

The Emotional Effect of Activities based on Visual Thinking in an English as a Second Language Primary Classroom

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This study aims to investigate whether the Visual Thinking (VT) methodology and multimodal resources can enhance emotional challenges, such as stage fright, in an English as a Second Language (ESL) classroom in primary education. This research addresses a pressing issue in contemporary society - performance anxiety - characterised by heavy reliance on technology and diminished verbal communication skills. The study employs a mixed methodology: students completed questionnaires before and after participating in activities based on VT in English four classes to provide information about their backgrounds, interests and fears along with changes in their point of view about doing oral presentations. In addition, emotional metres, inspired by Brackett's (2020) version, were filled by students to track their levels of energy and pleasantness during the activities. The analysis of the questionnaires and metres facilitated understanding the emotions experienced by students when speaking English in public, specifically delivering oral presentations in the ESL classroom. Results reveal that visual texts indeed facilitate students' comfort in public speaking experiences, consequently leading to enhanced practice and proficiency in communicative skills. In conclusion, the participation in the lessons framed in VT contributed to students' improvement in their emotional well-being at the same time that they improved their oral skills.

Keywords: Visual Thinking (VT), stage fright, emotional competences, English as a Second Language (ESL), primary education.

Introduction

Speaking is crucial for language acquisition, yet the school curriculum often lacks emphasis on oral skills development (Kabellow et al., 2020; Ghafar & Raheem, 2023). This gap has resulted in many students experiencing shyness, lack of confidence, and fear of judgement, which can lead to stage fright and hinder their ability to learn a second language effectively (Daymiel et al., 2022). Without adequate opportunities to practise speaking, students miss out on developing fluency and natural communication skills that are essential for real-world interactions.

In addition, the anxiety associated with speaking in a second language can discourage students from participating in class, further impeding their progress (Sarmiento Alayon et al., 2023). This reluctance to engage orally not only limits their linguistic development but also affects their overall academic engagement and confidence in expressing themselves. As a consequence, addressing these challenges

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through targeted oral skills development becomes imperative in creating a supportive learning environment where students feel empowered to actively participate and grow in their language proficiency.

This study aims to comprehensively understand and address the complex challenges of teaching English as a Second Language (ESL), with a particular emphasis on reducing performance anxiety among primary education ESL students. The research investigates the innovative Visual Thinking (VT) methodology and its potential impact on oral proficiency and emotional well-being. By integrating theoretical insights with practical applications, this research seeks to make a significant contribution to the field of language acquisition, offering solutions to common issues faced by ESL learners.

The hypothesis underlying this article is that Visual Thinking combined with multimodal texts, improves the emotional atmosphere in the ESL classroom. To validate this hypothesis, the research question is posed as follows: Which emotions do students feel when they intervene orally in English? This research question leads to the main objective of this study: to understand the emotions students experience when speaking English in public. To achieve this goal, the study involves analysing previous research and giving students opportunities to practise, which are then evaluated using an emotional metre. This tool measures students' energies and feelings, enabling the development of more effective pedagogical approaches tailored to the needs and experiences of English language learners.

Theoretical Framework

This section is divided in the three areas that form the theoretical foundation of this research: the characteristics and difficulties of young generations, the emotional needs and well-being of students, and the implementation of innovative methodologies in education, giving an emphasis on Visual Thinking. Each of these topics plays a crucial role in understanding the context and rationale behind the study, providing a comprehensive framework that supports the research main objective along with the initial hypotheses.

Young Generations

Nowadays, younger generations are immersed in technology, using digital tools for tasks like banking, hotel reservations, and ordering food. These examples show the lack of face-to-face communication that is increasing overtime. Nevertheless, this dependence on technology can negatively impact interpersonal skills and emotional growth. As digital communication becomes more common and human interactions decline, many young people experience social anxiety and unease when engaging in real-world interactions (Lai et al., 2023).

Sarmiento Alayon et al. (2023) observe that a significant number of students often avoid engaging actively in ESL lessons due to a pervasive fear of judgement from their peers and instructors. This anxiety and self-consciousness create a classroom environment that is both more challenging and less enjoyable for learners.

As a result, students miss out on valuable opportunities to practise and improve their language skills in an interactive setting. This issue is particularly concerning because it coincides with the critical period for language acquisition, which typically occurs before the age of ten, according to Hartshorne et al. (2018).

Acknowledging the fear of judgement, educators are essential in meeting the emotional needs of their students and equipping them for significant real-world involvement (Sarmiento Alayon et al., 2023). Teachers can cultivate communication skills, empathy, and emotional intelligence within the classroom, fostering a supportive atmosphere that promotes open discussion, teamwork, and personal development. By developing these crucial abilities, educators prepare students to handle intricate social interactions and succeed in a progressively interconnected world (Dahleb et al., 2024).

Emotional Needs

Goleman (1995) explained how our bodies naturally express emotions, helping readers recognize and understand these signals. With practice, one can learn to manage emotions effectively without being overwhelmed by their impulses. The common emotional signals he identifies are as follows: happiness is associated with tranquillity, a decreased heart rate, and muscle relaxation; sadness manifests through a lump in the throat, heaviness in the shoulders, loss of appetite, difficulty sleeping, and a feeling of emptiness; anger results in hyperventilation, increased heart rate, sweating, and muscle tension; disgust is marked by chills, nose and forehead wrinkling, dizziness, nausea, and sometimes vomiting; and surprise reactions vary depending on whether it is pleasant or unpleasant, but typically involve pupil dilation, sweating, and muscle tension, especially in the facial muscles.

Fear is discussed in greater detail as it is the primary focus of this research. It often appears through a trembling voice, hunched posture, dry mouth, and sweating, along with an increased heart rate and rapid breathing. Depending on the person, fear can either motivate actions opposite to the fear source or cause immobilisation, preventing any reaction. Overcoming fear is possible, but individuals must pay attention to their bodily signals, recognize triggering situations, and expose themselves to these situations to practise, become accustomed to them, and manage their reactions (Cervantes Cerra, 2021; Goleman, 1995; Ibarrola, 2014).

Addressing emotional needs is crucial for holistic development and academic success. When students feel emotionally supported, they engage better with learning and develop essential life skills. Educators play a key role in this by creating a supportive environment that nurtures emotional well-being alongside academic growth (Frazier et al., 2024). Consequently, implementing social-emotional learning programs, offering counselling, and fostering empathy in the classroom help students navigate their emotions and build strong relationships. Following an emotional approach leads to better educational outcomes, preparing students for success both inside and outside the classroom.

Visual Thinking: An Innovative Methodology

Traditional teaching methods are insufficient for providing the necessary tools and solutions to address current shortcomings (Bona, 2015). Muntaner Guasp et al. (2020) describe traditional methodology as a teaching approach where teachers, textbooks, and their explanations are the main focus, while students are expected to sit quietly, listen, and memorise information. This approach has several disadvantages, including a lack of autonomy, poor practical life skills, and emotional distress. Therefore, integrating innovative methodologies into current teaching practices is necessary to overcome these weaknesses.

As digital communication evolves, multimodal texts are becoming increasingly essential for effective communication compared to previous generations (Martínez Lirola, 2020). In fact, users are increasingly relying on multimodal content to convey messages and engage with others with the popularity of social media platforms like Instagram and TikTok, which integrate images, videos, and text. In this context, Visual Thinking emerges as a crucial active method that enhances learning by addressing the interaction between visual perception and cognition.

Fernández-Fontecha et al. (2018) define Visual Thinking as a methodology based on the interconnection between visual perception and cognition. This method utilises various visual elements, such as images, colours, and lines, each holding meaningful representations that require mental effort to be effectively understood. Similarly, Liu (2022) asserts that using visuals helps bridge abstract concepts and tangible representations, creating a more intuitive and engaging learning environment. This methodology encourages students to explore different perspectives and express their thoughts visually, thereby promoting self-expression and collaboration in the classroom. Harbi (2024) explains that visuals give support to the understanding of the language, which helps students through their learning process.

Methodology

After conducting a thorough literature review, encompassing contemporary fears and emotional needs in young generations, as well as exploring Visual Thinking as an emerging innovative methodology in education, the methodology which has been executed is detailed below.

Context

This research was conducted in April 2024 at *Els Tolls*, a pre-primary and primary education centre in Benidorm (Alicante, Spain). The public school, located in the *Els Tolls* neighbourhood, is in a modern area near key buildings like the bus station and the Palace of Justice. The region, recently expanded, has a diverse population with immigrants from Andalucía, Castilla-La Mancha, South America, and Eastern Europe. The school was inaugurated in the 1998-1999 academic year and it is recognized for its innovations in healthy living, emotional education, and Information and Communication Technology (ICT) use. The school hosts nearly

twenty different nationalities, primarily using Spanish, although the vehicular language should be Valencian actually, according to the documents that regulate the school.

Participants

Third-year primary students from class C at *Els Tolls* school were chosen to participate in this study, which involved a total of twenty-five children aged 8 to 9. This diverse group consisted of sixteen boys and nine girls, ensuring a representative mix of genders for the research. Their backgrounds were different, offering a broader representation of the student population. This diversity in backgrounds included variations in cultural heritage, family dynamics, and socioeconomic statuses, which provided a rich context for the study. The age range of the participants was ideal for examining the development of both emotional competences and speaking skills at a crucial stage in their educational journey.

Over the course of four lessons, the study concentrated on enhancing both emotional competences and speaking skills by integrating multimodal texts into the teaching-learning process with *Pokémon* as the main topic. The implementation of VT as a methodology included a variety of resources, such as digital presentations, large posters and colourful texts, aimed at engaging students on multiple sensory levels. By using these diverse multimodal resources, the lessons were designed to help students not only improve their verbal communication abilities but also to better understand and manage their emotions. The multimodal texts provided a rich context for discussion and expression, encouraging students to articulate their thoughts and feelings more effectively.

Ethical considerations were strictly observed: all participants volunteered anonymously, with detailed information provided to their parents or legal guardians. Consent forms, explaining the study's main objective and procedures, were provided in both Spanish and Valencian, the school's official languages, and supervised by the school director. Parents or legal guardians were informed about the study's purpose, phases, and research instruments, with potential benefits emphasised to enhance their confidence in their children's participation.

Research Instruments

Firstly, a questionnaire (see Appendix 1) was answered in the classroom manually by the students before the intervention, with help from a visual presentation projected on the whiteboard. On the one hand, the first part of this questionnaire consisted of eight questions, including four open-ended questions, three close-ended questions, and one multiple-choice question. These questions were related to students' background information such as linguistic preferences, family characteristics, and *Pokémon*, which is the common thread of the didactic unit in which this research is based. On the other hand, the second part presented eight statements in the form of a 5-point Likert scale about their likes and dislikes related to speaking skills and interpersonal situations. Both parts were written in Spanish to facilitate understanding and obtain more accurate responses from students. This questionnaire was carried out again after a didactic proposal based on VT in order to compare the results.

In addition, during the implementation of a didactic unit of four lessons which incorporated activities based on Visual Thinking, students manually completed an emotional metre (see Appendix 2) after each lesson. Based on Brackett's (2020) design, the chart rated students' energy (high or low) and feelings (pleasant or unpleasant) from 1 to 10. Giving numbers to both items made it easier to understand approximant feelings of a person thanks to its classification, which used four colours - red for anger, yellow for happiness, blue for sadness, and green for calm. However, the adapted design incorporated visual elements for better usability. The vertical axis featured a battery icon to represent energy levels, and the horizontal axis used facial expressions and stars to indicate how pleasant students felt while speaking in public.

Procedure

Conducting this research required several systematically organised steps both inside and outside the ESL classroom to achieve accurate results. Due to space limitations, this article will focus mainly on Phases 3 and 4, while the other phases will be explored in future studies. The distinct phases of the research are as follows:

Phase 1: Obtaining signed consent forms and conducting preliminary meetings

The initial phase involved securing signed consent forms from the students' families to ensure their correct participation in the study and to explain the research phases and advantages in detail. Concurrently, preliminary meetings with the teaching staff were conducted to discuss the study's objectives, methodologies, and anticipated outcomes. These meetings aim to align the educators with the research process and address any concerns or questions they might have, fostering a collaborative environment.

Phase 2: Pre-test to understand students' interests, personalities, and preferences

In the second phase, a pre-test was administered to gain insights into the students' interests, personalities, difficulties, strengths, and preferences regarding situations that require oral expression. This preliminary assessment helped tailor the subsequent lessons to the specific needs and characteristics of the students, ensuring a more personalised and effective approach to enhancing their speaking skills and emotional engagement.

Phase 3: Four lessons and data collection using an emotional metre

The third phase involved the implementation of four lessons (see Appendix 3) designed to improve stage fright using VT and multimodal texts. After each activity, data was collected using an emotional metre to gauge the students' energy levels and emotional responses. This real-time feedback allowed for adjustments to the teaching approach and provided valuable insights into how students' emotions evolve throughout the lessons.

Phase 4: Post-test to compare preferences regarding oral situations

Following the implementation of the lessons, a post-test was conducted to compare the students' preferences and comfort levels in oral situations before and after the intervention. This phase aimed to measure any changes in their attitudes towards speaking in public that could be enhanced based on the emotions felt during the didactic unit.

Phase 5: Analysis of collected information

The final phase focused on analysing the information collected throughout the study. Data was systematically examined and visualised through graphs, providing a clear representation of the students' progress in emotional engagement. This analysis helped identify trends, draw conclusions, and formulate recommendations for future educational practices, contributing to the broader discourse on language acquisition and emotional well-being in ESL education.

Results

The results will focus on the transformative impact of implementing four lessons aimed at observing the emotional evolution of students before and after the intervention. These lessons were designed not only to enhance academic performance but also to foster a supportive environment conducive to emotional growth and well-being. The study aims to demonstrate the significant role that emotional well-being plays in academic success, providing valuable insights for educators.

Firstly, as already mentioned, the questionnaire was divided into two sections (see Appendix 1). While the first section gathered information about the students' personalities, backgrounds, and interests, in the second section, students had to rate various social activities that involve communication based on their preferences. The main information of the first section of the questionnaire can be classified as represented below, in Table 1.

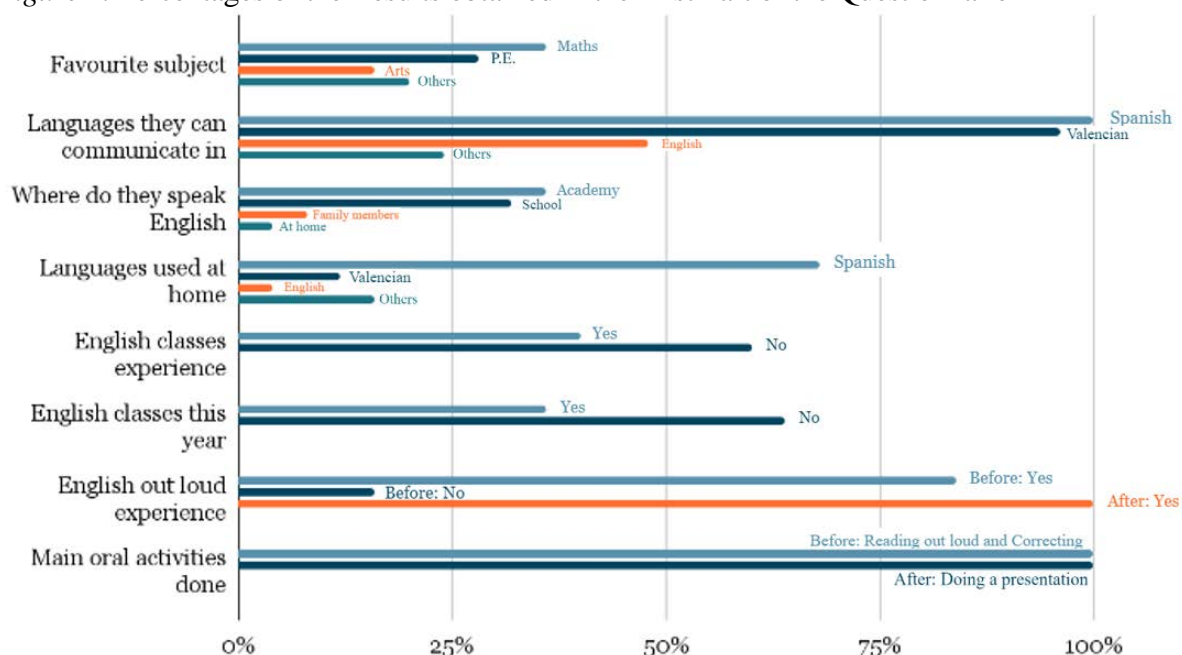
The results presented in Table 1 highlight students' interest in subjects like Physical Education (P.E.) and Mathematics, influencing lesson adaptations to include logic-based activities. The data shows varied English proficiency levels and the use of Spanish and Valencian in daily life. Table 1 also points out students' participation in ESL lessons and students' experiences with oral activities in English before and after the study, indicating an increased engagement in public speaking. These insights inform tailored educational strategies and highlight the impact of the didactic unit on students' language skills.

Table 1. Answers of the First Part of the Questionnaire

1. Favourite subject	Maths (9/25)	P.E. (7/25)	Arts (4/25)	Others (5/25)
2. Languages they can communicate in	Spanish (25/25)	Valencian (24/25)	English (12/25)	Others (6/25)
3. Where do they speak English	Academy (9/25)	School (8/25)	Family members (2/25)	At home (1/25)
4. Languages used at home	Spanish (17/25)	Valencian (3/25)	English (1/25)	Others (4/25)
5. English classes experience	Yes (10/25)		No (15/25)	
6. English classes this year	Yes (9/25)		No (16/25)	
7. English out loud experience	Before: Yes (21/25) - No (4/25)		After: Yes (25/25)	
8. Main oral activities done	Before: Reading out loud and Correcting		After: Doing a presentation	

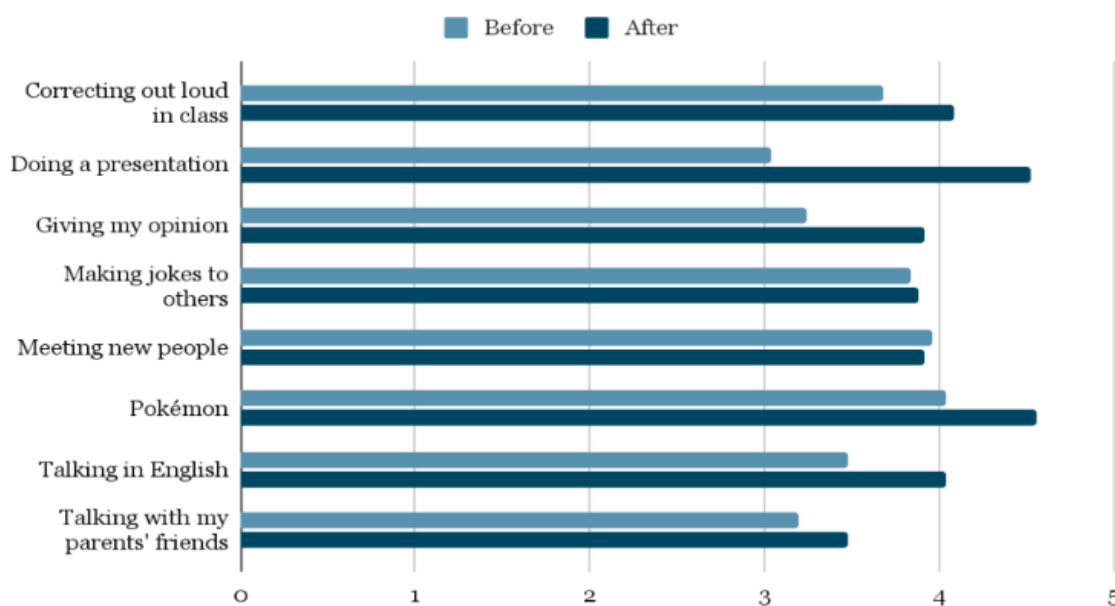
Figure 1 below, shows the percentage of the absolute data presented in Table 1. As we can see, this figure shows that while most students primarily communicate in Spanish and Valencian, fewer are proficient in English, which is mainly spoken in academic settings, justifying the importance of this study to improve ESL teaching in schools. A considerable proportion of students have prior experience with English classes, with many continuing their studies this year. Notably, before the test, a majority of students had limited exposure to speaking English aloud. However, post-test results demonstrate a substantial increase in oral English usage, particularly through presentations, marking a shift from traditional activities such as reading aloud and error correction.

Figure 1. Percentages of the Results obtained in the First Part of the Questionnaire



Additionally, students rated various social activities on a scale from 1 to 5, reflecting their preferences and the challenges they faced. Figure 2 displays the average ratings for these activities across the classroom, providing a snapshot of how students perceived each one. This data shows that, comparing the results obtained before and after the intervention, there is an increase of confidence and enjoyment related to activities done in the classroom during the lessons, such as presenting in public, talking in English or speaking out loud in general.

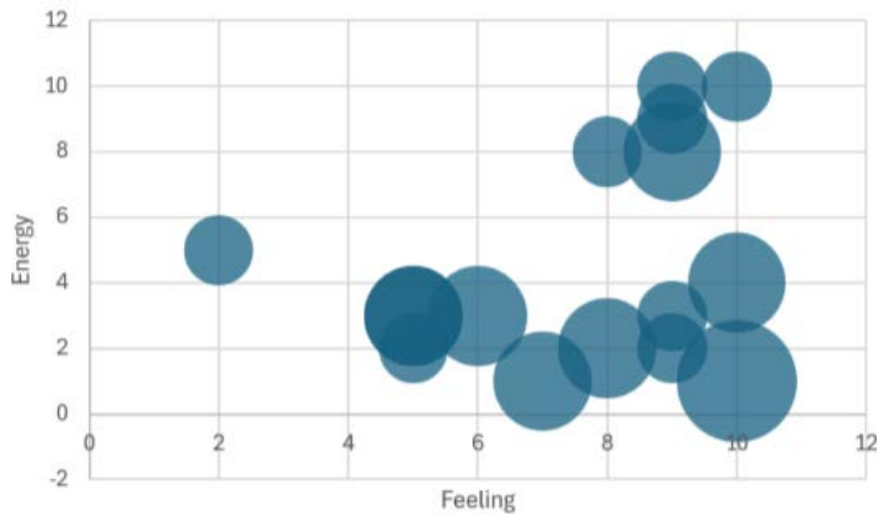
Figure 2. Results of the Second Part of the Questionnaire



Continuing with the emotional metre (see Appendix 2), it served as an essential tool for assessing students' feelings and energy levels after each activity during the implementation phase. Monitoring these metrics provided valuable insights into the changing dynamics of student engagement and confidence in public speaking. In the accompanying graphs (see Figures 3-6), circles represent the number of students who gave specific numerical ratings, with larger circles indicating a higher number of students. This visual format offers a clear understanding of the collective emotional responses to the activities conducted over the four lessons.

A closer look at Figure 3 reveals a significant trend: most students felt paralyzed or unenthusiastic about their energy levels after the first lesson of the implementation phase. However, despite this initial reaction, the majority reported pleasant sensations, reflecting a general emotional state of calmness and happiness. Notably, a minority expressed feelings of nervousness or disgust, highlighting the range of emotional experiences within the classroom. Analysing these emotional metrics allows for a deeper understanding of students' evolving emotional states and helps tailor instructional approaches to foster confidence and engagement in public speaking.

Figure 3. Results after the First Activity



Looking at Figure 4, it becomes evident that there was an improvement following the implementation of the second lesson. A larger number of students reported feeling better, with noticeable increases in their energy levels. Many students consistently expressed emotions on the happier and calmer side of the chart throughout this phase of the study. These positive shifts suggest that the lessons were not only effective to help students engage effectively, but they also contributed to enhancing their emotional well-being. Such outcomes underscore the importance of integrating emotional development activities into educational practices.

Figure 4. Results after the Second Activity

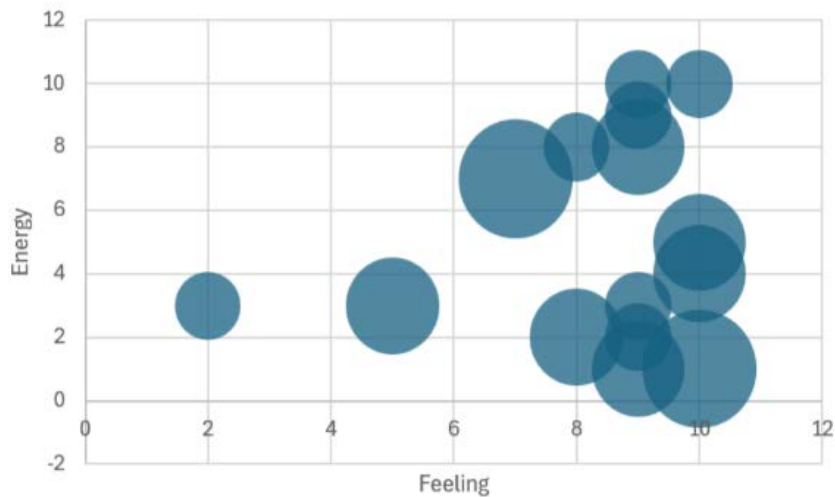
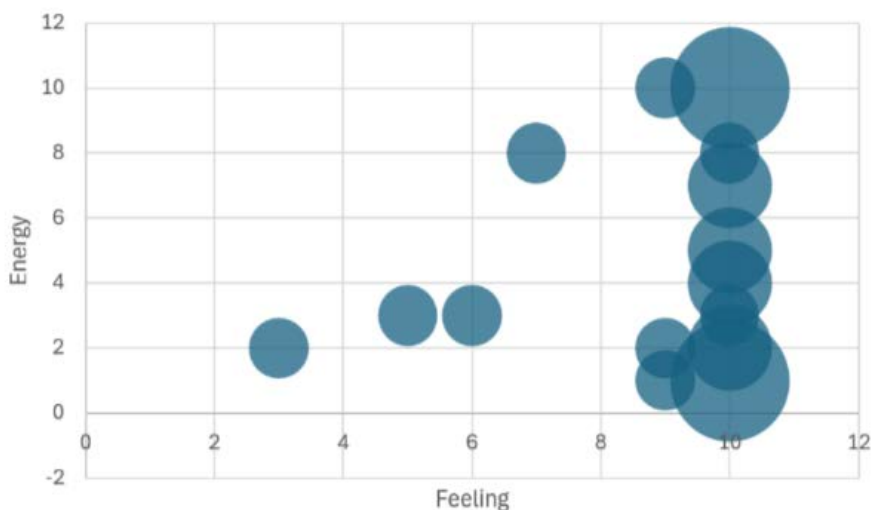


Figure 5 illustrates a noticeable change in how students felt emotionally following the third lesson. A considerable number of students rated their emotions as a 10, the highest score on the chart, signalling a marked increase in positive feelings compared to previous activities. While the similarity in task structure between the first and third lessons may have influenced this shift, some students still encountered negative emotions during the activity. This diversity highlights the intricate nature of students' emotional responses and underscores the necessity of addressing individual needs within educational environments.

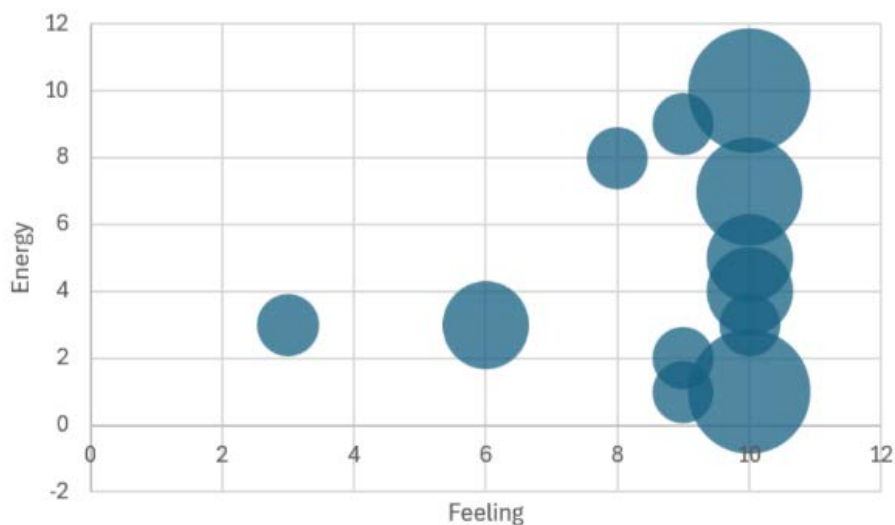
Figure 5. Results after the Third Activity



Finally, Figure 6 provides a detailed representation of how students' emotions evolved across the four lessons, highlighting a prevalent feeling of happiness and self-assurance among most students. This significant change demonstrates the effectiveness of using creative teaching methods and supportive environments to enhance students' confidence and communication abilities. The structured educational

approach used during these sessions has clearly led to positive results, empowering students to express their ideas effectively. This achievement emphasises the importance of fostering a classroom environment that encourages confident communication skills as fundamental aspects of education.

Figure 6. Results after the Fourth Activity



The results presented in this section show a significant shift in students’ emotional experiences. Initially, students felt shy and fearful when speaking English in public. Nevertheless, through the interventions applied during the lessons, there was a notable transition to positive emotions such as calmness, excitement, and joy. This transformation underscores the profound impact of the study’s interventions on students’ emotional well-being and highlights the critical role that emotions play in language acquisition.

Discussion

As discussed in the literature review of this research, the adoption of Visual Thinking as an active methodology responds to the need for integrating innovative tools into the ESL classroom and providing practical applications (González Sanz et al., 2017; Liu, 2022; Rodríguez et al., 2022). Upon analysing the data, it becomes evident that incorporating multimodal texts and creative activities significantly enhances students’ communication skills and fosters confidence in oral expression (Harbi, 2024). In agreement with González Sanz et al. (2017), this methodology does not only promote active participation but also enables students to articulate their thoughts more confidently and fluently, particularly in previously challenging situations. Thus, the findings unequivocally emphasise the positive impact of Visual Thinking-inspired activities on improving students’ oral communication proficiency, as highlighted by Fernández-Fontecha et al. (2018).

The outcomes primarily stemming from the questionnaire’s second section indicate that participants not only appreciated the methods employed during the

study but also found them beneficial for improving speaking fluency, acquiring new vocabulary, and enhancing their communicative abilities. Particularly noteworthy was their growing enthusiasm for delivering presentations in front of their peers and expressing personal opinions. These findings are consistent with Bona's (2015) research advocating for educators to nurture a supportive classroom atmosphere that promotes oral communication practices.

Regarding the results of the emotional metres and energy levels, there were noticeable fluctuations, likely influenced by the activity's nature, the students' mood, or their physiological responses to emotions such as paralysis from fear or excitement, as explained by Goleman (1995). Nevertheless, most students reported a gradual increase in positive feelings, eventually reaching high levels of pleasantness. It is also important to acknowledge those students who initially felt less comfortable speaking in English. Despite their initial discomfort, their participation, aligned with perspectives from Cervantes Cerra (2021), Goleman (1995), and Ibarrola (2014), led to improvements in their oral proficiency and positive changes in their emotional well-being. This progress, although less pronounced, represents a notable achievement for this research.

In terms of motivation towards public oral presentations, the results indicate that most students initially experienced nervousness and fear and were not very interested in this activity. However, following Frazier et al. (2024), as the sessions progressed and they practised more, many developed confidence and a sense of security, which will facilitate their oral presentations and contribute to the long-term improvement of these skills. Notably, having visual support for their presentations, such as colour-coded texts or their own creations, was greatly beneficial. It helped them avoid blanking out, improve the organisation and clarity of their presentations, and engage the audience's attention.

The findings of this study highlight the effectiveness of Visual Thinking methodology in enhancing emotional responses to oral communicative situations among primary school students. The research demonstrates that integrating innovative teaching techniques not only fosters a more interactive and dynamic classroom environment but also yields substantial benefits in terms of language acquisition and skill development. Evidence from questionnaire responses and emotional assessments strongly supports Visual Thinking's positive impact on student engagement, motivation, and overall emotional well-being.

The previous results obtained through the research instruments allow answering the research question about the emotions that students feel when they intervene orally in English. Initially, students often felt nervousness and stage fright during their presentations. Nevertheless, over time, many students reported feeling pleasantness, enthusiasm, and calm after practising, indicating an improvement in their emotional well-being. To effectively support their learning, teachers must understand these emotions, accept them, and provide guidance to facilitate their academic progress.

Conclusion

By fostering a supportive and nurturing learning environment, educators can help students effectively navigate their emotional responses, ultimately enhancing their language learning journey and overall academic success. Creating such an environment empowers students to gain confidence and security, contributing to a more assured practice of communicative skills and continued improvement over time.

In conclusion, the initial objective of understanding the emotions students experience when speaking English in public has been successfully achieved, as evidenced by the analysis of results. These findings offer invaluable practical guidance for language educators and researchers. Understanding the emotional complexities involved in language acquisition enables teachers to create inclusive and respectful learning environments, providing an effective example, such as Visual Thinking. By leveraging these insights, educators can tailor their instructional approaches to meet the diverse needs and experiences of English language learners, thereby fostering a more engaging, supportive, and successful educational journey for all.

This research demonstrates that using multimodal materials and providing students with public speaking opportunities in the classroom improves students' oral skills and their comfort and emotional well-being in such situations. However, it is important to acknowledge some limitations in this study. For instance, future studies could involve more students from the same or from other schools to observe if the results obtained vary. In addition, more questions could be included in the questionnaire and it should be standardized.

In addition, the effectiveness of this approach may vary due to the number and diverse backgrounds of students involved. Larger groups may introduce more variability in language proficiency, cultural backgrounds, and learning styles. Varying levels of English proficiency may require tailored support, and cultural differences can influence attitudes towards learning and receptiveness to the approach. Additionally, it would be interesting to carry out lessons for a longer period of time to observe students' emotional evolution in more detail and to extend the findings. Extending the number of lessons could also be beneficial for students' reflection about the importance of emotions.

Acknowledgements

Sincere gratitude to all the members of the *Els Tolls* school who contributed to this research. Thanks to Marco for allowing continued involvement with the institution over the years. Thanks to María for generously offering her time and assistance during the lessons. Thanks to the third C class of primary students for sharing their ideas, showing care, and demonstrating a willingness to learn. Lastly, deep thanks to Ana for her profound inspiration and mentorship.

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Appendixes

Appendix 1. Questionnaire

“First part:

Name: Which is your favourite Pokémon?

1. Which is your favourite subject?
2. In what languages can you communicate?
3. Where do you speak each language?
4. Which language do you speak at home?
5. Have you ever attended English classes outside of school hours?
6. Are you attending English classes outside of school hours this year?
7. Have you ever spoken English out loud in public?
8. Which activities have you done talking English in public?

Second part: Choose from 1 to 5 in the Likert scale (1 being the lowest and 5 being the highest)

9. I like giving my opinion.
10. I like doing oral presentations.
11. I like correcting out loud in class.
12. I like meeting new people.
13. I like talking with my parents' friends.
14. I like making jokes to others.
15. I like talking in English.
16. I like Pokémon.”

Appendix 2. Emotional Metre (Adapted and original versions)

Figure 7. Adapted Version of Brackett's (2020) Emotional Metre

Número de la lista:

¿CÓMO ME HE SENTIDO HOY?
HOW HAVE I FELT TODAY?

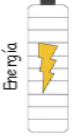
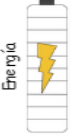
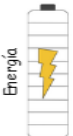
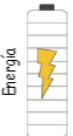
<p>MONDAY</p>  <p>Energía</p> <p>☆☆☆☆☆☆☆☆</p> <p>☆☆ Sentimiento ☆☆</p>	<p>TUESDAY</p>  <p>Energía</p> <p>☆☆☆☆☆☆☆☆</p> <p>☆☆ Sentimiento ☆☆</p>
<p>THURSDAY</p>  <p>Energía</p> <p>☆☆☆☆☆☆☆☆</p> <p>☆☆ Sentimiento ☆☆</p>	<p>FRIDAY</p>  <p>Energía</p> <p>☆☆☆☆☆☆☆☆</p> <p>☆☆ Sentimiento ☆☆</p>

Figure 8. Original Version of Brackett’s (2020) Emotional Metre



Appendix 3. Four Lessons

Table 2. Lesson 1

LESSON 1: MEETING OUR POKÉMON			
Timing	60 minutes	Dynamic	Small groups
Skills	<ul style="list-style-type: none"> - Listening. - Reading. 	Resources	<ul style="list-style-type: none"> - Digital presentations on the whiteboard. - Texts with Pokémon information. - Blank cards.
Objectives	<ul style="list-style-type: none"> - To enhance reading skills and English content comprehension by using colourful texts and drawing activities. - To provide safe opportunities for speaking English in public. - To promote teamwork and collaboration. 		
Content	<ul style="list-style-type: none"> - “Have got”. - Body vocabulary and adjectives. 		
Description	<p>The students will be divided into six groups of “Pokémon trainers”, whose names will be based on the type of Pokémon they will have to train (electric, plant, water, ground, ice and fire).</p> <p>Once separated into groups, each group will be given a text with the description of their Pokémon, along with a Pokémon card that they must fill out with the information in the text. While they are reading their texts, the teacher will read these texts aloud to each group, so that they can draw on the written and oral text.</p> <p>Once the Pokémon cards are filled out, two team spokespersons (they will change in each session) will have to tell what they have written on their card in English thanks to the visual support they have created.</p>		

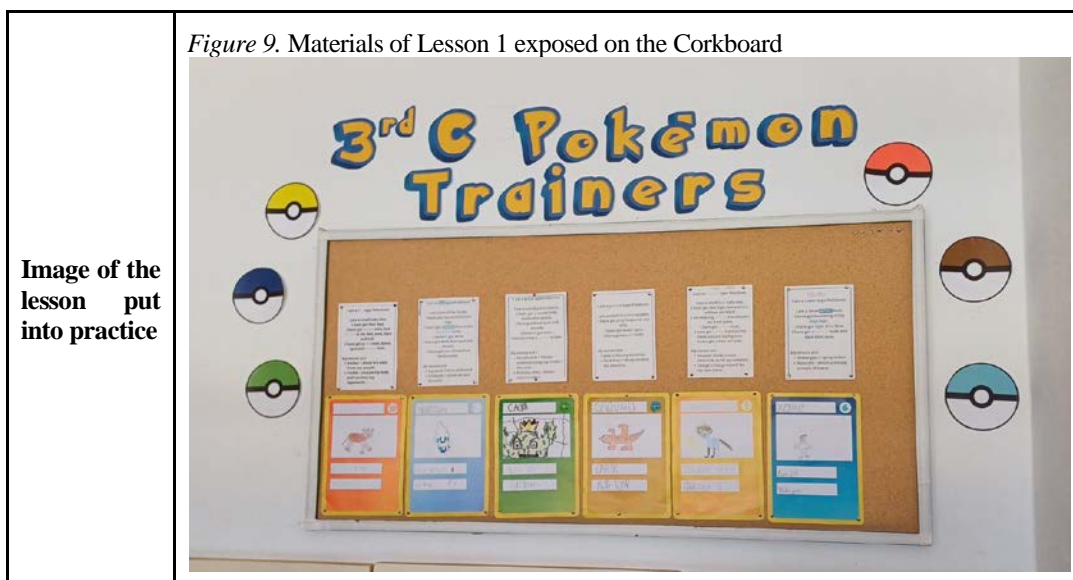


Table 3. Lesson 2

LESSON 2: SAVING THE PLANET			
Timing	60 minutes	Dynamic	Small groups
Skills	<ul style="list-style-type: none"> - Reading. - Speaking. 	Resources	<ul style="list-style-type: none"> - Digital presentations on the whiteboard. - Charts and texts with clues and information.
Objectives	<ul style="list-style-type: none"> - To enhance reading skills and English content comprehension by using charts and pictograms. - To provide safe opportunities for speaking English in public. - To promote teamwork and collaboration. 		
Content	<ul style="list-style-type: none"> - Environmental actions vocabulary. - Present continuous. 		
Description	<p>The most famous enemies of the Pokémon series and comics are the <i>Team Rocket</i> trio, which is formed by two siblings, Jessie and James, a talkative Pokémon, Meowth, and their other common Pokémon.</p> <p>In this activity, the <i>Team Rocket</i> trio has discussed and decided that each member would train their own Pokémon separately. However, used to working as a team, they found themselves struggling to manage six Pokémon each on their own, leading to difficulty in the task and causing them all to escape. The eighteen Pokémon are now scattered around the world, engaging in both positive and negative actions for the planet, such as planting trees, wasting water, or dropping litter.</p> <p>The students' teams will receive clues about the whereabouts of <i>Team Rocket's</i> Pokémon. Using these clues, they must eliminate options and determine the exact location of each Pokémon with the help of a visual chart organised in rows and columns. The Plant and the Ground teams will be responsible for locating Jessie's Pokémon team. The Fire and the Ice teams will be tasked with finding James' Pokémon team. The Electric and the Water teams will work together to locate Meowth's Pokémon team.</p>		

	To successfully complete this mission, two spokespersons of each students' team will explain their findings, and at least one team investigating each member of the <i>Team Rocket</i> trio must know the precise location of their assigned Pokémon.
Image of the lesson put into practice	<p>Figure 10. Chart being filled (lesson 2)</p> <p>1. Snorlax is on a farm. 2. There isn't anyone in the desert. 3. Zigzagoon is brushing her teeth with the top open.</p>

Table 4. Lesson 3

LESSON 3: OUR POKÉMON IS EVOLVING			
Timing	60 minutes	Dynamic	Small groups
Skills	<ul style="list-style-type: none"> - Reading. - Speaking. 	Resources	<ul style="list-style-type: none"> - Digital presentations on the whiteboard. - Paper envelopes. - Pieces of paper with sentences about their Pokémon. - Blank cards.
Objectives	<ul style="list-style-type: none"> - To enhance reading skills and English content comprehension by using colourful texts and drawing activities. - To provide safe opportunities for speaking English in public. - To promote teamwork and collaboration. 		
Content	<ul style="list-style-type: none"> - "Have got". - Body vocabulary and adjectives. 		
Description	<p>In the previous session they had the opportunity to see their Pokémon save the world, and that is why it is now evolving.</p> <p>Each team will have, as far away as possible from their work area, a paper envelope with six pieces of paper with different sentences giving information about the evolution of their Pokémon ("it has changed colour", "it has learned a new attack"...). This time, they will have to take turns running to their envelope, picking up a piece of paper, and returning to their table to read it, while their classmates are in charge of writing down the contents on a sheet of paper. With all this information, they will be able to fill out the team's new Pokémon card. Once they have finished their card, two spokespersons will have to introduce their new Pokémon to the rest of the class.</p>		

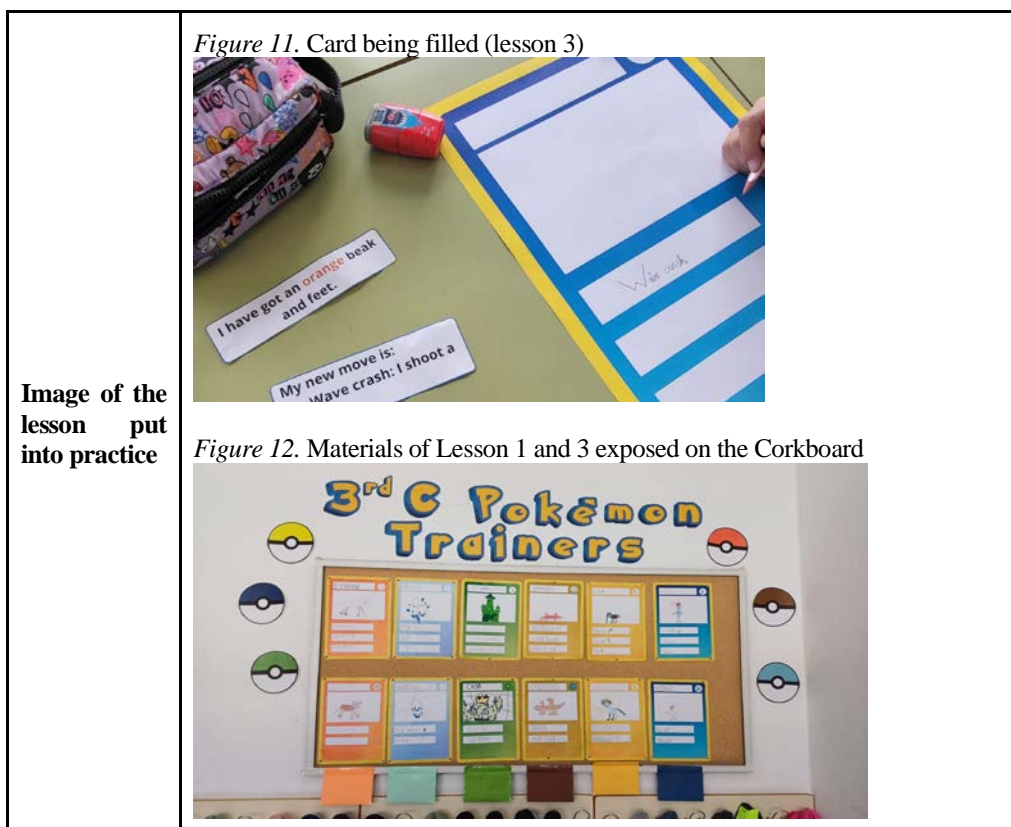


Table 5. Lesson 4

LESSON 4: OUR STORY			
Timing	60 minutes	Dynamic	Small groups
Skills	<ul style="list-style-type: none"> - Reading. - Speaking. 	Resources	<ul style="list-style-type: none"> - Digital presentations on the whiteboard. - Blank comics. - Colour markers.
Objectives	<ul style="list-style-type: none"> - To enhance reading skills and English content comprehension by using a motivative drawing activity. - To provide safe opportunities for speaking English in public. - To promote teamwork and collaboration. 		
Content	<ul style="list-style-type: none"> - Review of vocabulary and grammar. 		
Description	<p>In this final lesson, students' teams will create their own Pokémon story. This will narrate the origin of the six initial Pokémon of the class, how they joined each trainer's team, their mission to save the planet, and their evolutions. Finally, the story will address how these Pokémon become wild and independent again, leading each trainer in the class to earn their own official title as a Pokémon trainer.</p> <p>Seven vignettes, which will indicate a part of the story explicitly, organised in temporary order, will be given to the groups, which will enjoy complete autonomy in organising their roles and tasks, allowing for the manifestation of diverse creative visions and collaborative dynamics in the creation of their comic renditions. Once they end up the activity, teams will be tasked with doing oral presentations to their peers about their crafted stories.</p>		

