INCIDENCIA DE ESCENARIOS POSITIVOS DE APRENDIZAJE DEL INGLÉS EN LAS HABILIDADES SOCIOAFECTIVAS

IMPACT OF POSITIVE ENGLISH LANGUAGE LEARNING SCENARIOS ON SOCIAL-EMOTIONAL SKILLS

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RESUMEN

La incidencia de escenarios positivos de aprendizaje del inglés en las habilidades motivador, no solo facilitan la adquisición del idioma, sino que también promueven el desarrollo de competencias socioafectivas, como la empatía, la comunicación efectiva y la autoconfianza. El objetivo es analizar el impacto de las estrategias socioafectivas en las habilidades sociales de estudiantes adultos que participan en un curso virtual de inglés en el espacio Manta Capacita. Metodología, se adoptó un enfoque cualitativo-cuantitativo con un diseño descriptivo y transversal, empleando métodos inductivos y deductivos, para la recolección de datos, que incluyó una ficha de observación estructurada y entrevistas semiestructuradas realizadas antes y después del curso. La observación se centró en la interacción y comportamiento de 20 estudiantes, mientras que las entrevistas exploraron sus experiencias y percepciones sobre el aprendizaje socioafectivo. Los resultados mostraron que los estudiantes experimentaron mejoras significativas en su comunicación y habilidades interpersonales, mientras que, la ficha de observación reveló un ambiente colaborativo, aunque también indicó áreas críticas como la puntualidad y la interacción inicial además de ese sentir de seguridad al compartir ideas y más abiertos a recibir retroalimentación constructiva. Concluyendo que las estrategias socioafectivas son cruciales para facilitar no solo el aprendizaje del inglés, sino también el desarrollo personal de los estudiantes adultos.

Palabras claves: empatía, aprendizaje colaborativo, escenarios positivos, relaciones interpersonales, motivación.

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Impact Of Positive English Language Learning Scenarios On Social Emotional Skills

ABSTRACT

The impact of positive English learning scenarios on socio-affective skills are scenarios that foster a collaborative and motivating learning environment, not only facilitate language acquisition, but also promote the development of socio-affective competencies, such as empathy, effective communication and self-confidence. The objective is to analyze the impact of socio-affective strategies on the social skills of adult students who participate in a virtual English course in the Manta Capacita space. Methodology, a qualitative-quantitative approach was adopted with a descriptive and cross-sectional design, using inductive and deductive methods, for data collection, which included a structured observation sheet and semi-structured interviews conducted before and after the course. The observation focused on the interaction and behavior of 20 students, while the interviews explored their experiences and perceptions of socio-affective learning. The results showed that students experienced significant improvements in their communication and interpersonal skills, while the observation sheet revealed a collaborative environment, although it also indicated critical areas such as punctuality and initial interaction in addition to that feeling of security when sharing ideas and more open to receiving constructive feedback. Concluding that socio-affective strategies are crucial to facilitate not only the learning of English, but also the personal development of adult learners.

Keywords: empathy, collaborative learning, positive scenarios, interpersonal relationships, motivation.

INTRODUCTION

The acquisition of English proficiency is presented as a fundamental objective for the societies of the twenty-first century. According to Bernal et al., (2021) Younger individuals can tackle this task with relative ease, many adults perceive mastery of a foreign language, particularly English, as an insurmountable challenge, often fueled by the misconception that such skills are beyond their capabilities or unnecessary at their stage of life. Consequently, a considerable number of adult learners embark on language courses only to struggle to maintain sustained motivation, which frequently leads to the premature abandonment of their language learning aspirations.

To address this prevailing challenge, the implementation of socio-affective strategies in education emerges as imperative. For Lojano (2019), These strategies prioritize cultivating self-esteem, encourage peer collaboration, and strive to create a motivating environment that fosters both independence and support throughout the educational process. Consequently, these strategies assume a fundamental role in reinforcing not only students' oral competence, but also their social skills. Álvarez et al., (2022) They argue that by emphasizing the socio-affective dimensions of language learning, educators can contribute significantly to overcoming the psychological barriers that prevent adult learners from learning English, ultimately fostering a more conducive and nurturing environment for the acquisition of English language skills.

The prevalence of positive English learning experiences is crucial in the field of online education, particularly when considering the obstacles adults face in acquiring proficiency in a new language. Adult learners face unique challenges, not only because of the factors described above, but also because of the considerable responsibilities associated with adulthood (Castillo Parra, y otros, 2020). In response to these barriers, virtual education has emerged as an increasingly frequent and effective alternative to language teaching.

Virtual education offers more than just geographic accessibility; Create inclusive spaces where people from diverse locations can engage in meaningful interactions (Grupo Banco Mundial, 2022)This deliberate participation serves to mitigate the stress inherent in traditional language classes, especially during oral practice sessions, and virtual education facilitates immediate access to supplemental materials, instructional videos, and rapid feedback, the demands of adult life, offering flexibility,

autonomy and interactivity throughout the learning process.

Despite the wealth of existing information, previous studies focus predominantly on the impact of socio-affective strategies during the school-age years. Notably, its influence on adult learners and in contemporary settings, such as virtual education, remains unadequately explored. This study aims to address this gap by posing a central question: How does the integration of socio-affective strategies impact the social skills of adult learners of English as a Foreign Language (EFL) who participate in a three-month virtual course? The research extends beyond this general question to explore specific facets, including:

1. What are the prevailing obstacles within the group that significantly influence the learning and development processes of the students?

2. What discernible differences or benefits do students perceive upon completion of the course?

3. How do students react to the implementation of socio-affective strategies within a virtual learning environment?

This research aims to provide nuanced insights into the intersection of socio-affective strategies for adult learners in the changing landscape of virtual education.

METHODOLOGY

This research was based on a qualitative-quantitative approach, with a cross-sectional descriptive design, where inductive-deductive-analytical and synthetic methods were used. For data collection, a direct observation form structured in 3 Items and consisting of 24 questions was applied by the Ministry of Education (Carrillo, 2021), to observe the direct virtual class, in addition to complementing with 2 structured interviews applied in two moments, before starting the class plan in order to know some elements of their previous experience in learning the English language and the second, after the lesson plan has been applied, where information was obtained about their learning experience with a class with a socio-affective approach, held in the Manta Capacita space in the province of Manabí, Ecuador.

The analysis of the qualitative data was transcribed verbatim and the responses to the survey were tabulated and quantitatively analyzed using descriptive techniques, such as frequencies and averages, in addition, as they are dichotomous instruments, the Kuder Richardson fidelity coefficient was used to measure their employability. Prior to data collection, the content of the participants' informed consent

was socialized and reported, and the confidentiality and anonymity of the data was guaranteed by assigning alphanumeric identifiers (names are replaced by letters and numbers according to the code for the investigated (T): for example, T1 stood for student number one).

RESULTS

Analysis of the observation sheet

As results, we were able to evaluate 20 students belonging to the Manta Capacita courses, with the aim of identifying the behavior pattern of the participants in a regular online English class and in the relationship with their classmates and teacher, measuring 3 Criteria: Criteria for activities at the beginning of classes (consisting of 7 questions); Criterion at the time of development (consisting of 13 questions) and Final criterion of the class (consisting of 4 questions), to which the Kuder Richardson Fidelity Coefficient was applied, which yielded 0.97 of internal coefficient, demonstrating a range of excellent, therefore the data obtained after its applicability are reliable.

Table 1. Criteria evaluated in the observation sheet

Criteria	Average	Kuder Richardson's Fidelity Coefficient
Criteria for activities at the beginning of classes	0,69	
Criterion moment of development	0,79	0,97
Final Class Criteria	0,73	
Total	**0,74**	

Source: Own elaboration

Table 2. Criteria for the start of school activities

Nº	Observed dimensions	Promedio
1	The class starts on time.	0.9
2	All students attend on time or most of them.	0.40
3	Students interact: they greet each other when they enter class, they have a small chat with the teacher or with each other.	0.30
4	The teacher makes the objective of the class known	0.85
5	The teacher motivates the student to participate in the class feedback.	0.9

| 6 | Students participate voluntarily by giving opinions, asking questions, or providing experiences from their own environment. | 0.85 |
| 7 | The mood of the students seems positive and they are interested in the topic of the class. | 0.70 |

Source: Own elaboration

The observation sheet applied in the English course of Manta Capacita, provides valuable information on the performance in the activities of the beginning of classes, where it is evident that punctuality and attendance show that the class starts punctually with an average of 0.9), this being a positive indicator of organization and respect for time. However, students' on-time attendance is significantly lower (0.40), evidencing a problem of student engagement, significantly affecting the flow of the class and the use of academic time. This discrepancy negatively affects the flow of the class and the use of academic time (Vásquez Córdova, 2020). Regarding interaction and class dynamics, the (0.30) in interaction when entering classes is worrying, the lack of greetings and initial talks is an unwelcoming indicator. Likewise, regarding clarity and motivation, the teacher manages to clearly communicate the objectives of the class (0.85) and motivates students to participate in feedback (0.9), essential aspects to guide learning and maintain student interest. Álvarez et al., (2022) They support the fact that a welcoming and collaborative environment is essential to encourage participation. Finally, student voluntary participation is high (0.85), indicating that despite low punctuality and poor initial interaction, students are willing to contribute once the class is underway. However, the mood of the students, although positive (0.70), indicates that there is still room for improvement. Lojano (2019) He argues that the implementation of socio-affective strategies could be key to improving these aspects and enriching interpersonal relationships within the virtual classroom.

Table 3. Criterion moment of development

Nº	Observed dimensions	Promedio
1	Knowledge is generated based on questions, doubts and argumentation of real situations by students.	0.70
2	Students have enough time to develop the activities proposed by the teacher.	0.85
3	The participation of the students is varied (different people participate)	0.70

4	Students have different means to participate, considering the possible realities of each one (sending messages through the comment box, talking, using web tools)	0.8
5	Students are sure to ask their questions.	0.85
6	Students are free to express their opinion on various topics.	0.80
7	Students relate class content to situations in their daily lives.	0.80
8	Students interact with each other.	0.90
9	Interactions are respectful with the teacher and with their classmates.	0.80
10	Interactions are respectful with the teacher and with their classmates.	0.90
11	Participation often occurs by the same student or the same group of students.	0.60
12	Students who prefer not to converse in class, participate through messages.	0.80
13	The conclusions and recommendations of the class occur on the part of the students.	0.85

Source: Own elaboration

The analysis of the observation sheet of the English course of Manta Capacita during the moment of development, shows a mostly favorable context for learning, with averages ranging between 0.60 and 0.90; Interaction between students is especially high (0.90), indicating a collaborative environment. According to recent studies, peer-to-peer collaboration not only improves content comprehension, but also increases student motivation and engagement (Vega Gea, 2021). While the freedom to express opinions and the security to ask questions also stand out (0.80 and 0.85, respectively), suggesting that students feel comfortable sharing their ideas. Irigoyen and Pons (2022) They mention that a safe environment for personal expression leads to deeper and more meaningful learning by 96% according to their study (Johnson et al., 2022). However, the 0.70 average in the variability of participation reveals that, although there is adequate respect in interactions (0.80), much of the contributions come from a small group, which limits the diversity of opinions. In addition, although students have access to different means of participation (0.80) and relate the content to their daily lives (0.80), it is ideal that strategies are implemented to encourage greater engagement from all students, especially those who

participate less, given that the index of (0.60) indicates that the dynamic is affected by the lack of voice of some students. The active inclusion of all students is essential to maximize the potential of the classroom (Nadifi, 2021). Although there are effective educational practices, to reinforce the inclusion of all students in the discussions and thus further enrich the learning process.

Table 4. Final Class Criteria

Nº	Observed dimensions	Average
1	Students ask about assignment or topic doubts.	0.75
2	Students request tutorials or clarification of topics.	0.70
3	Students say goodbye using English expressions.	0.90
4	The time is enough to cover the topics, practice and evaluate the knowledge according to the level of the students.	0.24

Source: Own elaboration

Students' ability to ask questions about their assignment and topic doubts is relatively good, with an average of 0.75, indicating a level of interest and commitment to their learning. For Nuñez et al., (2024) Asking questions is fundamental in education, as it not only allows students to clarify concepts, but also encourages deeper learning, and they emphasize that this commitment does not completely translate into seeking additional help. However, the request for tutorials or clarifications is lower (0.70), making it clear that there is a certain reluctance to seek additional help or a lack of clarity in the communication of these options. Fernández et al., (2024) In their study, they showed that this situation is due to several factors, such as a lack of clarity in communication about the options available to receive help or a misperception that asking for help is a sign of weakness, in addition to the fear of expressing oneself. A very positive aspect is that students say goodbye using English expressions with a high frequency (0.90), reflecting a learning environment that encourages language practice. However, the alarmingly low average of 0.24 in the sufficiency of time to cover the topics, practice and evaluate their knowledge is worrying, since it is emphasized that classes can be poorly structured or overloaded, preventing effective learning. However, the lack of adequate time not only limits the in-depth understanding of the content of the language, but also generates frustration among students and that it must be ensured that sufficient

time is available to cover all topics properly, promoting a culture of mutual support between students and teachers. (Mejía González, 2023).

Analysis of the interview

Table 5. Analysis category

Nº	Categories analyzed (Before)
1	Experience in language learning
2	Motivation when studying English
3	Stress-generating language skills
4	Emotional and mental consideration of the teacher
5	Elements that develop learning
6	Improving skills through language
7	Previous failure to learn the language
8	Difference Between English and Spanish Language Communication
	Categories analyzed (After)
1	Participation during the class period
2	Companionship
3	Free expresión
4	Motivational activity
5	Emotion regulation
6	Public speaking skills
7	Joint participation in classes
8	Virtual classroom environment
9	Introspection in time

Source: Own elaboration

ANALYSIS

The impact of positive English learning scenarios on socio-affective skills is a crucial issue in contemporary education, learning a new language not only involves acquiring vocabulary and grammar, but also developing emotional and social competencies, in turn, learning environments that encourage

collaboration, empathy and effective communication. they enhance students' self-confidence and interpersonal skills. In addition, the most relevant answers that were not repeated were considered, we will explore how these dynamics are manifested in the experience of learning English compared to other subjects.

1A. It's been interesting, but sometimes confusing. 2A. I feel that the approach is more practical than in mathematics. 3A. I like it, although grammar is difficult for me. 4A. It's fun, but Sometimes I feel overwhelmed. 7A. Class dynamics are different from other subjects. 8A. I feel more motivated by the variety of activities. 9A. Teaching is more student-centered. 10A. There is more emphasis on communication. 12A. Oral practice is more frequent. 13A. I feel freer to express myself.15A. Feedback is more constructive. 16A. The connection with colleagues is stronger. 17A. There are more opportunities to work in groups. 18A. Creativity is encouraged in presentations. 20A. Learning English is more exciting than other subjects.

The opinions of the students focus on the fact that the experience of learning English is distinguished by its practical and dynamic approach, which favors both the acquisition of the language and the development of socio-affective skills. Many students find that this interactive methodology facilitates understanding and promotes active participation in class, the variety of activities motivates students, allowing them to creatively explore the language and strengthening the connection between peers. However, they also face challenges, especially in grammar, highlighting the need for teaching focused on individual needs and constructive feedback.

One of the most significant factors driving people to study English is the growing demand for language skills in the job market. According to a study by CEDEFOP (2021), English is considered an essential requirement in almost every industry, especially in fields such as technology, business, and medicine. The ability to communicate in English not only opens doors to job opportunities (Mejia Uquiche, 2024), but also facilitates access to up-to-date information and continuing education resources, to which the students responded:

1A. I want to travel and get to know new cultures. 2A. It is fundamental for my career.5A. I have friends who speak English. 6A. I want to access more information on the internet. 7A. I would like to study abroad. 8A. English is necessary in today's world. 10A. I am interested in participating in cultural

exchanges. 11A. I want to improve my job opportunities. 14A. The influence of English in my life is high. 15A. I want to improve my resume. 16A. Learning English is a challenge that excites me. 17A. The possibility of making friends from other countries appeals to me. 18A. English is key in many fields. 19A. I want to pursue graduate studies.

It is clear that students have different interests when learning the English language, it is based on various motivations that cover both the cultural and professional fields, the ability to travel and get to know new cultures is enriched by the mastery of the language, allowing deeper and more meaningful interactions, making it clear that the language, It has become a key tool for personal and professional growth in contemporary society.

It has been shown that among the skills that generate the most anxiety are speaking English and the fear of being evaluated by others. According to a study by MacIntyre and Gregersen (2023), Fear of making mistakes and being judged by native speakers can inhibit fluency and confidence in communication. According toZhangwei Chen (2024), students tend to compare their ability to speak with that of others, which can result in a feeling of inferiority and demotivation. In a study by Namaziandost et al. (2022) It was observed that students who do not have access to conversational environments in English report higher levels of anxiety, however the interviewees of this study responded:

1A. Oral conversation makes me nervous. 2A. Writing causes me insecurity. 3A. Listening to fast English stresses me out. 5A. I am concerned about the grammar in my texts. 6A. Speaking in public in English scares me. 8A. I don't know how to use vocabulary in context. 9A. Sometimes I get blocked when writing. 10A. The fear of being judged paralyzes me. 12A. I don't know how to start a conversation. 13A. The lack of fluency makes me uncomfortable. 14A. I don't know how to express my ideas clearly. 16A. I'm worried that I won't remember words in the moment. 17A. The time to respond in class stresses me out. 18A. Feedback makes me nervous. 20A. The fear of not being understood affects me.

The responses reflect a wide range of anxieties and challenges faced by English learners, both in oral conversation and writing, most students agree with concerns, such as fear of being judged and insecurity in written expression, point to a lack of confidence that can hinder the learning process.

Authors Like Ducker (2022) They emphasize that the fear of making mistakes not only affects confidence, but can also lead to a cycle of avoidance. Altún (2023), He argues that students who fear

being judged avoid communication situations, which in turn limits their exposure and practice, perpetuating insecurity, so that, to address this problem, they propose teaching strategies that incorporate collaborative practice and constructive feedback. Thus, they were questioned about whether teachers have considered their emotional and mental part and how they have demonstrated it.

1A. Yes, some have been very empathetic. 2A. They have created a safe environment to participate. 3A. They have encouraged us not to be afraid of making mistakes. 4A. I have received individual support when I needed it. 5A. They have cared about our well-being. 6A. They have used activities that promote self-esteem. 7A. They have given us time to express ourselves. 9A. They have been patient in explaining. 10A. They have motivated us to share experiences. 12A. We've been taught how to manage stress. 13A. They have done group activities that promote union. 15A. They have adapted their methods to our needs. 16A. We have been taught to be creative. 17A. They have tried to know our strengths. 18A. They have provided constructive feedback. 19A. They have encouraged us to participate without fear. 20A. They have created a space where we can be ourselves.

Hattie and Clarke (2018) They maintain that there is a clear recognition of the positive impact that teachers can have on the learning experience of students, they recognize a safe and empathetic environment, where participation is encouraged without fear of making mistakes, where the development of confidence and self-esteem is encouraged. Although, Famosa (2024) He argues that this type of support, including individual attention and activities that celebrate achievements, not only improves academic performance, but also contributes to the emotional well-being of students. This leads us to question the elements used by the teacher have made them feel more comfortable learning English.

1A. The movies are entertaining and educational. 2A. Music helps me remember vocabulary. 3A. Educational videos are clear and helpful. 4A. Role-playing games make practice fun. 5A. The series allow me to hear different accents. 6A. The songs are easy to follow. 7A. Podcasts help me with listening. 8A. Interactive apps are fun. 9A. Documentaries are informative and entertaining. 13A. YouTube videos are accessible. 14A. Practicing with friends through games is helpful. 17A. Online discussion forums are helpful. 18A. Oral presentations build confidence. 20A. Storybooks improve my vocabulary.

The answers highlight the variety of methods that enrich language learning by combining entertainment and education, just as films and documentaries offer engaging content and cultural contexts that facilitate understanding, and tools such as music and podcasts are effective in improving memory and active listening. Role-playing and theatre activities provide a playful approach that makes practice more fun and expressive, fostering creativity and confidence. In addition, interactive applications and accessible videos allow for personalized practice.

The combination of entertainment and education in language learning has been widely supported by various authors. Pantoja and Tabinas (2024) He argues that using media such as films and documentaries not only captures students' attention, but also provides them with cultural contexts that are crucial to language understanding. Thummaphan and Sripa (2022) They claim that this cultural connection enriches the learning experience, making the content more relevant and accessible. Regarding whether they believe that learning English has encouraged them to improve their social skills and if they have had a conversation with a person who spoke English, they answered.

1A. Yes, I feel more open to meeting new people. 2A. I've had some simple conversations in English. 3A. It helps me to participate in cultural exchanges. 5A. I have practiced online with native speakers. 6A. Conversations in English give me confidence. 7A. I feel more comfortable in social situations. 8A. I have been able to share my interests in English. 9A. Learning English makes me feel part of a global community. 11A It has driven me to be more curious. 12A. I have improved my ability to listen. 15A. I have learned to express my ideas clearly. 16A. social media has allowed me to interact. 17A. I have participated in conversation groups. 19A. Learning English opens up new social opportunities.

The responses highlight how learning English has transformed the social experience of students, facilitating openness towards new interactions and cultural connections, the ability to hold simple conversations in English not only increases confidence, but also allows students to participate in cultural exchanges, which enriches their global perspective, promoting a sense of belonging to an international community, where students can share interests and make friends from diverse countries.

Learning English has proven to be a catalyst for socialization and cultural connection among students. *Gao* (2024) It emphasizes that the ability to hold conversations in English not only improves learners' confidence, but also opens doors to meaningful cultural exchanges. Likewise, Tao y Gao (2022)

This interaction not only expands their social network, but also enriches their understanding of different cultures. In addition, practice with native speakers has proven to be instrumental in improving listening and clear expression of ideas. Although it was asked if they have ever failed trying to learn English and what factors influenced them, their answers were:

1A. Yes, in a previous year I did not manage to advance. 2A. A lack of consistent practice was a factor. 3A. I was overwhelmed by grammar. 4A. I didn't have enough motivation at the time. 5A. It was difficult for me to adapt to the teaching method. 6A. I didn't feel comfortable speaking. 7A. I was afraid of making a fool of myself. 8A. I didn't have good support. 9A. The lack of time to study played a role. 10A. I didn't know how to organize my study. 11A. I was frustrated not to see results.13A. I couldn't connect with the content. 14A. Personal distractions affected my learning. 15A. I felt demotivated by my mistakes. 16A. The lack of resources limited me. 18A. I had no partners to practice with. 20A. I didn't know how to ask for help when I needed it.

It is clear that there are a number of obstacles that can limit progress in language learning. Lack of consistent practice and an unfavorable classroom environment stand out as critical factors that impeded student progress, in addition, the feeling of being overwhelmed by grammar and the fear of making a fool of themselves contribute to a lack of confidence, which hinders active participation in the learning process. Although motivation is another key aspect; Without genuine interest and adequate support, students can become unmotivated and frustrated by not seeing results.

Challenges in language learning are a recurring theme in educational literature. Samperio and Espinosa (2024) They mention that a lack of consistent practice is one of the main factors affecting student progress. Benavidez and Flores (2019) They claim that the opportunity to practice regularly, trainees can feel stuck, which affects their confidence and motivation. On the other hand, León et al., (2024) They highlight the role of the classroom environment in learning, emphasizing that an unfavorable environment can create anxiety and disinterest, while a positive environment encourages active participation. Thus, he wondered if there are any differences and similarities in the colloquial language from Spanish to English, they answered:

1A. Yes, in English they are more direct. 2A. In Spanish we are more expressive. 3A. Both languages have interesting idioms. 4A. Irony is common to both. 5A. The structure of sentences varies greatly. 6A.

In English there is more use of acronyms. 7A. The idiomatic expressions are fascinating. 8A. Politeness is expressed differently. 10A. Humor can be more subtle in English. 11A. Idioms are common to both. 12A. The jargon varies according to the social context. 14A. Both are creative in communication. 15A. Gestures and body language are important. 16A. Culture influences the way we communicate. 17A. In both, context is key. 18A. There are similarities in the use of rhetorical questions. 19A. The way of greeting may vary. 20A. Both languages enrich communication.

The responses underscore both the differences and similarities in communication in English and Spanish, highlighting the richness of both languages. In English, communication tends to be more direct, which can be perceived as a form of clarity, while Spanish is more expressive and nuanced, reflecting a greater emotional charge, this difference is manifested in the structure of sentences, where English often uses acronyms and omissions that can make communication more efficient, although sometimes less clear for non-natives. On the other hand, both languages share interesting idioms and idiomatic expressions that enrich the language. Irony and humour, although present in both, manifest themselves in different ways; Humor can be more subtle in English, which requires a deeper contextual understanding.

Marcel (2021) He points out that the tendency of English to be more direct can facilitate clarity in communication, while Spanish, with its expressive richness, allows for greater emotional nuance. In addition, Heggarty et al., (2023) They argue that using acronyms and omissions in English can make communication more efficient, but it can also be challenging for non-native speakers. On the other hand, Cruz (Cruz, 2024) It highlights that both English and Spanish share an abundance of idioms, expressions, irony and idiomatic humor, enriching communication.

Analysis of the interview after the English Course

It was questioned about their participation during the class period and how their participation in the course increased. *A1. At the beginning I didn't talk much, but I've noticed a big increase in my participation in the last few weeks. A2. I have found my voice in class. I talk more and more, especially in group activities. A4. I've been more active in class. At first I was reserved, but I have learned to participate more. A6. I have participated regularly, and I have noticed that my confidence has grown as the course has gone on. A12. I strive to contribute more. A13: I have found my voice in class. A14: My*

interventions are more relevant now. A15: I feel more comfortable with the language. A16: I used to avoid talking, now I don't. A17: I've learned to give more elaborate answers. A18: Consistent practice has been key for me. A19: I've become more proactive in discussions.

The responses reflect a remarkable growth in student participation in the classroom, highlighting the evolution from shyness to greater confidence and proactivity. This change can be attributed to a number of factors, such as consistent practice and creating a safe environment that encourages the expression of ideas, as students find their voice, become more comfortable in group activities and discussions, resulting in a significant increase in their interventions. The correlation between active participation and the development of trust is crucial; Students who were initially reserved report an increase in their willingness to talk and share ideas, suggesting that practice and exposure are critical to overcoming shyness.

Alamer (2021) emphasizes that self-confidence is an essential component for active participation; Students who feel safe are more likely to contribute to group discussions and activities. This development of trust is often facilitated by creating a safe environment where the expression of ideas is valued, as Robinson argues (2023), who suggests that a supportive environment can significantly reduce students' initial shyness. On the other hand, Quezada and Contreras (2021) They point out that consistent practice and positive feedback are crucial for students to find their voice in the classroom.

Regarding whether a close bond of friendship has been created with their colleagues and that it has united them, they answered: *A1: I have made close friends. A2: We are united by group work. A3: We share interests in the language. A4: We collaborate on projects together. A5: We support each other in our difficulties. A6: Communication is open and sincere. A8: We have formed a study group. A9: We help each other with homework. A10: Trust has grown over time. A13: We have created a supportive environment. A14: Class activities foster friendship. A15: We exchange opinions and knowledge. A16: We motivate each other to improve together. A18: Informal conversations also help. A19: We've created a sense of community. A20: Friendships make learning more fun.*

The answers highlight the fundamental role that friendships play in the learning process, especially in collaborative environments, the formation of close bonds between peers not only fosters a sense of community, but also enhances the educational experience through collaboration on projects and mutual

support, this group work environment allows students to share interests and face difficulties together, which contributes to more effective and motivating learning. In addition, open and honest communication between friends creates a safe space where students feel comfortable expressing their ideas and emotions. On the other hand, cultural diversity in a study group adds a valuable dimension, as students can exchange knowledge and perspectives.

Tapia (2024) He argues that interpersonal relationships in collaborative environments not only foster a sense of community, but also significantly enhance the educational experience. For their part, Alvarado and Campoverde (2023) They emphasize that open and sincere communication between friends creates a safe space where students can express their ideas and emotions without fear of judgment. Extracurricular activities and shared experiences, as Alkathiri points out (2024), They enrich these friendships and provide additional opportunities for personal and academic growth. In addition, cultural diversity in a study group is crucial, as it allows for the exchange of knowledge and perspectives, as mentioned by Arranz et al., (2019).

On whether they have felt they have expressed their opinions in each class without feeling censored, to which they responded: *A1: I feel free to give my opinion. A2: I have not felt censured in class. A3: My ideas are valued. A4: There is respect for all opinions. A5: The teacher encourages discussion. A6: Sometimes, there are disagreements but they are constructive. A7: I encourage you to share my thoughts. A8: The atmosphere is open and welcoming. A9: I have learned to listen to others. A10: My colleagues support me when I speak. A11: I'm not afraid to express my doubts. A12: I can be critical without problems. A13: There is a safe space to discuss. A16: The diversity of opinions enriches the debate. A17: I have improved my ability to argue. A18: I feel respected when I speak. A19: Freedom of expression is important to me. A20: I appreciate the open dialogue in class.*

The answers reflect a classroom environment that actively promotes freedom of expression and respect for the opinions of all students, the absence of censorship and the appreciation of individual ideas allow students to feel safe to share their thoughts, this type of environment, where the teacher stimulates discussion, It is crucial for the development of critical and argumentative skills, although the possibility of constructive disagreements indicates that students are not only comfortable expressing their opinions,

but have also learned to listen to others, which enriches debate and strengthens the educational community.

Fostering a classroom environment that promotes freedom of expression and respect for opinions is essential for effective learning. Mora (2021) He argues that the absence of censorship in the classroom creates a safe space where students feel free to share their thoughts. This environment, where the teacher stimulates discussion, is fundamental for the development of critical and argumentative skills, allowing students to explore different perspectives and enrich their understanding. In addition, Castillo et al., (2020) emphasizes the importance of constructive disagreements in learning. On the other hand, Arguello et al., (2023) They emphasize that mutual support among colleagues is crucial to consolidate a safe space for dialogue.

On their point of the existence of any activity that has questioned their point of view on a social situation, they argued: *A1: The debate on poverty impacted me. A2: A documentary on human rights made me reflect. A3: The reading of a personal story was emotional. A4: We talk in class about gender equality. A5: The discussion about racism moved me. A7: A colleague's presentation about his personal story affected me. A9: The activity on mental health was very significant. A10: I learned about gender violence in a talk. A11: The simulation of a trial made me think about justice. A12: A video about the migration crisis made me reflect. A13: Reading testimonies from victims moved me. A15: The discussion about climate change worried me. A18: A talk by an expert on social inequality was revealing. A20: The bullying activity made me question my actions.*

Most of the responses highlight experiences that not only inform, but also generate personal reflection, offering hands-on experiences that foster active and meaningful learning. Furthermore, taken together, these responses show how education can be an engine of change, inviting individuals to question their beliefs and actions in a broader context. This approach not only informs, but also empowers participants to take action and make a positive impact in their communities.

According to Dewey (1956), Education must be an act of liberation, where students not only acquire knowledge, but also develop a critical awareness of their environment. This type of training invites individuals to reflect on their beliefs and actions, which can result in a significant change in their perspective and behavior. In addition, Kolbet at the., (2020) They argue that hands-on experiences, such

as simulations and discussion forums, foster active and meaningful learning. Likewise, the focus on social issues not only informs, but empowers participants. According to Kayode (2023), Education must cultivate empathy and social responsibility, enabling students to become agents of change.

Regarding the understanding of emotion regulation: *A1: It is to manage our emotions. A2: It involves recognizing what we feel. A3: It is key to emotional well-being. A4: Helps control impulsive reactions. A6: It is important for effective communication. A7: It involves understanding the emotions of others. A8: It helps us to resolve conflicts. A11: It allows us to manage stress. A12: It involves finding healthy ways to express emotions. A13: It is learning to calm down in difficult situations. A14: Helps to make more thoughtful decisions. A15: It is vital to maintain healthy relationships. A16: It allows us to be more resilient. A17: It is a process of constant self-evaluation. A18: It helps us identify what affects us. A19: It is essential for personal growth. A20: Promotes a positive atmosphere in class.*

The answers reveal the critical importance of this skill in various aspects of personal and social life, since for them the management of their emotions allows them to recognize what they feel and at the same time achieve their emotional well-being, contributing to a more balanced life and that this process not only helps to control impulsive reactions, but it also allows feelings to be expressed appropriately, strengthening effective communication. In addition, understanding the emotions of others and fostering empathy in order to resolve conflicts and maintain healthy relationships. Taken together, these responses underscore that emotional intelligence is essential for the holistic development of individuals.

Emotional management is a critical skill that profoundly impacts various aspects of personal and social life. According to Goleman (2011), Emotional intelligence refers to the ability to recognize, understand, and manage our own emotions as well as those of others. On the other hand, Mayer and Salovey (2022) They emphasize that understanding the emotions of others is essential to foster empathy. In addition, emotional management is also related to resilience. According to Tuck et al., (2023), People who practice emotional intelligence are better able to adapt to adverse situations and recover from them. Finally, Gokmen's work (2021) highlights the need to integrate emotional education in schools.

While if you think that participating in classes in virtual mode has contributed to your skills to express yourself in public: *A1: Yes, I have improved my expression skills. A2: Practicing online has given me confidence. A3: I feel more comfortable speaking in public. A4: The virtual classes helped me organize*

my ideas. A5: I have learned to use digital tools to communicate. A6: Consistent practice was key for me. A7: I was able to receive instant feedback. A9: Now I can articulate my thoughts better. A11: I have improved my fluency in speaking. A13: I feel more prepared for in-person events. A14: The virtual modality broadened my perspective. A16: I have been able to practice in a safe environment. A17: The online dynamics were motivating. A18: The virtual experience is complementary to the face-to-face one. A19: I have developed skills to capture the attention of the public.

The set of responses reflects a clear advance in students' expression skills, evidenced by the confidence gained through online practice. Comfort in public speaking and the organization of ideas are indicative of cognitive development that is strengthened in virtual environments. Virtual classes not only offer flexibility, but also allow for instant feedback, which is crucial for personal growth. In addition, the use of digital tools and the possibility of making virtual presentations demonstrate an adaptation to new forms of communication.

Several authors agree that constant practice and instant feedback are crucial for the development of these skills. According to Mendoza (2021), The implementation of communicative strategies in educational settings significantly improves oral expression, which supports the idea that virtual classes can be effective in fostering confidence and fluency in speaking. On the other hand, the study carried out by Matamoros et al., (2023) They highlight that the use of digital tools not only facilitates the organization of ideas, but also allows students to adapt to new forms of communication. This approach aligns with the assertion that virtual classes offer flexibility and a safe environment to practice communication skills without the fear of immediate judgment that can arise in face-to-face situations.

On whether they have encouraged their classmates to participate in class and if they have noticed that there is greater participation from them over time": *A1: Yes, I encourage my classmates to participate. A2: I have seen several more active in class. A3: I foster a supportive environment. A4: I use examples to motivate them. A5: I organize discussion groups. A6: I've noticed that some share your ideas more. A7: Sometimes, I offer help to those who are shy. A9: I've seen an increase in overall participation. A10: Collaboration has improved the atmosphere. A11: I try to make everyone feel included. A12: Group activities help them to participate more. A14: I listen to those who doubt and encourage them. A15: I like to ask questions that invite conversation. A16: Some colleagues have*

become more confident. A17: I have noticed a positive change in the environment. A19: I have learned to be a good facilitator.

The responses reflect a clear advance in expression skills, evidenced by the confidence gained through online practice. The initial statement that he has improved his expression suggests a significant learning process, where constant practice plays a fundamental role. Comfort in public speaking and the organization of ideas are indicative of cognitive development that is strengthened in virtual environments. Virtual classes not only offer flexibility, but also allow for instant feedback, which is crucial for personal growth. In addition, the use of digital tools and the possibility of making virtual presentations demonstrate an adaptation to new forms of communication.

According to Piaget, cognitive development occurs through the assimilation and accommodation of new experiences, which implies that students not only acquire skills, but also reorganize their mental structures to integrate new knowledge (UFV, 2022). In addition, the virtual environment provides flexibility and instant feedback, essential elements for personal growth. Pailiacho et al., (2020) They argue that this type of active learning maximizes brain functions and improves knowledge retention, which supports the idea that virtual classes are effective in organizing ideas and increasing comfort when speaking in public.

They were asked how they would describe the classroom environment and they answered: *A1: It is very collaborative and positive. A2: There is an atmosphere of mutual respect. A3: Creativity is encouraged. A5: It's a safe space to express yourself. A6: There is good communication between colleagues. A7: Teamwork is promoted. A8: Laughter is common in class. A9: The teacher is very approachable and understanding. A10: Diversity of opinions is valued. A11: The environment is motivating and stimulating. A13: Each person's time when speaking is respected. A14: The activities are dynamic and entertaining. A15: A sense of community is created. A16: Everyone is willing to help. A17: Participation is active and enthusiastic. A19: Feedback is constructive. A20: There is a balance between work and play.*

Most of the responses agree that collaboration is not only a value, but a common practice in the classroom, based on mutual respect, the appreciation of diversity of opinions, it is a safe space to express oneself, opinions that reinforce the idea of a more dynamic and enriching learning. In addition, the

motivating and stimulating environment is complemented by the accessibility and understanding of the teacher, who acts as a fundamental pillar in this process. In conclusion, this classroom environment not only facilitates individual learning, but also promotes significant collective growth, making each student feel valued and motivated to actively contribute to the educational process.

According to the collaborative learning approach, this type of environment not only promotes mutual respect and appreciation of diversity of opinions, but also creates a safe space for self-expression (Moncada Molina, 2024). Authors such as Monsalve and Moreno (2024) have shown that a motivating and stimulating environment, complemented by the teacher's accessibility and understanding, acts as an essential pillar in the educational process (2024). It has been proven that a classroom environment that favors collaboration not only facilitates individual learning, but also promotes significant collective growth. Each student feels valued and motivated to actively contribute to the educational process, resulting in a richer and more fulfilling learning experience.

Finally, he wondered if they have changed their way of relating and expressing themselves with others and at what point they realized: *A1: I have reflected on my relationships. A2: I've become more empathetic. A3: Now I listen more to others. A4: I have noticed changes in my communication. A5: I feel more open to sharing my ideas. A7: I recognized my strengths and weaknesses. A8: In group situations I feel more comfortable. A9: I have improved in conflict resolution. A10: My interactions are more meaningful. A11: I realize the importance of active listening. A13: I'm more willing to accept criticism. A14: I feel more confident in expressing my thoughts. A15: I've learned to be more patient with others. A16: My experiences in class have helped me grow. A17: I have noticed a change in my attitude towards others. A18: Reflecting has helped me to be more aware. A19: I've developed better self-confidence. A20: Introspection has enriched my relationships.*

Reflection on relationships is a crucial first step that indicates a level of self-awareness that allows students to evaluate their interactions. This process of introspection has led to greater empathy and active listening, fundamental elements to establish deeper and more meaningful connections, so that the experiences in class have been catalysts for this personal growth, allowing each student not only to improve their way of relating, but also to enrich their interpersonal relationships. demonstrating that the development of social-emotional skills is crucial for both personal and academic success.

As Albarracín points out (2024), Reflection allows students to recognize their emotions and strengths, fosters empathy and active listening, this introspective process not only improves the quality of interactions, but also establishes a safe environment where students can express themselves without fear of judgment. For Mara et al., (2021) The development of social-emotional skills, such as empathy, has been shown to be essential for building meaningful connections. According to Walas et al., (2023) Being aware of our own emotions helps us to communicate more clearly and assertively, which is vital for success in any social or academic environment, this implies that students who reflect on their relationships not only improve their way of relating, but also enrich their social environment, making it clear that, The integration of these socio-emotional skills is crucial for both personal and academic success in the current context.

CONCLUSION

The results of the study indicate that reflection on interpersonal relationships has allowed students to develop greater self-awareness, indicating an increase in empathy and active listening. This process of introspection is critical to establishing deeper and more meaningful connections, reinforcing the idea that socio-affective skills are crucial for effective English learning. In addition, the research shows that there is a collaborative and safe environment, which facilitates socio-affective strategies, encouraging the active participation of students, accessibility and understanding of the teacher in this process, allowing students to feel comfortable sharing ideas and resolving conflicts, which in turn enriches their interactions and improves their academic performance. While it is highlighted that positive experiences in virtual environments not only improve language skills, but also strengthen students' self-confidence and emotional competencies, this comprehensive approach facilitates language learning and also contributes to personal growth, making students feel valued and motivated to actively contribute to the educational process.

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