activities.

Table 12

Improvement of English language vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	20	44,4	44,4	44,4
	Often	14	31,1	31,1	75,6
	Sometimes	10	22,2	22,2	97,8
	Rarely	1	2,2	2,2	100,0
	Total	45	100,0	100,0	

Note. Percentage of students in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major.

In this question, there is a direct relation between the English language vocabulary and the influence of SEL activities. The majority, 44,4% of the total population (Table 12), agree that vocabulary *always* can improve with SEL activities, but there is a percentage of around 2,2 that said it helps *rarely*.

The English vocabulary has a strong and good influence on SEL activities at the moment to improve it i.e., students know the vocabulary related to the topic, but at the moment to complete tasks, they consolidate some words in an easier way. Also, they do it at the time when they feel motivated, and their stress reduces. Therefore, SEL activities had a positive impact on the vocabulary learning process at the first level.

10. I think social-emotional learning activities are essential to consolidate my English language vocabulary learning.

Table 13*Consolidation of English language vocabulary*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	24	53,3	53,3	53,3
	Often	16	35,6	35,6	88,9
	Sometimes	4	8,9	8,9	97,8
	Rarely	1	2,2	2,2	100,0
	Total	45	100,0	100,0	

Note. Percentage of students in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major.

Table 13 shows the results obtained in the questions related to the necessity of SEL activities for English vocabulary. The option *always* got most of the selections, having 53,3% which is more than half. Besides, there is 2,2% who considered those activities *rarely* essential for vocab.

Due to previous results, most of the participants believed that SEL activities are necessary for the daily lesson plans, especially for the vocabulary part. This is because students can lose their motivation throughout the day, so teachers can help them to feel better and learn at the same time. In conclusion, it is essential to include SEL activities in the English class owing to the positive influence that it has.

11. I consider social-emotional learning activities could be useful to learn and reinforce English vocabulary.

Table 14*Learning and reinforcement of English language vocabulary*

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Always	28	62,2	62,2	62,2
	Often	12	26,7	26,7	88,9
	Sometimes	4	8,9	8,9	97,8
	Rarely	1	2,2	2,2	100,0
Total		45	100,0	100,0	

Note. Percentage of students in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros mayor.

In this part, participants were asked if they would use SEL activities to learn or reinforce the vocabulary part. So, a big amount said *always* (Table 14) i.e., this 62,2% consider those activities as useful. Nevertheless, 2,2 of the population opted for *rarely*, which means that it is not too useful.

As a result, it considers SEL activities useful to learn and reinforce vocabulary. That means, students believed those activities were a good option to closure, warm-up, or just to make a review of the content. In addition, participants agreed that they would give the chance to those kinds of tasks. Therefore, they had a positive influence respective to the use, and learning of vocabulary.

12. It was easier to learn new/difficult English language vocabulary with social-emotional learning activities.

Table 15

Learning process of English language vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	15	33,3	33,3	33,3
	Often	21	46,7	46,7	80,0
	Sometimes	7	15,6	15,6	95,6

Rarely	2	4,4	4,4	100,0
Total	45	100,0	100,0	

Note. Percentage of students in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major.

In the last objective question, it was determined that a representation of 46,7% of the total population (Table 15) thought that it was often easier to learn new or difficult vocabulary. Also, just 33,3% gave a totally positive response as always. On the other hand, 4,4% considered the rarely option since probably those activities did not help them a lot.

Hence, it is found that SEL activities make learning vocabulary easier just in some cases. For example, when students interact with the language more than they receive it, they can learn more. That is why, taking into account that some SEL activities allow receiving the language, could not be effective for learning. As a result, the impact of the activities would be according to the context and the way to apply it.

13. Which activity facilitates your learning process of English language vocabulary?

For example: Learning logs; TAG activity; Breathing activity; Gallery walk; Love yourself activity.

Table 16

Activities that facilitate English language vocabulary learning

Answer	Frequency	Percent
Learning Log	11	20%
TAG activity	11	20%
Breathing activity	3	5%
Gallery walk	8	15%
Love yourself activity	16	30%
Videos or TV series	2	4%
Music or podcasts	2	4%
Reading books	1	2%
Total	54	100%

Note. Percentage of students in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major.

In the last question, was applied open-ended in which students were asked about which activity they considered facilitates and helps with their learning process. Most of them, 30% of the total population (Table 16), agreed with the Love Yourself activity is the best to help with vocabulary learning. However, there are two activities that had a significant impact as well. These are the Learning log, and TAG activity, each one with 20% of responses. Additionally, participants gave other options such as videos, TV series, music, podcast, and books which represents 10% of the responses. Finally, the SEL activity with less selection was breathing activity with just 5%.

For those reasons, it is concluded that the Love Yourself activity is the preferred activity by participants in the first level due to students can interact with others by giving positive adjectives and making them feel better. Students increase their motivation when they read their classmates' comments. Therefore, they can expand their English vocabulary by describing people.

3.2 Verification of hypotheses

Table 17

Test Statistics

Questions	Chi-Square	df	Asymp. Sig.
1. When I use Learning Logs, I can learn English vocabulary easily while I recognize difficult words for me.	22,467 ^a	3	,000
2. When I use Breathing activities, I can learn English vocabulary easily while I listen to my teacher.	10,444 ^b	4	,034
3. When I use Gallery Walk activities, I can learn English vocabulary easily while I work in groups to solve thematical questions.	12,333 ^a	3	,006

4. When I use TAG activities, I can learn English vocabulary while I give and receive positive feedback from my classmates.	24,244 ^a	3	,000
5. When I use Love Yourself activities, I can learn English vocabulary while I write positive aspects about my classmates.	10,911 ^a	3	,012
6. I improved my English language vocabulary with the help of social-emotional learning activities.	16,956 ^a	3	,001
7. I think social-emotional learning activities are essential to consolidate my English language vocabulary learning.	30,467 ^a	3	,000
8. I consider social-emotional learning activities could be useful to learn and reinforce English vocabulary.	39,000 ^a	3	,000
9. It was easier to learn new/difficult English language vocabulary with social-emotional learning activities.	18,911 ^a	3	,000

a. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 11,3.

b. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 9,0.

Note. This table represents asymptotic significances that are displayed. The significance level is ,05. By Naranjo, K. (2023).

In this part, the established hypothesis was verified through chi-square in the SPSS software. It means when the significance level is less than ,05 the null hypothesis is rejected, so the alternative one is accepted. To determine this, the asymptotic significance is analyzed by the SPSS software (Table 17) in each question. However, it is necessary to explain that just objective questions related to the variables (questions 4-12) were gotten into the software, and as a result, just nine questions were analyzed. In addition, as the table shows, in the asymp. sig part, all the questions have a value less than ,05, which means that there is an influence of social-emotional learning activities used in class on the English language vocabulary.

Therefore, according to obtained data, the alternative hypothesis is accepted in all the questions. It means that SEL activities influence English vocabulary, mainly in

students in the first semester of the major. In addition, participants admitted those activities help to learn, reinforce, improve, consolidate, and identify new/difficult words. Finally, it is determined that SEL has a positive impact on the vocabulary learning process.

Discussion

The purpose of this research was to analyze the influence of social-emotional learning activities and English vocabulary. The results showed that there is a positive influence on it. Bai et al. (2021) said in the findings that SEL activities were not work in isolation, but they were better in collaborative acts. In this way, there was a better influence on the outcomes. Additionally, in the current investigation, data determined that teamwork activities are preferred as well.

Furthermore, Cho et al. (2019) found that teachers applied SEL activities to create a positive atmosphere, encourage collaboration, and promote explicit teaching. However, according to the teachers of the study, applying individual activities reduced students' opportunities to learn since they belonged to young refugee English language learners. As it is evident in the previous investigation, it is better to promote group activities, based on social-emotional learning, in order to create a motivational environment.

Finally, in the questionnaire applied by Vázquez (2020) related to the students' point of view, it was determined that SEL activities can be used as a predictor of students' academic outcomes, but only if those activities are developed with the whole class (teacher-students). Also, the author realized that before students know social-emotional learning, they did not control or manage impulses, and stress. On the other hand, students of Pedagogía de los Idiomas Nacionales y Extranjeros major considered those activities attractive to the learning process because they thought their SEL competencies are important at the moment to be in classes.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After an exhaustive analysis of the results from the survey, the following conclusions are stated:

According to the CASEL (2012), social-emotional learning activities are set into five main competencies (self-awareness, self-management, decision-making, relationship skills, and social awareness). In the theoretical part, five SEL activities were described (Learning Logs, Breathing activity, Gallery Walk, TAG activity, and Love Yourself activity) from previous investigations which were focused on English teaching-learning. In other words, the author of this investigation chose five activities related to the five SEL competencies, which means one by each one and with relation to English vocabulary learning. As Bhushan Mishra & Alok (2017) mentioned it was necessary to use information and facts to analyze and describe the characteristics of activities. In this manner, participants realized the influence of each one on the vocabulary learning process.

After the survey application and taking into account data from the last open-ended question, it was explored which activity helped to learn vocabulary in a better way. The information was categorized, and a real situation was described by considering the characteristics of the population (Dulock, 1993). Thus, participants established different options related to ones that facilitated the learning process of English language vocabulary (Table 16). With this in mind, the one with the most frequency was the Love Yourself activity due to it promoting optimism and motivation by giving and receiving positive qualities about others. Hence, this activity had a positive impact on the population followed by Learning logs and Tag activities with the second ones with the most frequency to make learning easier.

Finally, the influence of social-emotional learning activities on English vocabulary was positive. This was determined based on the data from the validated survey because,

in the nine objective questions, in which a Likert Scale was used, just one item had the most frequency in the *often* option, which means, the other eight had *always* option as the most. According to CASEL (2012), the best learning comes from an environment that makes it challenging, meaningful, and engaging. Furthermore, according to the results, words are improved, consolidated, reinforced, and useful in a better way. However, participants believed that even though SEL activities are essential, in some cases, they do not make the learning process easier (Table 15), but they have a good impact on the classrooms.

4.2 Recommendations

For readers who want to apply SEL activities in a class focused on vocabulary, it is necessary that consider the following recommendations:

The use of SEL activities creates a positive environment in the classroom. There is a plenty of them focused on the different language skills (writing, listening, speaking, and reading) and language uses (grammar and vocabulary). So, it is recommended to use at least one in each daily lesson plan. As a result, students will keep motivated, and teachers will help students have a better day meanwhile they are learning English. Additionally, it is essential to mention that teachers must take into account the purpose of activities that are going to be applied and the level of learners and their needs.

In addition, it is recommended to take into consideration students' preferences at the moment to choose any SEL activity. In the selected population, the Love Yourself activity worked very well. The advantage of this activity is it can apply in almost any level of classroom. Thus, students will not feel English subject as a boundary or stressful moment. As a result, final and personal outcomes will be improved.

As a final recommendation, having in mind the positive influence that SEL activities have. Teachers can use them, especially for demanding and difficult periods, one example is exam weeks, and take advantage of it to reinforce vocabulary for students in case they need it. Thus, their application of them will allow students to achieve personal and academic outcomes.

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ANNEXES

Annex 1

Institutional approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 04 de Abril 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: “Social-emotional learning activities and English language vocabulary” propuesto por el/la estudiante Naranjo Sánchez Karol Nayeli, portador/a de la Cédula de Ciudadanía, 185011785-2 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Lcda. Sarah Jacqueline Iza Pazmiño, Mg.
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Annex 2

Operationalization of variables

Operationalization of variables

General Objective: To analyze the influence of social emotional learning activities in the English language vocabulary.

VARIABLE	DEFINITION	DIMENSIONS	INDICATORS	TECHNIQUE	INSTRUMENT	ITEM
INDEPENDENT Social-Emotional Learning Activities	(2012) defined it a set of tasks whose purpose is to develop five core social and emotional competencies that are self-awareness, self-management, decision-making, relationship skills, and social awareness.	self-awareness	Learning log activity	Survey	Instrument Structured Questionnaire	1
		self-management	Breathing activity	Survey	Instrument Structured Questionnaire	2
		decision-making	Gallery Walk activity	Survey	Instrument Structured Questionnaire	3
		relationship skills	TAG activity	Survey	Instrument Structured Questionnaire	4
		social awareness	Love yourself activity	Survey	Instrument Structured Questionnaire	5
DEPENDENT English Language Vocabulary.	Folse (2008) mentioned that it refers to English words that people can understand but the vocabulary has different types: a single word, a set phrase, a variable phrase, a phrasal verb, and idioms. On the other hand, English vocabulary is essential to learn a second language because students can learn vocabulary in a better way when they focus their attention on it (Schmidt, 1990).	Types	<ul style="list-style-type: none"> • Single words • Set phrases • Variable phrases • Phrasal verbs • Idioms 	Survey	Instrument Structured Questionnaire	6, 10
		Second language learning	<ul style="list-style-type: none"> • Four main skills • Activities • Methods 	Survey	Instrument Structured Questionnaire	7, 8, 9

Annex 3

Cronbach's alfa validation

Case Processing Summary

		N	%
Cases	Valid	10	100,0
	Excluded ^a	0	,0
	Total	10	100,0

a. Listwise deletion based on all variables in the procedure.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. When I use learning logs, I can learn English vocabulary easily while I recognize difficult words for me.	19,00	25,333	,476	,814
2. When I use breathing activities, I can learn English vocabulary easily while I listen to my teacher.	18,50	23,389	,779	,773
3. When I use gallery walk activities, I can learn English vocabulary easily while I work in group to solve thematical questions.	19,30	28,900	,403	,819
4. When I use TAG activities, I can learn English vocabulary while I give and receive positive feedback from my classmates.	18,90	24,989	,653	,791
5. When I use love yourself activities, I can learn English vocabulary while I write positive aspects about my classmates.	18,80	25,067	,639	,792
6. I improved my English language vocabulary with the help of social-emotional learning activities.	18,60	28,044	,327	,828

7. I think social-emotional learning activities are essential to consolidate my English language vocabulary learning.	19,30	27,789	,439	,815
8. I consider social-emotional learning activities could be useful to learn and reinforce English vocabulary.	18,60	24,933	,514	,809
9. It was easier to learn new/difficult English language vocabulary with social-emotional learning activities.	19,40	25,822	,537	,805

Annex 4

Survey

Question / Option	Always	Often	Sometimes	Rarely	Never
1. When I use Learning Logs, I can learn English vocabulary easily while I recognize difficult words for me.					
2. When I use Breathing activities, I can learn English vocabulary easily while I listen to my teacher.					
3. When I use Gallery Walk activities, I can learn English vocabulary easily while I work in groups to solve thematical questions.					
4. When I use TAG activities, I can learn English vocabulary while I give and receive positive feedback from my classmates.					
5. When I use Love Yourself activities, I can learn English vocabulary while I write positive aspects about my classmates.					
6. I improved my English language vocabulary with the help of social-emotional learning activities.					
7. I think social-emotional learning activities are essential to consolidate my English language vocabulary learning.					
8. I consider social-emotional learning activities could be useful to learn and reinforce English vocabulary.					
9. It was easier to learn new/difficult English language vocabulary with social-emotional learning activities.					
10. Which activity facilitates your learning process of English language vocabulary? For example: Learning logs; TAG activity; Breathing activity; Gallery walk; Love yourself activity.					Open-ended question

Annex 5


Urkund report



Document Information

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