

**Empathy as a transformative entity of outcomes in English reading skills in sixth-grade  
young adolescents from the Gustavo Matamoros León School**

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### **Abstract**

This research project aims to establish how enhancing empathy skills positively influences the English reading skills results of sixth-grade students at Gustavo Matamoros León León School in Yopal Casanare, Colombia, and explore the relationship between them. Using a quasi-experimental research design tailored to the population's characteristics, the study seeks to establish a cause-and-effect relationship between empathy levels (independent variable) and English reading skills (dependent variable). The hypothesis posits that developing empathy skills in 11 to 13-year-old adolescents positively influences their English reading results. To confirm this hypothesis, pre-tests were conducted for both variables, followed by a pedagogical intervention featuring empathy-enhancing workshops. Subsequent post-tests were administered for both variables, and data analysis concluded that students' empathy levels improved after the intervention, along with their English reading results. However, while English reading results increased post-intervention, it cannot be definitively attributed solely to the intervention, as students continued with their regular English reading classes. Throughout this research, various authors who have previously investigated topics related to this project were consulted. These topics include theory of mind, socio-affectivity, emotional skills, cognitive empathy, learning environments, empathy in education, reading comprehension, and the Interpersonal Reactivity Index (IRI) method developed by Davis (1980, 1983).

**Keywords:** prosocial skills, empathy skills, measure of empathy, empathy in learning, and learning environments.

## Resumen

Este proyecto de investigación tiene como objetivo establecer cómo la mejora de las habilidades empáticas influyen positivamente en los resultados de habilidades de lectura en inglés de los estudiantes de sexto grado del Liceos Gustavo Matamoros León León en Yopal Casanare, Colombia, y explorar la relación entre ellas. Utilizando un diseño de investigación cuasiexperimental adaptado a las características de la población, el estudio busca establecer una relación de causa y efecto entre los niveles de empatía (variable independiente) y las habilidades de lectura en inglés (variable dependiente). La hipótesis plantea que el desarrollo de habilidades de empatía en adolescentes de 11 a 13 años influye positivamente en sus resultados de lectura en inglés. Para confirmar esta hipótesis, se realizaron pruebas previas para ambas variables, seguidas de una intervención pedagógica con talleres para mejorar las habilidades empáticas. Se administraron pruebas posteriores para ambas variables y el análisis de datos concluyó que los niveles de empatía de los estudiantes mejoraron después de la intervención, junto con sus resultados de lectura en inglés. Sin embargo, si bien los resultados de lectura en inglés aumentaron después de la intervención, no se puede atribuir definitivamente únicamente a la intervención, ya que los estudiantes continuaron con sus clases regulares de lectura en inglés. A lo largo de esta investigación se consultó a diversos autores que previamente han investigado temas relacionados con este proyecto. Estos temas incluyen teoría de la mente, socioafectividad, habilidades emocionales, empatía cognitiva, ambientes de aprendizaje, empatía en educación, comprensión lectora y el método del Índice de Reactividad Interpersonal (IRI) desarrollado por Davis (1980, 1983).

***Palabras clave:*** habilidades prosociales, habilidades de empatía, medida de la empatía, empatía en el aprendizaje y entornos de aprendizaje.

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## **Introduction**

The main topic in this research project is empathy skills as a transformative entity of reading skills outcomes in English as a foreign language by sixth graders of Liceo Gustavo Matamoros León school. This proposal is born from the observation of the students and their lack of empathy in the classroom among them, and, the relation it has with their low reading performance. For the development of this proposal, two variables are taken, the first one is empathy, and the second one is reading skills.

The development of this research proposes to make an initial evaluation that evaluates the two variants separately, empathy is measured using an adaptation of the Davis reactivity index (Davis, 1980, 1983) in the Spanish version and to measure reading comprehension levels, a variation of the flyers test is applied, this test corresponds to level A2 of the Common European Framework of Reference for Languages (CEFR). Then, the empathy variant is worked on weekly for three weeks, through workshops and activities that promote empathy. Finally, a post-test is applied, the two variants are evaluated, and the researcher proceeds to do the data review and subsequent conclusions.

## **Introduction to the Research Study**

Below is a detailed description of the environment where the research process was developed, including the analysis of the social and economic characteristics of the students. The relevance of the school environment in this context is especially highlighted, as is the crucial role that empathy plays both in school dynamics and in the process of learning a foreign language.

Additionally, the significant consequences that the COVID-19 Pandemic has had on children and their social interactions are examined, outlining the challenges that have arisen in this new educational landscape. How this pandemic has impacted relationships between students and how these affect their academic and emotional development are explored.

Finally, it is emphasized that the research problem arises from direct observations and pedagogical practice, where the need to address, on the one hand, empathic skills and, on the other hand, reading skills in English as a foreign language, is evident.

### **Context of the Research Problem**

This research project was developed in the city of Yopal, the capital of the department of Casanare located in the Colombian eastern plains, its territorial extension is 2595 square kilometers, and it is located 317 kilometers from the capital of Colombia Bogotá, and has an average temperature of 27.9°C.

The school where this research project is carried out is located within a military battalion. This educational institution is official because it belongs to the National Army, however, it has a special regime, the funding comes from the Ministry of Defense and not the Ministry of Education like the country's public schools. Its vision is to provide education primarily to the children of military families, including police, army, and air force. However, some students do not have military ties.

The socioeconomic level of sixth-grade students in the Gustavo Matamoros School 2023 is varied. 41.2% belong to level 3, 44.1% belong to level 2 and 14.7% belong to level 1. The Colombian stratification establishes the socioeconomic level; the student data is taken from the 2023 characterization survey done by the school counselor department.

Knowing that the school environment and emotions play an important role in the learning process, it is imperative to promote and develop empathy skills in schools. Considering that empathy is a skill that allows the development of social skills that transcend in school, in society, and their role as citizens and builders of the future. According to Gómez & Narvaez (2022) “It is the skill of empathy that promotes prosocial people”(p. 43). An aspect of great importance in learning is the school's social climate, according to UNESCO (2006) Segundo Estudio Regional Comparativo y Explicativo (SERCE). Santiago: Oficina de la UNESCO en Santiago. It has been identified that the main factors correlated with academic performance in Latin American schools are the quality of interpersonal relationships in the school environment, and the socioeconomic and cultural level. These factors affect the learning outcomes of a population of 100,752 third-grade students and 95,288 sixth-grade students from 16 countries in approximately a range of 40 to 49% (UNESCO, 2006). This research project emphasizes interpersonal relationships and their effects on reading skills results. The school environment is decisive in the learning process, a positive and stimulating school environment can motivate students to actively participate in their education. It is necessary to have a pleasant learning environment to develop activities that promote learning. Parra (2014). Emotions and learning. The socio-affective dimension in the teaching of foreign languages. Cites Goleman (2005) who states “I agree with Jane Arnold and Douglas Brown (2000) in stating that stimulating empathy, self-esteem, motivation and other positive emotional variables facilitates the process of learning a language”. Therefore, empathy

can be the channel to achieve a conducive environment for learning and improving reading skills in English.

On the other hand, one of the aspects that has most influenced the problem of lack of empathy has to do with the consequences that the COVID-19 Pandemic brought on children and adolescents. It is important to reflect on the effect that isolation had on students concerning their prosocial skills during the COVID-19 pandemic in 2020 and 2021. Morales, Díaz, Mendoza, Dardón, & González, (2021) *efecto de la Neuroeducación en tiempos de Pandemia*, they establish that "the confinement due to COVID-19 generated new approaches to learning, creating controversy and a decrease in the development of interpersonal skills that bring together relevant aspects and that influence the acquisition of knowledge, such as collaboration, teamwork, solidarity, and empathy". When the sixth-grade students were in confinement they were between 8 and 10 years old, at this stage of their development according to Healthwise (2022) children "Enjoy being with their friends. The opinions of friends become increasingly important, and peer pressure can become a concern" In our case the children did not have this stage since due to the prevention measures they were not allowed to share in person. In addition, the authors of Healthwise (2022) mention that at this stage "kids acquire a sense of security by regularly participating in group activities, such as Scouting." Which was also not done for two years. So it seems understandable that students don't have solid empathic and prosocial foundations.

Furthermore, this research problem has a direct influence on my pedagogical practice as an English teacher of young adolescents, and with my experience of 10 years in school, notable facts that affect English language learning are detected. From the observation that occurs in the classroom, two situations are notable presented, the first one, the behavior of the students who are hostile to each other, the students do not have good relations among them, and sometimes

they are cruel with their words and they do not have a healthy competition, since they are individualists and do not think about how their classmates feel,

In the same way, it can be observed that the results of the FLYERS test provided by the English Language Services which has been an academic ally for four years to the school, shows that the reading skill had the lowest scores. The low performance of students in reading can be due to various factors, like overcrowded classrooms, insufficient resources, limited access to reading materials, little family support, and cognitive and learning difficulties however, this research focuses on reading difficulties related to socio-emotional aspects like lack of motivations, Previous negative experiences, Emotional and psychological factors, and low self-esteem and self-assessment.

On occasions students do not find reading relevant or attractive due to the lack of motivation, "Motivation explains why people are interested in certain activities and persist in them and avoid doing others" (San Martín, 2017, p. 15).

"There is compelling evidence confirming that motivation is a key factor in successful reading since both cognitive and emotional factors come into play in comprehension. This is consistent with various theoretical approaches that indicate that motivation for reading is an intentional process that also responds to internal and external factors to the reader" (San Martín, 2017, p. 3).

Previous negative experiences with reading can also lead to an unfavorable attitude towards the act of reading.

Morgan, P. L., & Farkas, G. (2012) indicate in their research that poor reading ability in early grades is linked to negative socio-emotional outcomes, such as feelings of anger, sadness, and social isolation. These negative emotions can stem from repeated failures in reading, leading

to a lasting unfavorable attitude toward reading activities. On the other hand, "Poor readers have been reported to feel less competent in reading, consider it to be difficult, be less motivated to read, and hold generally more negative attitudes towards learning to read" (Chapman & Tunmer, 1997, as cited in Morgan & Farkas, 2017, p.2). Concluding that "the relation between poor reading ability and these negative reading-related perceptions steadily increase as children age". (Chapman & Tunmer, 1997 P2.)

Raihana Romly (2018) In her study on ESL students, notes that low reading proficiency can lead to negative academic outcomes and emotional distress, reinforcing the idea that negative experiences with reading can foster unfavorable attitudes toward it. Emotional and psychological factors can also influence poor results; test-related anxiety can affect performance.

Most students experience high levels of anxiety during exam time. This high level of activation can have a negative impact not only on performance during exams but can also unbalance students' health in these types of situations (*Bausela Herreras, 2005*).

Additionally, low self-esteem and self-assessment of reading skills can diminish students' confidence in their reading performances. Pereira, M. L. N. (2007). Concludes in her work that "Students with clear self-concepts and positive self-esteem tend to achieve higher educational competence scores". Pg 26

Besides Bongiorno, P. A. (2015). considers that "there would be a close relationship between the level of self-esteem and academic performance" Pg, 6. where students with low academic performance tend to have low self-esteem or motivation to learn, to make little effort, and to avoid school challenges. Therefore, when it comes to taking reading exams, they could have low performance.

There are many reasons why students may have low results in reading tests. However, it is not the purpose of this research project to delve into strategies for improving students' reading; it focuses exclusively on standardized test results.

From the above, it can be stated that there are two problems, one, the lack of empathy, and two, low performance in reading skills, there for this research project wants to know if there is any correlation between students' empathy levels and their reading performance.

### **Research Question**

To what extent does strengthening empathy skills impact sixth graders' reading skills results in English as a foreign language in the Liceo Gustavo Matamoros León school?

## **Research Objectives**

### **General Objective**

To establish how enhancing empathy skills positively influences the English reading skills results of sixth-grade students at Gustavo Matamoros León High School.

### **Specific Objectives**

To apply a variation of the Interpersonal Reactivity Index (IRI) as a tool to qualitatively and quantitatively measure and analyze the levels of empathy skills of sixth-grade students.

To assess students' English reading proficiency levels in their initial phase and after the pedagogical intervention by administering the reading component of the FLYERS test.

To implement pedagogical strategies, through workshops of two class sessions over three weeks, to familiarize students with empathic skills and foster their implementation.

Analyze the correlation between students' empathy skills and their performance in reading English as a foreign language, after the pedagogical intervention and having the pre- and post-test results using a mixed method.

## **Hypothesis**

Empathy can be understood as the skill to understand and share the feelings of others; it plays a fundamental role in shaping social interactions and relationships. Although its importance in interpersonal dynamics is well established, its potential impact on academic activities, particularly in language acquisition, remains an intriguing area of exploration, which is why this research work proposes a hypothesis in which the development of empathy skills among teenagers aged 11 to 13 years old positively impacts the results of reading in English as a foreign language

By delving into the correlation of empathy and reading skills in English as a foreign language during the formative years of adolescence, this hypothesis seeks to shed light on the potential mechanisms that underlie learning and socioemotional skills.

## **Rational**

This research study focuses on two factors, empathy and reading skills in English as a foreign language.

Referring to empathy, it addresses the importance of empathic skills in social and academic contexts, making a distinction between skill and ability. Additionally, it discusses how violent environments in recent Colombian history influence education. Furthermore, empathy is approached from the field of psychology in adolescents. The importance of English reading skills as a foreign language, is addressed in its relevance, along with its connection to evaluation, successful education, the promotion of critical thinking, and personal development.

This research study focuses on the importance of promoting the skill of empathy, understanding that the lack of empathy in students can be an obstacle to their academic and social development, which can affect their future as citizens and builders of society. Furthermore, the lack of empathy may be related to students' low reading skills in English as a foreign language<sup>1</sup>. Since empathy is a crucial skill in understanding and processing the information of others, it also has an impact on reading comprehension as it helps to understand the perspective of the characters, the communicative intentions, the idiomatic expressions, and the new cultures. Along this research project the term “skill” is used instead of “ability” because according to Chris C. (2023) “Skills are learned, while abilities are usually more innate” he also

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<sup>1</sup> Al-Shehri, H. A. (2012) page 8. there are negative affective variables that make learning a language difficult, such as: Anxiety, anguish, - The absence of empathy, - The absence of motivation, - Attention deficit hyperactivity disorder (ADHD), - Attitude: a lack self-confidence, lack of integration.

adds that “Skills are learned behaviors that can be taught, tested, and measured. They are acquired through training, practice, and experience”, in this same sense The Peak Performance Center web portal mentions that “ability refers to being able to do something”, and “if it was innate it would be considered an ability while if it was learned would be a skill”

The history of Colombia around the last sixty years has been marked by armed conflict<sup>2</sup>, affecting the nation in different ways and education has not escaped it. In the Colombian context, education has been permeated by violent environments directly or indirectly, either because it has suffered directly or because of what we have seen in the news weekly for 60 years. We have grown up witnessing violent acts that affect our compatriots and that hurt collectively. From the above, and now that we are aware that emotions and the school environment play a relevant role in learning, it is important to look at empathy, understanding it as the skill to understand another’s situation, by increasing the levels of empathy in a student population, the environment would be positively impacted, and this would transcend not only in school but in society too. Elias et al, (1997 cited in Zins, & Elias, 2007) stated that “Schools will be more successful in their educational mission when they integrate efforts to promote children’s academic, social, and emotional learning”. In classrooms, we find students who are too individualistic, and selfish, in the worst case, students are verbally and physically cruel to their classmates which generates a hostile environment and makes learning difficult. Therefore, the need to develop empathy skills

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2 Medina, F. A. R. (2012). Conflicto armado y escuela en Colombia. *Violencia y educación*, 13-32. A mediados de los años sesenta surgen las guerrillas de izquierda –Fuerzas Armadas Revolucionarias de Colombia-FARC, y Ejército de Liberación Nacional-ELN– con un proyecto político militar de reivindicación social y la toma del poder como meta, en lucha frontal contra el Estado. Pero es a mitad de los años ochenta cuando, con un cruce entre los grupos guerrilleros y el narcotráfico que se volverá perverso, se recrudece el conflicto armado interno.

is decisive avoiding what Borba (2016) calls Selfie Syndrome, also states that Empathy is not simply inborn, it can be learned, practiced, and trained. (p. 7)

Socio-emotional and pro-social skills are important when working with young adolescents since at this age students are undergoing a process of change in their physical, sensory, motor, cognitive, and social development<sup>3</sup>. Therefore, it can be considered that this study provides references to teachers who work with students of this age, so that in this way not only can reading skills in a foreign language be improved, but they can transcend to other fields in the school. According to UNICEF Uruguay “Today we know that adolescence is the second great window of opportunity to form healthy, independent and socially adapted adults, functions that begin in childhood but are completed and established in adolescence.” As teachers, it is important to recognize that this is a time of transitions where “neural pruning<sup>4</sup>” occurs, and adolescents are sensitive to the hormone Oxytocin. UNICEF Uruguay points out that “Oxytocin is a neurotransmitter hormone” which, among other aspects, makes more rewarding the Social relations. "Oxytocin often works synergistically with dopamine to link social connections with

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3 Pérez, S. P., & Santiago, M. A. (2002). La adolescencia es una etapa entre la niñez y la edad adulta, que cronológicamente se inicia por los cambios puberales y que se caracteriza por profundas transformaciones biológicas, psicológicas y sociales. No es solamente un período de adaptación a los cambios corporales, sino una fase de grandes determinaciones hacia una mayor independencia psicológica y sociales.

4 Carmen R 2020. Neural pruning refers to the process by which synaptic connections between neurons are eliminated. Consequently, those connections that are not used are eliminated, while those that are useful for present and future survival are reinforced. <https://neuro-class.com/poda-neural-adolescencia-y-actividad-cerebral/>

feelings of reward." Additionally, it is mentioned that in this adolescent period, there is a maximum sensitivity of the brain to dopamine, which is a "neurotransmitter that activates reward circuits and "It intervenes in the learning of guidelines and decision-making", therefore it can be considered that, by being willing to learn new things and by strengthening empathic skills, adolescents can respond assertively to their challenges. Besides social and emotional ability permeated by the empathy skill, has positive effects on brain processes.<sup>5</sup>

The impact that this study can have in mitigating the possible difficulties experienced in a classroom due to a lack of empathy among young adolescents opens the possibility of having a better classroom environment and significant learning. Zins, & Elias, (2007). Sates that "Intrinsically, schools are social places and learning is a social process. Students do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the support of their families. Emotions can facilitate or hamper their learning and their ultimate success in school"

Referring to the reading skill of English as a foreign language, it is essential to mention that evaluation is present in our lives, from our childhood to our adulthood. Knowledge is constantly being evaluated and even though there are different types of evaluation in schools,

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<sup>5</sup> Sharee N. Light, James A. Coan, Carolyn Zahn-Waxler, Corrina Frye, H. Hill Goldsmith, Richard J. Davidson (2009). Empathy is associated with dynamic changes in prefrontal brain electrical activity during positive emotion in children. A second form of positive empathy predicted increasing left-sided dorsolateral activation ( $p < .05$ ). This suggests that positive emotion and (negative and positive) empathy predict changes in prefrontal activity in children during a pleasurable task

most final exams consist of reading and answering, for example, In Colombia, eleventh-grade students must take the "Prueba Saber 11" which gives them a score depending on that score they can enter to study a carrier at a university. This evaluation situation occurs in different fields, when a person applies for a job, (formal context) he/she must present a knowledge test that consists of reading and answering, when a student wants to enter a new school, he/she takes a knowledge test that consists of reading and answering, in the teaching field teachers who want to contest for a better job in the public field must take a test that consists of reading and answering. This research study addresses reading skills as a fundamental axis in the development of young adolescents and future citizens.<sup>6</sup> Having proper reading skills also contributes developing critical thinking which encourages individuals to analyze, evaluate, and interpret information. This skill is valuable in making informed decisions and solving problems in various aspects of life. Ferrer, & Staley, (2016). States that "The role that reading plays in allowing individuals to access knowledge, expand their views of the world, and develop their critical-thinking skills is unquestionable". Also, it mentions that "When a person reads, his or her linguistic, cognitive, and sociocultural competencies can benefit directly from this intellectual activity". Reading skills can also conduce to personal development exposing young adolescents to a wide range of ideas, perspectives, and cultures, it fosters empathy, broadens one's worldview, and contributes to personal growth and development. Dan Western 2023 wrote "10 Ways Reading Enhances

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6 Alonso-Arévalo, J., Fernández-Martin, C. L., Alonso-Vázquez, A., & Mirón-Canelo, J. A. (2020). La lectura es una actividad que enriquece nuestras vidas y nos abre las puertas a la información y el conocimiento... cuando leemos, no sólo estamos mejorando nuestra memoria de trabajo, está demostrado que la lectura nos hace sentir mejor y más positivos.

Personal Development” which includes: Insight into Human Nature, Problem-Solving, Relief from Stress/Escape, reader's have Important “Alone Time”, and Readers Develop Empathy and Tolerance among others.

## **Literature Review**

### **Introduction to the Literature Review**

This research section sets the main concepts, foundations, and studies that support this research study. It provides an overview of the key themes central to the research, encompassing cognitive empathy, emotional empathy, and empathic interest. Additionally, it delves into the dynamic interaction between these empathic constructs and various facets of the educational environment, evidencing the influence empathy skills have within educational settings and reading skills

Furthermore, the literature review addresses the intricate workings of mirror neurons within the realm of neuropsychology, elucidating their role in facilitating empathic processes and interpersonal understanding.

Moreover, the review encompasses the pivotal role of metacognition, emotional intelligence, and reading skills in shaping students' academic success and socio-emotional well-being. Metacognitive awareness enables students to regulate their learning processes effectively, while emotional intelligence empowers individuals to navigate complex social interactions with empathy and resilience. In addition, establish reading processes as a fundamental part of success in learning and how the classroom environment and emotions influence having good reading skills.

By consolidating research findings on these interconnected topics, this literature review serves as a foundation for this current research, emphasizing the importance of empathy development in educational settings and its effects on student learning outcomes, particularly in relationship to reading skills.

### **State of the Art**

In the contemporary educational landscape, there's a growing recognition of the importance of socio-emotional skills. Aspects such as empathy, emotional intelligence, and metacognition have become focal points due to their impact on learning and students' development. This state of the art aims to explore and analyze the intersection between key themes in education, including empathy, metacognition, emotional intelligence, and their relationship with the school environment and language learning process. By understanding how these elements interact and influence each other, we can gain a more comprehensive understanding of students' performances.

### **Research on Empathy**

Taking into account that empathy is a fundamental element of this research, a series of studies highlight its importance. Regarding Business Review, H. & Merino Gómez, (2018). Its publication provides a wide definition of cognitive empathy, emotional empathy, and empathic interest. It encompasses assertive listening and its effects, also refers to empathy as a key to good relationships and how to empathize, and includes the limits of empathy. This work is related to this current research project since it allows us to clarify concepts and analyze the effects of strengthening empathy.

The main idea developed by the author in this study is that Emotional empathy can be developed, initially, it begins with personal knowledge; as Singer (2017), director of the Department of Social Neuroscience at the Max Planck Institute for Brain and Cognitive Sciences, says “You need to understand your feelings to understand those of others” (p. 18). Then the author continues developing ideas related to environments:

Creating an environment where there is fear, anxiety, and lack of trust makes people shut down. If people are scared and anxious, it activates their defensive attitude, as shown by neuroscience, which affects their mental control. Consequently, their productivity and creativity decrease (Doty, 2015, p.22).

This work contains valuable information regarding the current research study on Empathy as a transforming entity in the reading skill of the English language learning process. It allows us to understand the implications of empathy in general terms and specific situations.

### **Research on Empathy in Language Learning**

Jaray-Benn, (2019), the article “Empathy as a Source of Motivation in Language Learning and Language Teaching” establishes that learning is determined by the quality of relationships and the context in which it is situated. She also establishes that “learners are part of a network of relations”. The author mentioned that if learning occurs through connections, and we “look closely at empathy as the basis for human relations can bring us closer to understanding what, how and why a teacher can motivate their students and facilitate learning”

The author clarifies that empathy should not be confused with sympathy or compassion. While sympathy entails acknowledging another's emotions without necessarily experiencing them oneself, such as recognizing someone's sadness without feeling sad personally (Mercer, 2016), empathy does not involve projecting one's feelings onto another to demonstrate shared sentiment. Additionally, empathy does not entail feeling sorry for someone.

Instead, she presents some definitions of what empathy is such as “the capacity to imagine oneself in the other person’s situation, and to experience, to some degree, the emotions that the other is experiencing.” Citing Nickerson, Butler & Carlin (2009), “the process of reaching beyond the self and understanding and feeling what another person is understanding or

feeling.” Also, Baron-Cohen (2011, quoted in Krznaric, 2015). There are “three facets corresponding to different types of empathy, such as emotional, cognitive empathy, and empathic concern”. The author considers empathy as a process that plays a crucial role in the acquisition of the first language, the learning of foreign languages, and the construction of connections between humans.

The relationship between empathy and language is twofold. Language serves as both the conduit and the outcome of empathy. As Brown (1973) asserts, "Language is one of the primary means of empathizing," emphasizing its role as a tool for expressing and understanding emotions. Simultaneously, empathy plays a vital role in the process of language acquisition and learning. The author describes the process of language acquisition going through different phases like listening, observing, imitating by repetition employing the ‘empathy neurons’, and understanding the significance of words in L1.

According to the author “the correlation between empathy, namely emotional empathy and academic achievement in general, has been proven (Brown, 2000), as well as its impact on foreign language learning (Guiora, Brannon, Dull, 1972). This impact is mainly valid when looking at empathy as a socio-cultural competence that facilitates interaction and understanding between individuals as well as different cultures (Mercer 2016).

Viewing empathy as a dynamic process and recognizing its significance in relational learning could uncover parallels between first-language acquisition and second-language learning. Such insights may illuminate the mechanisms underlying foreign language acquisition and offer insights into strategies for motivating learners.

The author considers that observing imagining, understanding, and taking action are relevant phases permeated by empathy that impact students' language learning. Referring to

observation it is mentioned that receptive skills such as watching movies, reading, and listening, in particular, are activities that improve empathic competence and are crucial in language learning, as learners absorb vocabulary, language, and pronunciation, while finding models they can identify with. The second phase is Imagining where she proposes a motivation situation where students imagine themselves with an L2 in different scenarios, for this the author suggests based on (Dörnyei and Hadfield 2013) “using guided images or other linguistic activities to create, improve and maintain this vision”. The author proposes a question “So, can’t we help students imagine themselves in a different context and behave in a different way, such as speaking a different language, and through role-plays help them identify themselves with this new ‘me’, their L2-self?”.

Referring to the understanding phase the author mentions that It is not enough to simply observe or imagine contexts different from one's own; It is crucial to assume a positive attitude towards them by comprehending the words, sentiments, and actions of others. A lack of cognitive empathy can result in a diminished enthusiasm for learning a new language, along with diminished confidence and receptiveness for communication. Finally, in the Taking action phase in the context of the language learner, this action means the use of language within meaningful interpersonal communication settings. Quoting Brown (2000). “Communication requires a sophisticated degree of empathy. To communicate effectively, a learner needs to be able to understand the affective and cognitive states of the other person” along with communicative language activities that encourage students to use language naturally in authentic situations will further enhance their empathic skills.

Engaging in communicative language activities that prompt students to employ language authentically in genuine contexts will further refine their empathic abilities. The empathic

proficiency fostered through learning a foreign language will facilitate navigation through the intricate "social tapestry" (Rifkin, 2009) of numerous connections, enabling individuals to connect with the world and its inhabitants to facilitate learning through interactions. Empathy, viewed as a dynamic process, appears to serve as a guiding force in both the learning and the use of language.

This article aligns with this research project on the influence of empathy and reading skills in English as a foreign language by emphasizing the crucial role of empathy in language learning and its correlation with academic performance. The author highlights the importance of empathy in fostering meaningful connections between individuals and facilitating interaction and understanding across settings.

It also discusses how empathy improves students' motivation and engagement in language learning activities, ultimately contributing to their language proficiency. By viewing empathy as a dynamic process, the article suggests that understanding and cultivating empathy can lead to more effective language-learning strategies and better communicative competence.

### **Research on School Environment and Empathy**

Being in a school environment in which indiscipline, disrespect, aggressiveness, and intolerance are constantly fostered, facilitates students to have an unfavorable educational environment that will consequently affect the theoretical constructs. So, it could be said that it would affect the levels of concentration, attention, and analysis at the time of text reviewing in English classes.

One of the reasons to strengthen and enhance empathy in students is to develop a class environment that favors the learning of the English language, hence the book by Flórez et al., y el Instituto para la Investigación Educativa y el Desarrollo Pedagógico – IDEP 2017

Environments of learning and its mediations in the educational context of Bogotá is consulted. The IDEP (2016), in alliance with the research group Cognition and Language in Childhood, of the National University of Colombia, carried out a study oriented to the analysis of learning environments understood as spaces, interactions, circumstances, and resources from where the act of learning occurs, as well as the types of mediations that constitute tools to generate and/or transform.

This research study offers a broad discussion of knowledge-centered, assessment-centered, and community-centered learning environments. It shows relevant characteristics for meaningful learning where different perspectives and dimensions are considered. It is suggested that each environment arises according to its reality and socio-emotional situations, in certain contexts. One of the positive consequences of empathy is that it improves the environments and interactions, so according to this study, if the school environments are positive, learning improves and to this extent, relating it to this research project, it could be confirmed that with the improvement of the school, the environment could also improve foreign language reading skills.

A description of the relationship between the physical elements and students is included. Also, the behavior that is developed in it mentions the type of relationships that people maintain with objects, the interactions that occur between people, the roles that are established, the criteria that prevail, and the activities that are carried out<sup>7</sup>.

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<sup>7</sup> Flórez R, Castro M, Galvis V, Acuña B, Zea S y el Instituto para la Investigación Educativa y el Desarrollo Pedagógico – IDEP 2017 Environments of learning and its mediations in the educational context of Bogotá. Page 30

We have seen the fundamental characteristics of empathy and the advantages of a healthy environment when learning. Now we will see the direct influence that empathy has on education.

Martínez (2011), empathy in education presents a study carried out with 105 students from the Faculty of Education of the Complutense University of Madrid. This study indicates that

Empathy can be located in the field of affective intelligence Not in vain, the capture of reality, the result of the interweaving and balance of cognitive and emotional processes, allows us to identify and talk about a cognitive-affective structure, in which empathy occupies a central place (Martínez-Otero, 2007, p. 85-86).

They also include the field of neurophysiology, where they present the concept of "mirror neurons" page 176, a type of neurons that are activated when an action is performed, but also when a similar action is observed by another individual. These types of neurons allow learning by imitation and are closely related to the cognitive component of empathy, allowing the optimization of the brain and personality, characteristics of great relevance in educational processes

The author states that "The only genuine and fruitful way to promote personal development from educational institutions is to create an atmosphere of cordiality and trust that allows the student to feel accepted, valued and safe" (p. 177). The author analyzes the variables in the students of Adoption of Perspectives (AP) Emotional Understanding (EC) Empathic Joy (AE). Finally, he concludes with his research that empathy, in particular, occupies a central place in the interhuman relationship and can facilitate the intellectual and emotional growth of the student.

From the ideal of motivation and encouraging empathy in the classroom to build a pleasant and appropriate school environment for the construction of learning, it is possible to

mitigate indiscipline in the classroom and as a consequence to help the analysis and understanding processes of learners and boost their skills.

### **Research on Metacognition**

Metacognition is a fundamental skill in the learning process and allows us to reflect on our own thoughts, knowledge, and learning strategies. It is necessary to review the implications of metacognition as a precedent that sets the standard for reviewing the processes of brain plasticity, considering this as an inescapable factor of the subject to be able to adapt to the situations of the environment and those of the other to shape the environment in which he/she finds him/herself and arrange it to strengthen the competence of reading comprehension all of the above based on Bustingorry et al., (2008) who also points out that “Metacognition is a viable path to achieve a fuller development of student autonomy, reflecting this, among other aspects, in a learning that transcends the school environment to project itself in the lives of students, in a “learning to learn” (p. 187).

Aware of metacognition as a key tool for the development of student autonomy, it is possible to build the idea that students are autonomous people, therefore they can analyze situations and texts in a more conscious way, which would improve the ability to learn more effectively and efficiently and their reading skills would be positively impacted.

The relationship between empathy and metacognition lies in their mutual influence on the learning and understanding process. Empathy involves the ability to understand and share the feelings and perspectives of others, which can be fundamental in the process of metacognition, which refers to the ability to reflect and regulate one's own thinking and learning process. By being aware of their own mental and emotional processes, students can be more sensitive and receptive to the needs and feelings of others, which strengthens their empathic capacity.

## **Research on Emotional Intelligence**

The reason based on the following approach by Hernández et al., (2017), points out that the development of emotional intelligence helps in decision-making, framed in good judgment; discern whether it is convenient or not. A child or young person needs to learn to manage conflicts that will never be foreign to the human condition, from the simplest to the most complex, which is why empathy is so significant in emotional intelligence.

Oxford, (2015) referring to Emotional Intelligence: “Goleman identified the domains of emotional intelligence as knowing and managing one’s own emotions, motivating oneself, recognizing and understanding other people’s emotions, and managing relationships.” He also states that “Emotional intelligence has been shown to reduce stress and anxiety, decrease conflict, improve relationships, and increase stability, self-motivation, social awareness, and harmony” (Goleman, 2005).

## **Emotional Intelligence and Language Learning**

According to Oxford, (2015). “Emotional intelligence theory is useful for understanding differences in the attitudes and behavior of L2 learners and users”, she supports her idea on Dewaele, and Furnham (2008) who found that “adult multilingual with higher emotional intelligence had lower levels of foreign language anxiety in various situations and languages”. They also found that individuals with higher emotional intelligence, in comparison to those with lower emotional intelligence, perceived themselves as more adept at discerning the emotions of their conversation partner, managing their stress levels, and feeling assured, resulting in reduced anxiety.

Additional elements linked to reduced anxiety and increased confidence (Dewaele et al., 2008) included an earlier age of acquiring the foreign language, greater immersion, and

socialization in that language, heightened self-perceived proficiency, regular usage of the language beyond classroom settings, engagement with a broader social network, and proficiency in multiple languages.

Currently, there are different proposals and activities to work on emotional intelligence inside and outside the classroom, starting with the little ones and moving to adults. These types of activities strengthen our personality and provide great advantages in social interaction and learning.

### **Research on Reading Skills**

Gamboa, (2017) the author of “Reading Comprehension in English as a Foreign Language Setting”. Based her work on the implementation of reading strategies of English as a foreign language based on the reading Interactive Model, in a school in Bogota Colombia. This document gives us an approach to reading skills by analyzing language learning aspects and applying different strategies and methodologies to keep track of students’ progress.

It also encompasses difficulties of reading comprehension denying them as decoding problems, the author cites Goodman (1982) pointing out that the reading process is universal for all languages since making meaning from written texts happens in all of them, it is also mentioned that according to Zúñiga (2001) “reading in a first language and a foreign language are processes that share many things” (p. 160). However, the author does not ignore the importance of linguistic aspects, such as vocabulary, grammar, idiomatic expressions to comprehend better the written texts.

I consider there is a relationship between her research and this current research project since the Interactive Reading Model takes into account the reader, in this case, the students, as an active agent who uses knowledge and reconstructs the meaning of the text by interpreting it and

evidencing an interaction between language and thought. In this way, great importance is given to the being, respecting characteristics and processes of individuals, opening a door to the acceptance of difference and that is where empathic skills come in, allowing one to interact positively with others and contribute to the collective well-being and facilitating the learning process of reading skills in English as a foreign language.

To support this idea, the author cites Goodman (1982) affirming that:

Both (first language and a foreign language) are meaning-making processes from printed texts. Moreover, both are transactions between the reader, the text, and the context. Both depend on prior knowledge, knowledge of cue systems, and use of cognitive and affective strategies; and both are vehicles for getting or changing knowledge (p. 105).

Although reading in the first language shares important elements with reading in a foreign language, these processes also differ significantly.

### **Reading Skills and Empathy**

In the research titled "Literature and readers' empathy: A qualitative text manipulation study" (2017), Kuzmičová, et al., discuss how recent experimental research, such as that conducted by Kidd and Castaño (2013), suggests a positive correlation between reading literary literature and greater empathy, as well as an affective theory of mind. Building upon these findings, there is an increasing suggestion that literary fiction has the potential to enhance interpersonal skills and promote prosocial behavior, surpassing the effects observed with nonfiction and popular fiction. Presently, ongoing research endeavors are exploring both the short- and long-term impacts of literary reading on empathy.

Roza, & Guimarães, (2022) in their research "The relationship between reading and empathy: An integrative literature review" found through a review of the scientific literature that the impact of empathy on the process of learning to read can vary significantly, ranging from

enhancing literacy skills and fostering high performance in reading tasks to achieving proficient comprehension in elementary school's final grades. Furthermore, it's noteworthy to underscore the conclusions drawn from studies: heightened levels of empathy cultivated through reading fiction texts encourage students to develop a greater sense of concern for their peers and those around them.

In terms of the affective and cognitive facets of empathy, interventions have been found to facilitate the development of both components. Depending on the context, the affective aspect may be more prominently enhanced in some cases, while in others, the cognitive aspect takes precedence. Specifically, research indicates that the affective dimension tends to flourish primarily among younger students in early grades. In such settings, employing texts accompanied by illustrations depicting characters' facial expressions has been shown to enhance students' ability to recognize emotions like sadness, joy, surprise, fear, anger, and disgust. Conversely, emphasis on the cognitive component is evident in studies involving students in fourth, fifth, and sixth grades. This is largely due to the educational curriculum in these grades adopting diverse strategies aimed at bolstering reading comprehension, such as formulating hypotheses and predicting potential character developments. Here, empathy emerges as a critical skill for students to grasp differing viewpoints divergent from their own. Case studies have been instrumental in examining how teaching methodologies integrating reading and empathy impact specific student groups, offering deeper insights into these approaches through meticulous observations and interviews.

## **Research on Reading Skills**

Emphasizing that this research does not in any way intend to develop pedagogical strategies related to reading comprehension, it is considered important to mention the studies of the following authors regarding reading skills

Gamboa, (2017) the author of “Reading Comprehension in English as a Foreign Language Setting”. Based her work on the implementation of reading strategies of English as a foreign language based on the reading Interactive Model, in a school in Bogota Colombia. This document gives us an approach to reading skills by analyzing language learning aspects and applying different strategies and methodologies to keep track of students’ progress.

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positively with others and contribute to the collective well-being and facilitating the learning process of reading skills in English as a foreign language.

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Although reading in the first language shares important elements with reading in a foreign language, these processes also differ significantly.

After addressing different authors and proposals concerning empathy, learning a foreign language, learning environments, metacognition, emotional intelligence, and reading skills, it can be found relations and foundations that contribute to this research project that aims to determine the relationship between empathy levels and reading skills in a foreign language of a group of sixth graders students from Liceo Gustavo Matamoros in Yopal, Casanare. From this review of the literature, it becomes apparent that empathy serves as a key to fostering positive learning environments and enhancing students' linguistic and cognitive development.

Firstly, investigations into empathy elucidate its multifaceted nature, encompassing cognitive empathy, emotional empathy, and empathic interest. Understanding these dimensions provides a framework for comprehending their implications in educational settings and their potential to enrich interpersonal relationships.

Secondly, research underscores the symbiotic relationship between empathy and language learning. Empathy not only facilitates language acquisition but also catalyzes building meaningful connections between individuals, fostering cultural understanding, and enhancing communicative competence.

Moreover, studies highlight the relation interplay between empathy and metacognition, where in empathetic awareness complements reflective thinking and self-regulation processes. By nurturing empathy, students can develop a deeper understanding of their cognitive processes and empathetically engage with the perspectives of others, thereby fostering a more inclusive and supportive learning environment.

Additionally, investigations into emotional intelligence underscore its pivotal role in shaping students' attitudes, behaviors, and decision-making processes. Emotional intelligence, coupled with empathy, fosters, adaptability, and effective interpersonal communication, all of which are integral to successful language learning and academic achievement.

Furthermore, research on reading skills reveals the transformative potential of empathy in enhancing reading comprehension and literacy skills. Empathy not only enables students to engage with textual content on a deeper emotional level but also fosters critical thinking, perspective-taking, and empathetic responses to literary stimuli.

## **Theoretical Framework**

This theoretical framework is addressed from three categories, empathy, reading skills, and the classroom environment in education. By examining relevant research, theoretical perspectives, and practical strategies, it aims to elucidate the importance of these three central themes and their implications for effective teaching and learning practices. The theories and models presented enrich this research project where we want to determine that empathic skills have a positive effect on reading performance in English as a foreign language in young adolescents.

### **Empathy**

The word “empathy” has its roots in the German term “Einführung,” which translates to “feel within.” Carrillo, & Berges, (2009). Referees that “Throughout German Romanticism, this term acquired aesthetic and artistic connotations. It was Theodor Lipps who presented it from a more psychological point of view, as a psychological description of the aesthetic experience”.

The word "empathy" in its modern form was coined by German psychologist Theodor Lipps in the early 20th century. Lipps used the term "Einführung" in a more specific sense to refer to the ability to project or feel within oneself the experiences and feelings of others. This term was later adopted by other psychologists and academics to describe a fundamental aspect of social cognition and human interaction.

### **Approaches to the Concept of Empathy**

According to Carrillo, & Berges, (2009). Sigmund Freud, in his work "The Standard Edition of the Complete Psychological Works"(1953) talks about the concepts of Empathy and identification. According to Freud, human beings have an innate desire to identify with others to develop their structure and avoid the anxiety associated with an undeveloped personality. Freud

suggests that success in our identification during childhood contributes to the development of our own identity. However, he warns that these identifications can be both healthy, strengthening cooperation and harmony in relationships, and pathological, leading to excessive absorption in another's identity or fear of abandoning our rigid reference for fear of harming ourselves.

In contrast to the above, G. Mead's Role-Taking theory (1934) incorporates the importance of empathy in interpersonal and social relationships. Unlike Sigmund Freud, Mead emphasizes the cognitive aspects of empathy over the emotional ones and suggests that this ability allows us to understand and sympathize with others, thus facilitating interaction and self-understanding

Another approach is Role-playing by Moreno, (1914) mentioned by Carrillo, & Berges, (2009). who describes empathy as a social skill that allows us to understand others by adopting their perspective. Moreno highlights the importance of social experience in the development of empathy, allowing us to be more objective in our knowledge of ourselves and others.

Carrillo, & Berges, (2009). Other authors such as Ferenczi, Adler, and Watson refer to empathy in which they consider empathy as an innate quality of the human being. For Ferenczi, (1972) empathy resides in the subconscious and is independent of conscious experience, while for, Adler, disciple of Freud, empathy arises from the innate feeling of community and allows us to understand the feelings of others without having to have lived through similar experiences. Finally, according to Carrillo& Berges, (2009). "Watson maintains that the ability to understand others, apart from being innate, does not require having lived a similar experience to understand it since nothing that men do is strange to ourselves".

Furthermore, the concept of empathy began to be used more widely in the field of psychology and social sciences with the growing interest in understanding people's social and

emotional abilities. According to Muñoz & Chaves. (2013) “Studies from various disciplinary fields do not consolidate a univocal sense of the concept of empathy; differences persist, which implies that the same term receives a different definition depending on the theoretical approach from which it is analyzed.” The recognition of empathy as a central concept in disciplines such as psychology, sociology, education, and other areas has been increasing throughout the 20th century and continued into the 21st century. In modern psychology, interest in empathy has increased since the 1950s and 1960s, with more systematic studies on the topic. Today, empathy is widely recognized as a crucial skill for interpersonal relationships and understanding others.

In the following literature journey, we will delve into theories and models to comprehensively understand the empathy concept and its potential relevance to the research project.

### **Theories Regarding Empathy Skills**

Below, some theories explaining different aspects related to Empathy are presented. These theories arise from the endeavor to comprehend and explain its complex nature. The selected theories, models, and hypotheses in this theoretical framework provide valuable insights regarding the importance of empathy in the learning process, the empathic response, the role of compassion, and how having empathy skills impact behaviors and positive social interactions.

Baron-Cohen, Leslie, and Frith have made important contributions to the Theory of Mind. Throughout the 1980s and early 1990s. This theory suggests that individuals can attribute mental states, such as beliefs, desires, and emotions, to themselves and others. Empathy is considered a crucial component of the theory of mind, as it involves the ability to understand and share the mental states of others. Baron-Cohen has extensively researched empathy and how these skills are related to children's learning and development, his work has highlighted the

importance of empathy in the learning process, especially in educational contexts where understanding and collaboration with others are fundamental.

On the other hand, Goldman and Decety have developed the Simulation Theory of Empathy, (1998) according to this theory, empathy arises through the ability to imagine or simulate the mental states and emotions of others. It is suggested that by internally experiencing another person's feelings, we can understand and share their emotional experience.

Additionally, Eisenberg and Davis have worked on and proposed models that address the complex nature of empathy with their Empathic Response Model, they propose that empathy involves an emotional and cognitive response to the experiences of others. Empathy is considered to be a combination of emotional identification with the other person and cognitive understanding of their feelings and perspectives. (Davis, 1980, Eisenberg & Stayer, 1987; among others).

Singer, & Klimecki, (2014) have developed models that explore how compassion is integrated into the empathic experience. Their work, the Compassionate Empathy Model, highlights the importance of compassion in empathy, suggesting that true empathy involves not only understanding and sharing the feelings of others but also feeling the motivation to help and alleviate their suffering. The research has explored the neural basis of empathy, including how individuals process and respond to others' emotional states.

The research work of Maldonado and Barajas (2018). Theory of mind and Empathy, states that recent findings in cognitive neuroscience establish a relationship between empathy and theory of mind (ToM), affirming that both have a cognitive and an affective component. Also, it indicates that these two components are relevant to the relationships of students with their peers. Maldonado, (2018), as cited in Brothers, L. (1990).

The emotional response, as well as the making of social inferences (both of states of consciousness and emotions) are crucial aspects to carry out successful social interactions since they favor an understanding of the intentions of others and lead to a prediction of contingent behavior. and to an adjustment of one's behavior in social situations.

In this journey about investigative proposals and theories Batson, et al., (2015) present a valuable hypothesis: The empathy-altruism hypothesis. “The empathy–altruism hypothesis states that empathic concern produces altruistic motivation (Batson, 1987,2011).” The authors explain the motives behind altruistic behavior. According to this hypothesis, empathy plays a crucial role in determining whether a person will help another person in a situation of need. Batson suggests that when a person feels empathy toward someone who is experiencing suffering or need, this empathy can lead to an altruistic impulse to help the other person. In other words, empathy generates a genuine desire to alleviate the distress of the person in need, even if this involves a cost or sacrifice for the individual helping. The empathy-altruism hypothesis opposes the idea that all altruistic behavior is motivated by selfishness, that is, that people help others only to obtain personal benefits, such as feeling good about themselves or avoiding feelings of guilt. Instead, Batson argues that empathy can generate an authentic desire to help others without expecting anything in return.

Upon examining various theoretical frameworks regarding empathy and its nuances, this research project does not strictly adhere to any singular theory, as each offers valuable contributions and insights this research project hypothesizes that the development of empathy skills among teenagers improves the process of reading skills in English as a foreign language despite the absence of a specific theory addressing this topic directly, the impact of empathy on academic processes is evident.

Hence, the contributions of Baron-Cohen, who extensively researched empathy and its correlation with children's learning and development, are considered. His work underscores the significance of empathy in the educational context, emphasizing its role in fostering understanding and collaboration among learners.

Additionally, the findings of Maldonado and Barajas (2018) on the Theory of Mind and Empathy are taken into consideration. Their research suggests a cognitive and affective link between empathy and Theory of Mind, emphasizing their relevance to students' interpersonal relationships.

### **Empathy as Socio-Emotional Skill**

Now we will address fundamental aspects of the learning process such as socio-emotional skills, Reyes, (2019) in the IV Master Forum presented " Las habilidades socioemocionales, herramientas para el desarrollo humano en la educación" and defines socio-emotional skills as "capacities to identify and transform emotions, feelings, thoughts, and behaviors that we They allow us to relate healthily to other people, make responsible decisions, and reach personal goals, among other aspects. " She presents five categories under study on socio-emotional skills "self-knowledge, self-regulation, autonomy, empathy and collaboration." Being empathy one of the research objects in this project and considering empathy as part of the socio-emotional skills, we will now see some stances regarding the impact they have in an educational context.

According to Colombia Aprende (2022) in its article: La importancia de las habilidades socioemocionales para el aprendizaje y la vida Socio-emotional competencies are those that include not only the development of cognitive or mental processes but also affective areas such as emotional awareness and management, relationships with others, and projection towards society. Thus, they allow people to know themselves better, manage their emotions, set goals and

move towards them, build better relationships with others, make responsible decisions in their lives, reduce aggression, and increase satisfaction with their lives.

According to UNESCO (2021) in its work *Evaluation of socio-emotional skills in children, youth, and adolescents in Latin America*. "Socio-emotional skills are relevant for the development of students, the strengthening of educational communities and societies of the 20th century" referring to Socio-emotional skills (SES) mentions that today they are considered one of the key issues to address to achieve a quality education (Elias et al., 1997; Hollingsworth et al., 2003; Malti and Noam, 2016). The importance of developing (SES) was recognized and strengthened with its inclusion in the Sustainable Development Goals (SDG) of the 2030 Agenda.

From this perspective, socio-emotional skills such as empathy, tolerance, respect, and appreciation of diversity are essential to forming citizens who understand that they inhabit a shared world, and can work in a consensual search for the common good, with a focus on respect for human rights and care for the environment.

In Title 3, the importance of (SES) in the training of children and adolescents establishes that:

Evidence has shown that when students build positive relationships with both their peers and their teachers, they feel more motivated to participate in school and achieve academic goals (Bresciani & Lea, 2018). Likewise, when students are able to pay attention, manage and regulate their emotions, establish positive relationships with their peers and teachers, and face challenges with resilience, academic results tend to be more positive and they obtain better grades (Ladd, 1999; Raver, 2005, in Bresciani, 2018).

UNESCO argues that there are some gaps in the empirical evidence on these skills (SE) on how to develop them and their impact. (UNESCO, 2016; UNICEF, 2017). The tools used to assess (SES) are related to specific interventions, making it difficult to compare them. In addition, in many cases, these tools depend on the educational level or the country that is being studied.

According to OECD Organization for Economic Co-operation and Development (2023) Education Working Paper No. 304 “Social and emotional skills: Latest evidence on teachability and impact on life outcomes” The OECD has conducted research and provided guidance on the development of these skills, including their teachability and importance in education systems worldwide. It states that a “huge body of evidence, including multiple meta-analyses of SEL (socio-emotional learning) interventions around the world, have determined that SES can be taught in education settings. This statement supports this current research project because understanding that socio-emotional skills (SES) are teachable allows the focus to be placed on empathic skills to determine to what extent developing and strengthening empathy skills impacts students' reading performance.

The document presents an approach to the general capacity of teaching SES and its development trajectories through childhood and adolescence, for this it is based on Plasticity, malleability, and teachability. These skills can be fostered through explicit instruction, as well as through implicit learning experiences embedded in the curriculum and school environment.

Plasticity denotes the brain's capacity to change “in both structure and function throughout life and in response to experience” (Voss et al., 2017, p. 1[66]). This includes changes resulting from both internal, biological processes like puberty and external influences like the school environment.

Malleability denotes susceptibility to change due to environmental influences, whether deliberate or unintentional. These can be experiences, relationships, or general contexts at home, in school, and in society more broadly (Cantor et al., 2019, 64).

Teachability denotes susceptibility to deliberate intervention in education settings. These can be school-based, after-school, or out-of-school interventions that take place outside students' homes. They are led by instructors who are, generally, not the students' caregivers.

Empathy is recognized as a crucial socio-emotional skill essential for healthy relationships, responsible decision-making, and achieving personal goals. It contributes to a positive learning environment by fostering mutual respect and cooperation among students and teachers. Research suggests that developing empathy and other socio-emotional skills leads to improved academic outcomes and overall well-being. While there are still gaps in understanding the best methods for developing these skills, evidence indicates that they are teachable through deliberate interventions in educational settings.

### **Reading Skills**

Reading is not an easy activity, and reading in a foreign language is more complex because there are factors that influence the deep understanding of a text, such as cultural knowledge, idiomatic expressions, prior knowledge of the subject, vocabulary and general linguistics. It is not only an exercise in decoding but also an understanding and interpretation activity.

Theories of foreign language reading encompass a range of perspectives that seek to understand how individuals comprehend and interact with written texts in a language other than their native tongue. These theories often draw from cognitive psychology, linguistics, and educational research to elucidate the cognitive processes involved in reading comprehension.

Some prominent theories include schema theory, bottom-up processing models, and top-down processing models. By exploring these theories, we can have a clearer vision of the students' reading process in English as a foreign language.

### Schema Theory

Schema theory is a cognitive theory that explains how individuals organize and interpret information in their minds. It suggests that people build mental frameworks, known as schemas, to organize knowledge and guide their understanding of the world. These schemas are developed through experiences and learning, and they help individuals process new information efficiently by providing a framework for interpretation.

Rumelhart, (1980) cited by An, (2013) defines “Schema theory is an explanation of how readers use prior knowledge to comprehend and learn from the text”. Later, schema theory was introduced to the field of reading by Rumelhart (1980), Carrell (1981), and Hudson (1982) during discussions on the significant role of background knowledge in reading comprehension.

An, S. (2013) mentions that

The schemata of a reader are organized hierarchically, with the most general at the top down to the most specific at the bottom. According to schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's knowledge.

Furthermore, Carrell (1983), a well-known researcher in the area of reading comprehension in a foreign language, identifies two types of schemes. Content schemas refer to prior knowledge about the specific content of a text, including events, concepts, and relationships between them. On the other hand, formal schemas refer to prior knowledge about the organizational structure and format of different types of texts, such as stories, descriptions, letters, and reports, among others.

Additionally, Escontria, & Del Carmen, (2014) citing Carrell and Eisterhold (1988) mention that “when students are Confronted with unfamiliar topics, some of them compensate for this absence of the scheme by reading the text slowly, text-bound manner, and others compensate by guessing”.

According to schema theory, individuals develop schemas through experiences and learning. These schemas influence how they interpret and understand text. For example, a student with a well-developed schema for a particular topic may find it easier to comprehend related texts because they can connect new information with their existing knowledge. In the context of this research, students with stronger schemas related to reading may exhibit higher reading performance because they can better organize and interpret textual.

### **Bottom-up Processing Model**

Regarding to reading process we find the Bottom-up processing model, this theory explains how readers process information from specific details in the text toward a broader understanding. These models suggest that text comprehension begins with the identification and decoding of individual words and then progresses to constructing meaning from sentences, paragraphs, and finally the entire text. Nadea, (2021). Explains that:

The theory of bottom-up processing was introduced by psychologist E. J. Gibson, who took a direct approach to the understanding of perception. Rather than being dependent upon learning and context, Gibson felt that perception was a “what you see is what you get” process.

In addition, Cherry, (2019,) defines Bottom-up processing as “a sensory analysis that begins at the entry level—with what our senses can detect”. This type of processing initiates with sensory input and progresses towards the brain's synthesis of this sensory data. Information flows in a unidirectional manner, starting from the retina and advancing to the visual cortex.

Furthermore, according to Nadea, (2021). “Bottom-up reading is the strategy to interpret letters, sounds, words, and structures until the entire text is decoded to comprehend the meaning of the text, and it is often used in the lower-level reading process” The author provides an example that clarifies this theory “if you see an image of an individual letter on your screen, your eyes transmit the information to your brain, and your brain puts all of this information together.”

To sum up, Bottom-up processing suggests that reading comprehension begins with the identification and decoding of individual words, which aligns with the idea of sensory analysis and direct perception. In the context of this research project, students with strong bottom-up processing skills may excel in decoding words and identifying textual details, which could positively influence their reading performance.

### **Top-Down Processing Models**

Top-down processing models refer to cognitive frameworks where higher-level information guides the interpretation of lower-level sensory input. In contrast to bottom-up processing, where sensory input precedes cognitive interpretation, top-down processing is driven by higher mental functions like knowledge, past experiences, and expectations.

Main, (2023). States that:

At the heart of top-down processing is the idea that our brains do not simply take in information from the environment and respond to it directly. Instead, our brains actively interpret and make sense of the information we receive based on what we already know. Referring to reading the author mentions that, “our understanding of the text is not just a mechanical process of decoding symbols on a page. It involves a top-down influence where our prior knowledge and context help us interpret the meaning of the words.”

Consequently, Top-down processing models emphasize the role of higher-level cognitive processes, such as using background knowledge and context, in understanding text. students with

higher levels of empathy may engage more actively in top-down processing strategies, such as making inferences about characters' emotions and motivations based on their empathetic responses. This deeper engagement with the text may lead to enhanced comprehension and overall reading performance. This model is related to the research problem which addresses on the one hand the lack of empathy and on the other hand the low performance in reading skills of sixth graders.

However, In the realm of reading skills, a neutral stance is adopted, as this research project does not aim to provide teaching or learning strategies related to reading. The purpose of the theoretical framework is to elucidate the process of reading comprehension, both in the native language and in a foreign language.

### **Classroom Environment**

The classroom environment refers to the physical, social, emotional, and intellectual atmosphere within a classroom setting. It encompasses various factors such as the layout of the classroom, teaching methods employed, relationships between students and teachers, interactions among students, and the overall culture and climate of learning. A positive classroom environment is conducive to effective teaching and learning, promoting student engagement, motivation, and academic success. In consequence, the Social learning theory, the key to Classroom Management, and The Cooperative Learning Approach are reviewed in the following theoretical framework.

Main, (2022) describes Albert Bandura's Social learning theory in which both cognitive and environmental factors interact to affect observable behavior and the learning process. The theory states that “humans learn socially, not just intellectually. This means we learn from our peers, parents, teachers, coaches, etc., rather than solely from books”. According to the author

“Social Learning Theory offers a valuable framework for educators striving to foster positive behaviors and mitigate aggressive behaviors in the classroom.” This social theory sheds light on the significance of observation and imitation in child behavior and development, thereby presenting new possibilities for effectively managing student behavior.

Moreover, (2022) mentions the proposal of Albert Bandura's Social learning theory in which “learning occurs through observation, imitation, and modeling and is influenced by factors such as attention, motivation, attitudes, and emotions. The theory accounts for the interaction of environmental and cognitive elements that affect how people learn”.

According to Albert Bandura's Social learning theory, if learning occurs through observation, imitation, and modeling, the environment in the classroom must be pleasant. For learning to be meaningful, it is the teacher who must establish the class agreements promoting cooperation, respect, and teamwork.

Classroom management is vital for the learning process “The key to classroom Management” is a proposal by Robert J. Marzano and Jana S. Marzano (2003) who state that “combining appropriate levels of dominance and cooperation and an awareness of student needs, teachers can have positive classroom dynamics”. The proposal contains practical strategies for creating a positive classroom environment and improving student behavior and academic achievement based on research findings.

According to Marzano, (2003). “Building teacher-student relationship helps build a strong foundation for effective classroom management that in turn is a key to high student achievement “In the same sense Marzano, (2003) states in his proposal that “The quality of teacher-student relationships is the keystone for all other aspects of classroom management.” The author proposes

Effective teacher-student relationships have nothing to do with the teacher's personality or even with whether the students view the teacher as a friend. Rather, the most effective teacher-student relationships are characterized by specific teacher behaviors: exhibiting appropriate levels of dominance; exhibiting appropriate levels of cooperation; and being aware of high-needs students.

A safe, inclusive, and welcoming classroom environment promotes students' confidence, self-esteem, and emotional well-being, allowing them to better focus on their studies and interpersonal relationships.

According to Castro & Morales (2015) citing **Laguna (2013)** the quality of the environment is transcendental since the disposition made of it "is linked to the child in exploration and discovery; it is a means of learning, which promotes the growth of environmental competence, stimulates the practice of skills and improves performance" (p. 42).

Following a similar study line there is a cooperative learning approach that influences positive classroom environments. FJ Lage (2001) defines "'Cooperate" means working together to achieve shared goals, and "cooperative learning" is the use of small group education in which students work together to improve their own and each other's learning." According to Johnson and Johnson (1999), there are three groups of cooperative learning: – Formal cooperative learning – Informal cooperative learning – and Base Cooperative Groups:

Broadly speaking, formal cooperative learning involves the planning of structured tasks in groups, followed by the supervision and evaluation of teamwork to improve learning and assess its social effectiveness. On the other hand, informal cooperative learning involves introductory talks, followed by intermittent peer discussions and a closing group discussion. Base Cooperative groups begin with meetings to set tasks and ensure understanding, followed by mutual support during the execution of activities, especially in medium-duration projects.

Also, FJ Lage (2001) mentions the basic rules of cooperation, by Johnson and Johnson (1999), indicating that "– When one person speaks, the rest listen, all ideas will be respected, there may be several answers, each student has the same opportunity to participate."

According to Henien, "The teacher must foster an appropriate environment to facilitate cooperation among group members." Supported by Johnson et al. (1999) "The way the teacher organizes the classroom is one of the factors that has an impact on the behavior of the students."

Lobato (1998) cited by Henien, explains the roles of the teacher as follows: The teacher as a facilitator, the teacher as a model, the teacher as a monitor, and the teacher as an observer, each category has special characteristics that promote a positive process in student learning, with the teacher being the mediator and guide. Osuna, (2011). states that

Group work is one of the most effective ways in the classroom since through this technique the student is stimulated by his classmates and through this means he has the opportunity to learn new vocabulary, reinforce his pronunciation and share new points of view (p.8)

In my consideration, Cooperative learning benefits greatly from a good classroom environment. When students feel safe, respected, and supported in their learning environment, they are more willing to actively participate in collaborative activities. A positive environment fosters trust among students, promotes effective communication, and facilitates cooperation.

## Conceptual Framework

### Introduction

This chapter addresses the concepts that belong to Public policies for English language teaching in Colombia. These concepts afford us a broad understanding of the English proficiency levels set for different school grades on a national scale, providing a framework of reference established by the educational authorities about what students are expected to achieve in terms of proficiency in English as a foreign language.

Due to the object of study of this research project, which aims to determine whether the strengthening of empathetic skills is related to English reading performance, it is important to understand the educational policies in Colombia regarding English as a foreign language to ascertain the expected proficiency levels according to students' educational grades. In this current research project, only reading skills are taken into account. By delimiting the study to this specific skill, better coherence and precision in the research is achieved. Without ignoring that all skills are essential to have effective communication in a foreign language.

In the educational field in Colombia, there are educational policies that define the guidelines and objectives for the teaching and learning of English in the country. In the case of the English area, there is “The Basic Standards of Competence in English as a Foreign Language Guide 22” issued by the Ministry of National Education. Learning standards play a crucial role in this process, providing clear and measurable criteria for evaluating students' progress in English language proficiency.

It also covers the regulation of the Common European Framework of Reference for Languages (CEFR), which has already been a fundamental element in the standardization and alignment of English teaching programs in Colombia. The CEFR provides a common,

internationally recognized framework to describe the language competencies of students at different levels, from beginner to advanced.

### **Public Policies for English Language Teaching in Colombia**

This research is developed in the educational field specifically in the area of teaching and learning English as a foreign language within the Colombian educational framework, therefore, it is necessary to know the education policies in Colombia regarding the teaching of English as a foreign language at the school level. For this reason, the document from the National Education Minister (MEN), The Basic Standards of Competence in English as a Foreign Language is consulted, which belongs to the National Bilingualism Program (PNB) established in 2004 and has not changed until 2024. It is necessary to know the national policy since within the research framework The FLYERS<sup>8</sup> test is carried out to know the level of English and specifically the reading level of the students, which is aligned with the levels of the common European framework and is also assumed by the (MEN).

The Basic Standards of Competence in English as a Foreign Language in Colombia, are found in Guidebook 22 from the National Ministry of Education (MEN). This document provides a guideline for teaching English in Colombia starting from the first grade of primary until eleven grade in high school.

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<sup>8</sup> Flyers test: Flyers is a standardized exam for “Young Learners”, with tests specifically designed for schoolchildren between the ages of 7 and 12. This test evaluates up to level A2 according to the Common European framework.

The document defines and socializes standards for all levels of education, indicating what children must learn at the end of each group of levels and what they must be able to do. So from 4<sup>th</sup> to 7<sup>th</sup> grade, students achieve a level of proficiency in English A2.

### Common European Framework of Reference

The National Ministry of Education (MEN) adopts the Common European Framework of Reference for Languages to describe the scale of performance levels and associates it with the country's schooling grades.

#### Figure 1

*Description of the Scale Performance According to School Grades*

GRUPOS DE GRADOS	NIVELES MCE		
Décimo a Undécimo Octavo a Noveno	B1	B 1.2	Pre intermedio 2
		B 1.1	Pre intermedio 1
Sexto a Séptimo Cuarto a Quinto	A2	A 2.2	Básico 2
		A 2.1	Básico 1
Primero a Tercero	A1	A1	Principiante

*Note. MEN 2006 -Guide Book #22. pg 10.*

Due to the study population in this research project, we will reference the information corresponding to sixth graders, which indicates that students must be at level A2 according to the common European framework.

Colombian English Standards: The Basic Standards of Competence in English as a Foreign Language in Colombia, found in guidebook 22 are grouped into five categories Comprehension skills that correspond to listening and reading skills, and production skills that fit

writing, monologue, and speaking skills. We will only reference the standards corresponding to reading skills in the 6th grade.

## **Research Design**

### **Introduction to the Research Design**

The chapter describes the research design and specifies how this research project<sup>is</sup> carried out. The design incorporates several methodological components including research methods, approach context, data collection techniques, validation procedures, and pedagogical interventions.

The methodological design section outlines the framework within which the research is carried out. This includes selecting appropriate research methods and approaches to collect and analyze data effectively. Emphasis is placed on ensuring the robustness and reliability of the study findings.

Contextual factors play a crucial role in shaping the results of any research effort. Thus, the context of the research, detailing the population under study and the sampling procedures is used as well as the ethical protocol followed throughout the research process. These elements are essential to guarantee the validity and integrity of the research results.

Data collection techniques form the backbone of the research design. It provides a description and justification of the instruments used, including questionnaires and intervention workshops. The validation procedures described in this section ensure the reliability and validity of data collected through various means, such as the Interpersonal Reactivity Index (IRI) questionnaire and standardized English tests.

Draw to a close, the intervention and pedagogical application details the implementation through a series of workshops, in which students participate in activities aimed at improving empathy skills. Workshop topics include emotion recognition, active listening, and perspective-

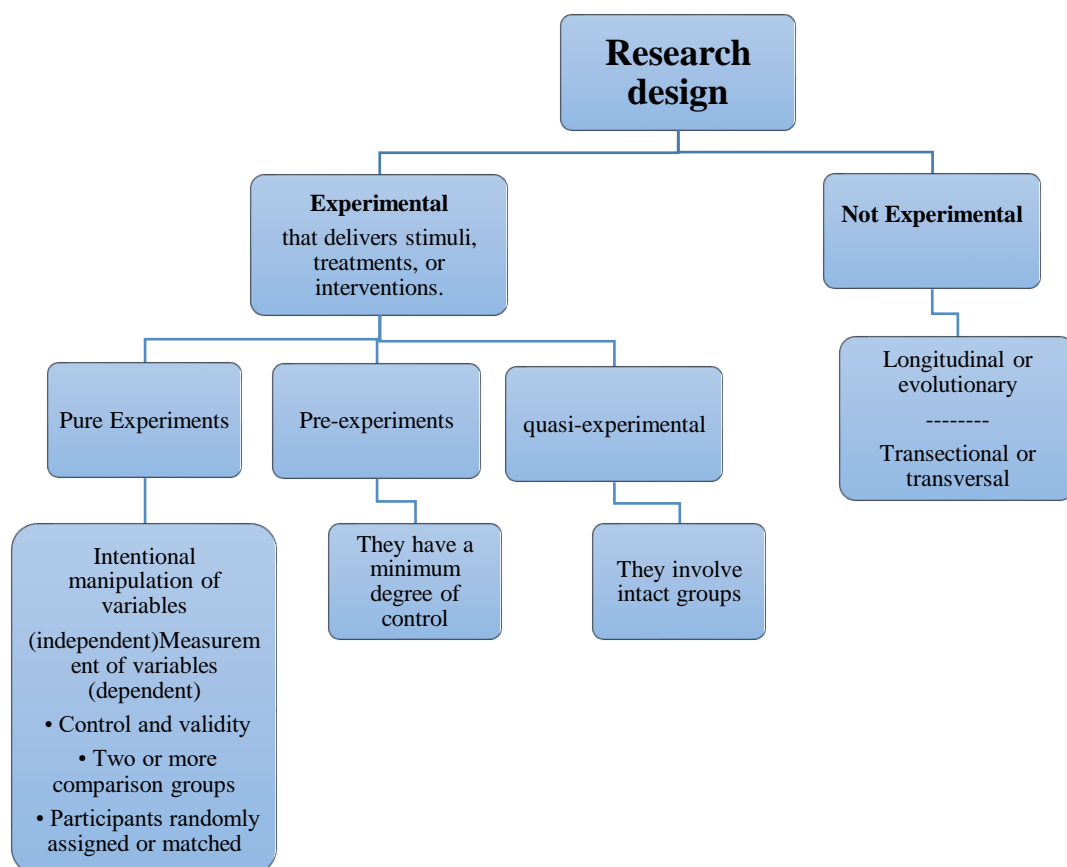
taking, each designed to address specific facets of empathy development. Additionally, instructional design strategies are used to optimize the effectiveness of the intervention program

### Methodological Design

Considering that this research project aims to determine the correlation between the levels of empathy and reading skills in English as a foreign language of sixth-grade students from Gustavo Matamoros León School, the quasi-experimental research design is taken, which is part of experimental research.

**Figure 2**

*Research Design*



*Note.* design Reference from (Sampieri, R., Fernández, C., & Baptista, L. (2014). Page 127).

In a Quasi-experimental design, the study subject is not selected randomly but is found or established previously. Sampieri (2014) page 151. In this case is the sixth-grade students. Quasi-experimental designs also deliberately manipulate at least one independent variable to observe its effect on one or more dependent variables. Sampieri, R., Fernández, C., & Baptista, L. (2014) page 151.

The variables in this research study are, on the one hand, empathy skills and, on the other, reading skills in the English language. The empathy skill as an independent variable and the reading skill as a dependent variable. The effect that it is wanted to know is the verification that the higher levels of empathy students have, the better results they obtain in reading skills in English.

Shadish, W. R., & Luellen, J. K. (2005) “Quasi-experiments are used to test hypotheses about the effects of manipulable treatments but lack the process of random assignment that occurs with true experiments”. The essence of quasi-experimental conception involves intentionally manipulating an action to analyze its possible effects and thus validate or refute a hypothesis. The hypothesis that is addressed in this research study consists of determining if with the development of empathic skills in students between the ages of 11 to 13 who are in sixth grade, their reading skills are improved in English as a foreign language.

Additionally, another characteristic of the quasi-experimental design is that it takes place in a natural setting, in an environment where the subject of study develops naturally Parra, A. (2020), in this particular research study, is the school and specifically the English class.

To carry out a quasi-experimental investigation, selecting the non-random stable group is necessary. Then carried out the study considering the descriptive methodology and the analysis of quantitative and qualitative data for, the pre-test and the post-test are applied. Subsequently,

the analysis of the results is presented, where the influence of the independent variables on the dependent variables and their consequences are identified. Finally, the conclusions are generated.

It is important to mention that in the quasi-experimental research methods, there are two development models, the transversal design<sup>9</sup> and the longitudinal design<sup>10</sup>, in this research study, the longitudinal design will be applied, which has the objective of studying the changes that the subject goes through over a continuous period.

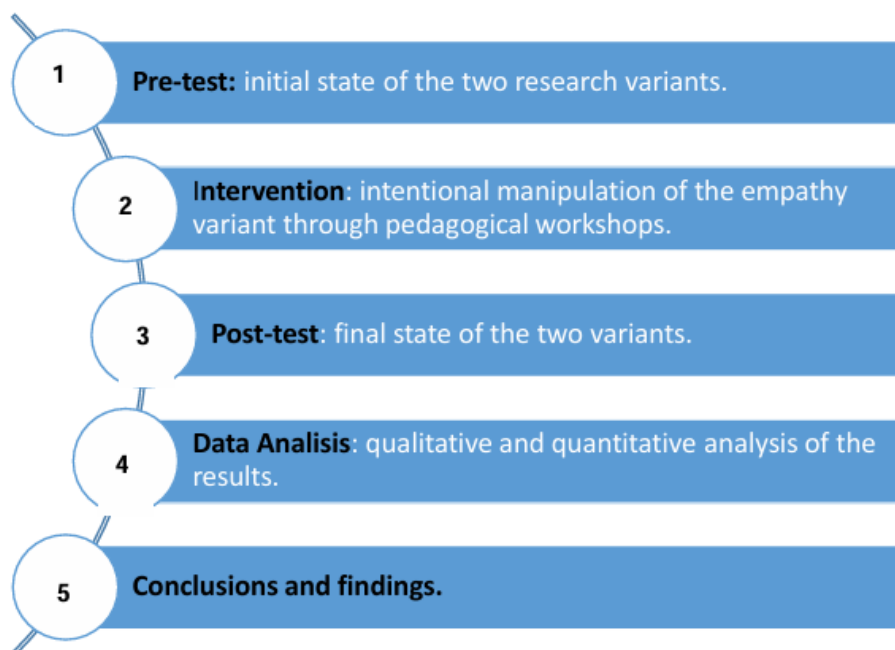
In terms of reliability and validation, quasi-experimental research has great advantages, but at the same time, there is the possibility that the information can be biased because the participants are not chosen randomly and there may be external variables that affect the results of the research. These external variables can occur since the study subjects are in a natural environment, and unexpected events can affect the course of the study.

The collection and analysis of data in quasi-experimental research can be done by choosing previous references, pre-test, intervention, and post-test data (Murillo, 2011).

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<sup>9</sup> Transversal design: It collects data at a single moment, their purpose is to describe variables and analyze their incidence and interrelation at a given moment.

<sup>10</sup> Longitudinal design: Hernández et al (2003) longitudinal designs are those that represent data over time at points or periods to make inferences regarding change, its determinants and consequences.

**Figure 3***Implementation Procedure*

This research project begins with the initial evaluation or, as it is called in the quasi-experimental design, a pre-test. The pre-test is aimed at determining the state of the two research variants: the levels of empathy and the reading skills.

To know the levels of empathy, an adaptation of the "Davis Interpersonal Reactivity Index (IRI)" in the Spanish version was used. To evaluate reading skills, the school provided a placement test at the beginning of the school year which is the FLYERS test, this test corresponds to level A2 of the Common European Framework of Reference for Languages (CEFR).

After having the initial state, the empathy variant was manipulated. During three weeks students participated in workshops towards the development and strengthening of the empathic skills, at the same time, the participants continued having regular reading classes.

Finally, the post-test was applied, the two variants were evaluated with the same instruments from the initial evaluation, and the researcher proceeded to the data review and subsequent conclusions.

### **Research Approach**

This research project adopts a mixed-methods approach, as defined by Hernández et al., (2018), which "involves a process of collection, analysis, and linking of quantitative and qualitative data in the same study or a series of investigations to respond to a problem statement." In this case, we address two branches: the first focuses on the English proficiency of sixth-grade students through the administration of the FLYERS exam, with results analyzed using a quantitative approach. The second branch delves into the students' empathic skills, belonging to the realm of soft skills, which are assessed and analyzed using an adaptation of the Reactivity Index (IRI) questionnaire developed by Mark H. Davis under a qualitative approach. This mixed approach allows for a more comprehensive and holistic understanding of the research problem by combining and linking quantitative and qualitative data to provide a deeper, contextualized insight into the studied situation.

The research methods employed in this study as instruments to gather information comprise questionnaires and intervention workshops. Firstly, the questionnaire draws from the Interpersonal Reactivity Index (IRI) developed by Mark H. Davis (1980), with its original English version cited from Davis' publication "A Multidimensional Approach to Individual Differences in Empathy" (1980)<sup>11</sup>

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<sup>11</sup> See Appendix A.

However, to ensure clarity and eliminate language barriers, the Spanish version sourced from Psicothema (2004) titled "La Medida de la Empatía: Análisis del Interpersonal Reactivity Index" was first utilized in a pilot test<sup>12</sup>. This questionnaire aims to know participants' levels of empathy, but finally, after the recommendations and results, it was applied a variation of the Spanish version.<sup>13</sup>

Secondly, a separate questionnaire known as the "Flyers exam" was administered, focusing exclusively on assessing participants' reading skills.

During the intervention phase, three workshops were conducted with the primary objective of promoting empathy through pedagogical activities. These workshops delved into various empathic scenarios, and participants' perceptions were descriptively analyzed. The workshops designed in this research project have a version for the teacher and a version for the students.

### **Context of the Research**

The research context involves investigating the correlation between empathic skills and EFL reading skills among sixth-grade students. This research is carried out within the educational environment at the "Liceo Gustavo Matamoros León" school in the city of Yopal-Casanare. The goal is to understand how students' empathy levels can influence their ability to understand English texts.

In this context, the research seeks to address several key questions: How do empathic skills contribute to the language learning process? Are students with higher levels of empathy

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<sup>12</sup> See Appendix B.

<sup>13</sup> See Appendix C.

more successful in learning English? How can educators leverage empathic development to improve language acquisition outcomes?

By examining both quantitative data from language proficiency assessments and qualitative data from empathy questionnaires, the research seeks to provide insights into the complex interplay between emotional intelligence and language learning. Understanding this relationship can inform teaching practices and interventions aimed at fostering a more supportive and effective learning environment for students.

### **Population and Sampling Procedures**

This research project is carried out with the sixth-grade students of the Liceo Gustavo Matamoros León. The students are between 11 and 13 years old. There are six, 11-year-old students, fifteen 12-year-old students, and eight, 13-year-old students, there is a total of 29 students, 16 are male, and 13 are female.

The school where this research project is carried out is located within a military battalion. Its vision is to provide education mainly to the children of military families, including the police, army, and air force. However, some students do not have military ties.

According to Colombian stratification, the socio-economic status of the students is varied. 41.2% belong to level 3, 44.1% belong to level 2, and 14.7% belong to level 1. This data is taken from the characterization survey 2023.

This group was selected because the classroom environment was not the most harmonious, students showed little empathy in their interactions, and their foreign language reading results were not favorable. In addition, because the number of participants allows for answering the research question and collecting specific data, the results can be observed in detail and with sufficient time.

#### **Typology of Sampling Technique**

The typology of sampling techniques refers to the various ways in which elements from a population can be selected, forming the sample for conducting a research project. As previously mentioned in the Research Design section, this investigative project utilized a Quasi-experimental Design, which implies that the subjects of study are not randomly selected but are predetermined. According to Sampieri (2014, p. 151), in this case, the sampling units are sixth-grade students.

Within the categories of probabilistic and non-probabilistic sampling, this project falls under the category of probabilistic sampling, the most crucial requirement of which is that everyone in a population has the same opportunity to be selected.

In this particular case, all students had the same opportunity to participate and agreed to do so. Given that they are minors, their parents and the students themselves signed the consent forms for participation.

### **Ethical Protocol**

This research project does not cause harm or negative consequences to those who are part of it, since no dangerous elements are used, only human interactions. Research on empathy and foreign languages is not considered a risk but, on the contrary, can provide a benefit both on a personal level by enhancing empathic skills and communication practice. However, for the researcher it was It is extremely important to protect participants from any harm and not expose them to unnecessary risks. Therefore, some measures were taken to minimize these risks.

Because the students participating in this research project are underage, written consent was requested from both the students and their parents or guardians, clarifying the nature of the project and the methodology, emphasizing that there are no physical, academic, or emotional risks as well. Emphasizing that participation was voluntary.<sup>14</sup>

Confidentiality in the research is crucial to guarantee the privacy and protection of the data and information collected during and after the project's development. In this case, the names of the participants will not be exposed but will be treated with the pseudonym of participant # \_\_\_\_\_. In this way, the individual result is known, and the overall result can be obtained. In addition, it will be clarified that the information collected will not be shared with third parties and will be exclusively analyzed for investigative purposes. Finally, as a security measure to protect the information, a drive will be used to which only the researcher has access.

Two methods will be used to collect the data since one aims to know the level of empathy through the adaptation of the Interpersonal Reactivity Index Questionnaire by Davis, (1983). The second is the diagnostic Flyers test to know students' reading level, exclusively the researcher

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<sup>14</sup> See Appendix D.

collects the data, so the information obtained is not leaked to third parties. In the case of the reading diagnostic test, the results are sent directly to the researcher by the company that performs the FLYERS test, which has no interest or relationship with the participants.

A single researcher has carried out this research work, so there is no room for misunderstandings with external collaborators, which means the research project only has one author. For its dissemination, the approval of the publication in the repositories of the UNAD University will be requested.

## **Data Collection Techniques**

In the context of the research project described earlier, the data collection technique involves the administration of two questionnaires, first the adaptation of the Interpersonal Reactivity Index (IRI) questionnaire adapted to a Spanish version, second, the FLYERS exam questionnaire to collect data from the students' level in reading skills in English, and, the implementation of three intervention workshops to collect students' perspectives towards the topics related to empathy.

### **Description and Rationale of the Instruments**

#### ***Description of the Interpersonal Reactivity Index (IRI) Questionnaire***

The Interpersonal Reactivity Index (IRI) questionnaire, adapted to Spanish from the version provided by Psicothema (2004), assesses participants' levels of empathy. This questionnaire consists of items designed to measure various components of empathy, such as perspective-taking, fantasy, empathic concern, and personal distress.

This instrument was applied to the students after a pilot test of the Spanish version, only one modification was made regarding an unknown word that generated confusion among the students and was replaced by a synonym known to the students.

The following describes the process of the Interpersonal Reactivity Index (IRI) questionnaire.

Description of Measure: 28 items answered on a 5-point Likert scale ranging from “Does not describe me well” to “Describes me very well”. The measure has 4 subscales, each made up of 7 different items. These subscales are (taken directly from Davis, 1983)

Perspective Taking: the tendency to spontaneously adopt the psychological point of view of others.

Fantasy: taps respondents' tendencies to transpose themselves imaginatively into the feelings and actions of fictitious characters in books, movies, and plays.

Empathic Concern: assesses "other-oriented" feelings of sympathy and concern for unfortunate others.

Personal Distress – measures "self-oriented" feelings of personal anxiety and unease in tense interpersonal settings.

### ***Rationale of the Interpersonal Reactivity Index (IRI) Questionnaire***

In the past decade, there has been a growing movement towards empathy as a multidimensional construct. The Interpersonal Reactivity Index (IRI; Davis, 1980), includes four different aspects of empathy, it describes its relationship with social functioning, self-esteem, emotionality, and sensitivity.

The IRI is one of the most used questionnaires to measure empathy in psychological and social research. It has been used in numerous studies and has proven to be a reliable and valid tool to evaluate different aspects of empathy. The IRI is freely available for all non-commercial purposes.

According to Mestre et al., (2004) The Spanish adaptation of the Interpersonal Reactivity Index (IRI) (Davis, 1980, 1983) “has been carried out with a large sample of subjects belonging to different educational centers in the Valencian Community (1,285 adolescents, 698 men and 597 women, with an age range between 13 and 18 years). The results obtained indicate the validity of the instrument to evaluate the different components of empathy.”

(Eisenberg, 2000). Eisenberg, in a review study on people's disposition towards prosocial behaviors and their ability to stop aggressiveness, states that “In this framework, the Davis

instrument acquires special relevance and usefulness to evaluate empathy from this point of view.” multidimensional perspective that includes cognitive and emotional factors.”

The IRI is a structured work that was analyzed in detail to be reliable in its application. According to Keaton, (2017) Davis (1980) developed the Reactivity Index (IRI) to overcome the limitations of other empathy measures. His goal was to create a scale that was easy to administer and captured individual differences in cognitive and emotional reactions. He started with 50 items, some taken from existing measures and others created from scratch. He then formed a second 45-item measure, which was tested again using a Jöreskog factor analysis with oblique rotation.

After a factor analysis, four common dimensions were identified for men and women: fantasy, perspective-taking, empathic concern, and personal distress. He was then reduced to a 28-item scale with a four-factor structure confirmed in independent samples.

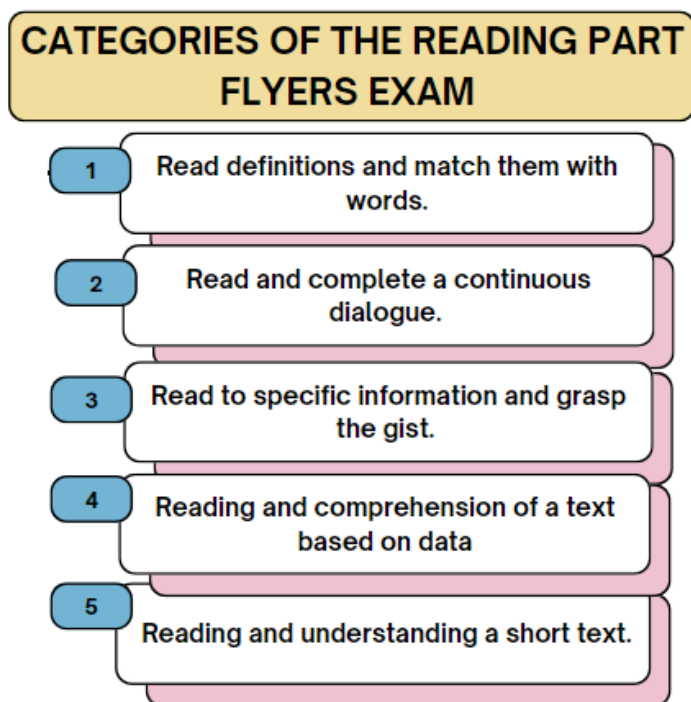
### ***Description of Flyers Exam.***

The "Flyers exam" tests reading, writing, and listening skills, however for the purposes of this research project it is only taken into account the results of reading skills. The reading part is a questionnaire that contains passages and questions related to reading comprehension, and, vocabulary. The scores are provided by the company and scales are based on the levels of the common European framework, for six grades the reference is level A2.

The reading part of the Flyers exam contains 18 reading questions divided into 5 categories.

**Figure 4**

*Categories of the Reading Part of the Flyers Exam*



*Note.* This equivalence is given by the exam itself, it is not designed by the researcher.

Coding: According to the complexity of the questions, the exam codes the answers as follows.

15 questions of 0.29 points

1, question of 2.86 points

2 questions of 1.43. points.

### ***Rationale Flyers Exam***

The Flyers test, which is a proficiency test, was applied. Luca Lampariello states that “Language proficiency tests are useful, then, because they serve as a goalpost. The framework they are built around directly tells you what types of skills one should expect to have at specific stages in the language learning process.” The Flyers test follows a standardized evaluation and scoring process, which guarantees the objectivity and reliability of the results.

The Flyers test is designed to assess students at level A2 of the Common European Framework of Reference for Languages (CEFR), meaning it provides a clear and specific measure of English skills at a beginner level.

The test is designed specifically for children between 7 and 12 years of age, so the content and activities are appropriate for their age and learning experience.

According to the portal **Cambridge** the Flyers exam experience is made less intimidating by incorporating elements of fun, attractive design, and enjoyable tasks tailored for children. These relatable activities aim to alleviate the pressure and stress often associated with tests, thereby enhancing the student's overall experience. Moreover, while the exams remain challenging, they are also designed to be achievable, providing positive reinforcement upon successful completion. This sense of accomplishment fosters confidence and pride, motivating students to pursue further learning endeavors.

As standardized exams, they are impartially evaluated, eliminating potential grading biases from teachers who may have taught English at school. This impartiality ensures fairness and eliminates the possibility of fraud or injustice in the grading process.

Furthermore, taking these exams equips students with valuable insights into exam dynamics and enhances their test-taking skills. This experience can be instrumental in developing strategies for success in future tests, both within the academic realm and beyond, ultimately facilitating their overall academic and personal growth.

### ***Description of the Intervention Workshops***

Three workshops are conducted as part of the intervention phase. These workshops involved pedagogical activities aimed at promoting empathy among participants. The content of the workshops included interactive exercises, emotion recognition, active listening, perspective-

taking group discussions, and reflection activities. The materials used in the implementation of the workshops included work guides, presentations, and group dynamics. The development of these workshops took place in the classroom<sup>15</sup>.

Participants' perceptions towards empathic situations are explored during these workshops, and qualitative data is collected through methods such as participant observation, Witten products, and multimedia recordings.

### ***Rationale: Intervention Workshops***

Workshops are pedagogical tools that teachers implement in the classroom where there is direct interaction between participants, which facilitates open communication and the expression of ideas and emotions. This direct interaction can lead to a better understanding of others' experiences and perspectives. Kolb mentioned in Gómez (2013) in his work “Experiential Learning” establishes that experiential learning highlights the importance of direct interaction and practical activities in learning and development environments. According to Lain (2017, p.160), cited in Ahmed, & Asraf, (2018) “, workshops foster “engagement”—a crucial element for their success—through collaborative discussions and “constructive feedback” between the participants and the workshop facilitator”

On the other hand, from the teacher's position, the workshops also offer the opportunity to observe the behavior and interactions of students in real-time. This direct observation can

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<sup>15</sup> Workshop No. 1: Recognizing Our Emotions. **Appendix E**

Workshop No. 2: Active listening. **Appendix F**

Workshop No. 3: Perspective taking **Appendix G:**

provide valuable information about students' attitudes, emotions, behaviors, learning processes, and qualitative data collection.

Luna, (2012) in his work “The Workshop: A Strategy for Learning, teaching and Research” establishes that “Some of these characteristics show the convenience of using the workshop in the teaching and learning processes, but they also motivate its implementation for the collection, interpretation, and systematization of information in educational research” (p.13).

In this research project, workshops focused on promoting empathy skills were implemented, Luna, (2012). States that “as a teaching and learning instrument, the workshop facilitates the appropriation of knowledge, skills or abilities from the performance of a set of activities developed among the participants.” Therefore, it is expected that the implementation of these workshops will have a positive effect on the students.

## Validation Procedures

### Testing Through Piloting

#### *Validation of Interpersonal Reactivity Index (IRI)*

To evaluate the pertinence of the Interpersonal Reactivity Index (IRI) questionnaire, a pilot test was carried out on 13 grade 10 students on March 30<sup>th</sup>, 2023. Where the students responded to the questionnaire in its official version in Spanish and upon completion included the following questions<sup>16</sup>.

1. Were any questions difficult to understand?
2. Do you think the instructions are clear?
3. Was there unknown vocabulary in the questions? If your answer is affirmative, write what those words were.

#### *Outcomes of the Piloting Phase*

When analyzing the students' responses, it was found that concerning the first question, four students 30% considered that the questions were difficult to understand. Concerning the second question, 100% of the students consider that the instructions are clear. In the third question regarding unknown vocabulary, 61% equivalent to eight students found difficulty, in the second part of the question, where the students had to write the unknown words, it was found that 100% had difficulty in question 6 where it was used the term “apprehensive.” This was the only word that was difficult for the students to understand.

Based on the results of the pilot test, adjustments are made in lexical terms for better understanding.

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<sup>16</sup> See Appendix D.

Then the request for validation of the instrument was made to the expert judge Héctor Julio Galeano via email, and on May 2, 2023, he received a positive response.

## **Content Validation**

### ***Validation of the Workshops Fostering Empathy Skills***

To implement the workshops, two versions were developed, one aimed at the teacher and another aimed at the students. These workshops were designed by the researcher of this project. To obtain the validation and final approval for the workshop implementation, the workshops had a content analysis by the thesis advisor who reviewed them and provided relevant suggestions for each session. He considered the relevance by assessing that the workshop content was pertinent to the research objectives and the participant's needs. Coverage was verified to ensure that the workshops adequately encompassed all necessary topics. Similarly, the information was checked to be clear and understandable for the students. Additionally, the data and concepts presented were verified to be correct and up-to-date. Subsequently, after receiving feedback, the researcher refined and adapted the workshops to obtain the validation and, final approval for further implementation.

### ***Validation of the Flyers Exam: Standardized English Test***

The sixth-grade students took the FLYERS test, which is a standardized English exam. This test is designed by experts in linguistics and evaluation. These tests ensure the reliability and validity of the results at a national and international level.

Although a pilot test was not carried out directly, the students of the Liceo Gustavo Matamoros León have been taking this type of standardized test since third grade (in third grade they presented the Pre A1 Starters exam, in fourth and fifth grade they presented the A1 Movers

exam) so It can be inferred that most students are familiar with this type of test, except for new students, who in 2023 were 8 students.

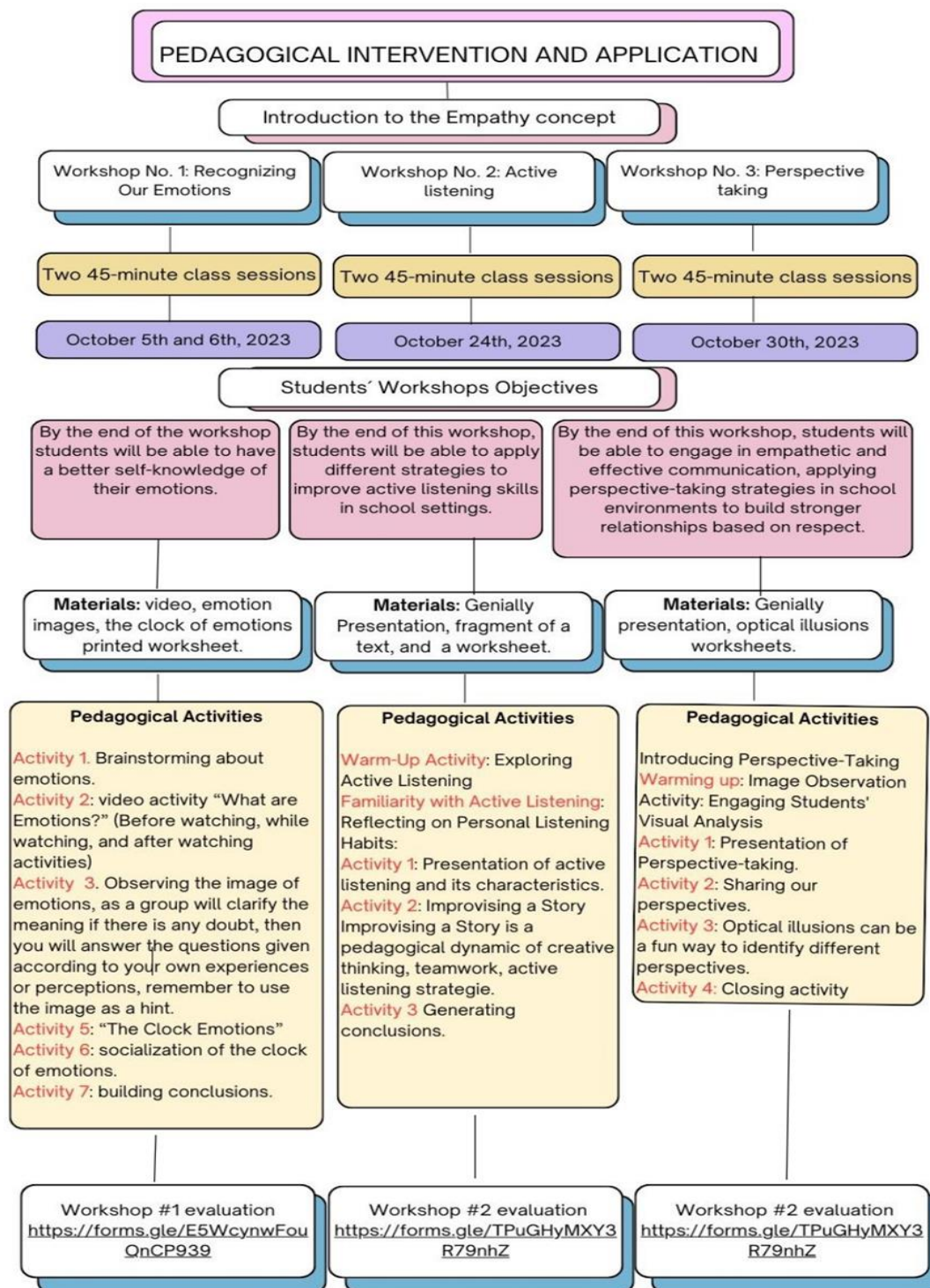
To validate this instrument, content and relevance validation was carried out. The FLYERS exam is considered valid in this research since the exam measures what it aims to measure, in this specific case it is the reading level of the students, showing an individual score and placing them according to the Common European Framework of Reference for Languages, therefore it guarantees reliable and valid data.

Finally, it was decided to apply this test and not one created by the teacher in charge to avoid any type of manipulation both in the presentation of the exam and in the evaluation and delivery of results.

## Pedagogical Intervention and Application

Figure 5

### *Pedagogical Intervention and Application*



The intervention and pedagogical application in this research project occur with the application of three workshops focused on promoting empathy, focused on the development of socio-emotional skills in students, seeking to promote self-knowledge, understanding, and empathy towards others, which can have a positive impact on the coexistence, emotional well-being and academic performance of students.

Each workshop was conducted in two 45-minute class sessions. The workshops included group dynamics, role plays, discussions, and reflections, designed to foster empathy and understanding of the emotions and experiences of others.

Before starting the first workshop as an Introductory activity I asked students if they were familiar with the word "empathy" and encouraged them to share their thoughts and ideas about it. Then we had a brainstorming time and we collectively brainstormed about the term "empathy," discussing its meaning, examples, and significance.

Next, we built the concept of empathy through working together to develop a shared understanding of empathy, emphasizing its importance in understanding and sharing the feelings of others. Finally, I showed a poster provided by the UN, with a formal definition of empathy and, we observed it together, comparing and contrasting the concept of empathy that we constructed with the definition presented by the United Nations. I then began the first workshop.

### **Workshop 1 Recognizing Our Emotions<sup>17</sup>**

Within the pedagogical intervention, workshop No. 1 and its development and application are presented.

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17 See Appendix E

The first workshop took place on October 5th and 6th, 2023. It commenced with a warm welcome and an introduction to the workshop's objectives. then I did a warming-up activity brainstorming about emotions with open questions, that included “What are emotions? Which ones do you know? Are they good or bad? Why or why not?” these questions were included in the written workshop. Students took some minutes to think about the questions, the majority of them wrote their ideas in the paper and we socialized them.

Activity 1: The second activity consisted of a video exercise titled "What are Emotions?" which encompassed three stages: Before watching the video, while watching the video, and after watching a video.

In the first stage, six images depicting children expressing various emotions were showcased. Students were tasked with associating the emotions with the corresponding images, thus enabling them to recognize the children's feelings.

In the second stage, as students watched the video, I paused it at the 1-minute and 35-second mark. I then prompted students to reflect on whether they had experienced frustration at school or in similar circumstances in the video. Responses varied; some mentioned specific subjects, while others cited frustration during homework or interactions with parents. Following this discussion, I instructed them to document their perceptions in the workshop guide.

In the third stage, following the video viewing, we facilitated a discussion to explore the emotions identified by students. I encouraged them to articulate any newly recognized emotions and to share what aspects of the video they found interesting or uninteresting. After an interactive exchange of thoughts and perspectives, I prompted them to document their reflections in the workshop guide provided.

Activity 2: I presented an image of sixteen emoji faces that represented different emotions each face was titled with the corresponding emotion, as a group we clarified the meaning of some of them, and then, I presented eleven questions to the students, prompting them to identify their emotions in various situations, such as "How do you feel when...". They responded with emotions based on their own experiences or perceptions, using the image as a reference. This activity was individual and after finishing, I asked students to share their answers voluntarily during the activity, students found common answers that contributed to having a harmonious atmosphere in the classroom.

Activity 3: The clock emotions, In this activity students received a sheet with the clock of emotions, and according to the image of emotions, students wrote in which situation they felt that emotion. Then we had the socialization of the activity, they were able to share their clock of emotions, and then we saw if there were common situations and what were different from their classmates.

Activity 4 Building conclusions: A final reflection on the significance of recognizing our emotions was constructed. Students were tasked with writing a conclusion for the activity, guided by specific questions to help shape their thoughts. These questions prompted them to consider various aspects such as: How do you feel at this moment? Do you think that knowing your emotions helps you in your daily life? How do you think your emotions can affect your relationships with others? By contemplating these questions, students were able to formulate a

comprehensive conclusion regarding the importance of emotional awareness and its impact on personal and interpersonal interactions<sup>18</sup>.

### **Workshop 2 Active Listening<sup>19</sup>**

The second workshop took place on October 24th, 2023. It commenced with a warm welcome and an introduction to the workshop's objectives as I did in the first one. Then I introduced a warming-up activity by presenting a custom-made presentation<sup>20</sup>, then, I asked students to sit in a semi-circle so everyone could see the screen,

Then, the teacher showed the presentation and on slide 4, the teacher formulated the proposed questions and invited students to answer them by taking turns brainstorming about active listening. The questions were related to two categories: Familiarity with Active Listening and Reflecting on Personal Listening Habits

Familiarity with Active Listening:

Have you encountered the concept of active listening before?

What is your understanding of active listening?

Reflecting on Personal Listening Habits:

Take a moment to consider your listening habits.

Do you believe you actively listen to your classmates when they speak?

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<sup>18</sup> The students evaluated Workshop #1 on emotion recognition using Google Forms. Evaluation Form for Workshop #1](<https://forms.gle/E5WcynwFouQnCP939>)

<sup>19</sup> See Appendix F

<sup>20</sup> Accessible via the link: <https://view.genial.ly/6529f567bba50d0010e27a89/interactive-content-active-listening>

Do you think your classmates listen to you? why or why not?

For this activity, students' answers were recorded.

Activity 1. Presentation of active listening and its characteristics: continuing with the presentation we went over the characteristics of active listening. On slide six we began with the question, "Does anyone remember being taught to listen?", we continued with slide six where we found the difference between hearing and listening. On slide 8 we found some general characteristics and definitions of active listening, on slide 9 it showed six strategies to improve our active listening, then each of them was explained in detail. Slides 10-16.

During the presentation, I paused at each slide to clarify concepts or listen to students' ideas and perceptions. I also provided opportunities for students to share their experiences. To manage the activity effectively, I limited interventions to no more than 2 minutes per student.

Activity 2 Improvising a Story: It is a pedagogical dynamic of creative thinking, teamwork, active listening, and effective communication skills. It involves spontaneously creating a narrative without a predetermined script or plan. Students took turns contributing to the story, building on each other's ideas, and weaving a plot as they went along.

The objectives of the Improvising a story dynamic are:

Experience the achievement of an objective with the participation of everyone's free ideas.

Use individual contributions to achieve a creative product.

Listen with full awareness to the interlocutor's message, to understand what they are saying, and continue the story.

Enrich ourselves with the imagination of others.<sup>21</sup>

First: students should sit in a circle.

Second: The teacher reads a story fragment and asks the students to continue the story.

Third: To continue the story, the students have a small ball and throw it to the classmate who wants it to continue.

Fourth: Although the students are sitting in a circle, they do not have to participate in strict order, so students must be attentive and listen carefully to avoid repeating events

Fifth: when everyone has participated, the end of the story will be built among students.

Activity 3 Generating conclusions.

In this workshop, students used the information given to make deductions, inferences, or final judgments based on the information and context provided.

Students could use the following questions to generate a conclusion about the activity.

The conclusions were written in a worksheet provided by the teacher.

What elements do you think were essential to create the story?

Do you think that active listening changes the development of story creation?

Were there times when there were disagreements about the direction of the story? How were they resolved?

Do you think this activity encouraged active listening?

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<sup>21</sup> The instructions and methodology of the activity were explained in slides 19-20

<https://view.genial.ly/6529f567bba50d0010e27a89/interactive-content-quiz-sketch-animado>

How did you feel during the group storytelling activity? What emotions did you experience?

Do you consider it important to listen to others and build on their ideas?

Do you think this activity fostered collaboration in the group? Why or why not?

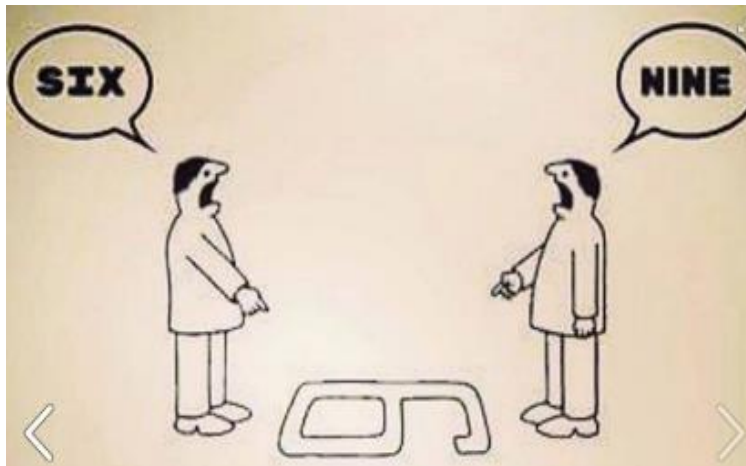
What advice would you give to other groups wanting to tell stories collaboratively?

### Workshop 3 Perspective Taking<sup>22</sup>

The third workshop took place on October 30th, 2023. It commenced with a warm welcome and an introduction to the workshop's objectives (**slide 4**) as I did in the previous workshops. 23

#### Figure 6

*Perspective Situation*



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22 See Appendix: G

23 For this workshop, I designed a presentation accessible via the link:

<https://view.genial.ly/65346db0a5eb670011dbd9ff/interactive-content-copia-active-listening>

As a warming-up activity, the teacher showed students an image engaging Students' Visual Analysis. This warm-up activity aimed to introduce the concept of perspective-taking using a visual aid. Students explored how different perspectives can influence our perceptions and understanding.

The image was presented and students were asked to look carefully for about a minute (slide 6).

After examining the image, the teacher proposed the following questions to brainstorm ideas about the perspective taken (slide 7)

What do you think about the image?

Why do the boys seem to disagree?

Do you consider that a conflict can arise from this situation?

Do you know the concept of perspective?

Have you been in a similar situation?

When the brainstorm finished, the teacher presented the definition and explanation (slide 8).

Activity 1: Presentation of Perspective-taking.

The aim of the presentation of Perspective-taking activity was for students to comprehend the definition of Perspective-Taking, and relate it to their prior knowledge for a deeper understanding. Participating in a reflective dialogue where the importance of Perspective-Taking is addressed, encouraging them to think critically about how Perspective-Taking can influence their interactions and relationships with others.

First: The teacher shows the definition on slide 8, and asks students to read it, then a volunteer student might read it aloud.

Second: The teacher asks students if the definition is similar to what they have mentioned in the warming-up activity, generating a short dialog.

Third: The teacher asks students if they consider Perspective-Taking essential and why. After listening to students' ideas the teacher shows slide nine and provides supporting ideas, about the importance of Perspective-Taking.

Activity 2: Sharing our perspectives.

This activity aims for students to express their points of view on five straightforward topics, engaging in meaningful discussions by sharing perspectives and actively listening to those of their peers.

The teacher gives the worksheet to the students and explains the activity, establishing that it has two moments, the first one is individual and, they have 10 minutes to write their perceptions on the proposed topics.

The second moment is by group, students organized themselves in groups of 3 and commented on their answers for 10 minutes. Each student had a turn to share their perspective.

While students were in the activity, the teacher read them the reminder from slide 10

Students' Reminder: While your partner/group member shares their perspective, practice active listening. Pay attention to what they are saying, ask questions for clarification, and show respect for their point of view, even if it's different from yours... it's going to be great!!

Closing activity: As a group, we took a few moments to recap the main points or takeaways from the activity. This was done collectively and inviting students to share what they found most significant.

Activity 3 Optical illusions can be a fun way to identify different perspectives.

The objective of this activity was to introduce the concept of different perspectives through optical illusions. By examining and discussing optical illusions, students would gain insights into how our brains interpret visual information differently, setting the stage for understanding the importance of diverse perspectives.

The teacher emphasized that optical illusions are images that can be perceived differently by different people, highlighting the idea that our brains interpret the same information in various ways (slide 12).

The teacher gave the worksheet<sup>24</sup> to the students and explained the activity establishing that they will observe six images and write what they see. The activity lasts 5 minutes.

After finishing the activity, the teacher asked students to share their points of view, the teacher went over each image and listened to students' perspectives.<sup>25</sup>

#### Activity 4: Closing activity.

The closing activity aimed to prompt students to conclude the topics covered and their experiences throughout the workshop. Guiding questions were provided to facilitate reflection and efficient conclusion generation. The steps for this activity were as follows:

First: The teacher prompted students to reflect on how the activity related to the importance of considering different viewpoints in their studies and lives.

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<sup>24</sup> Annex 2

<sup>25</sup> Annex 2 is taken from the Perspective-Taking Social Skills Lesson from Kristina Scully 2020.

<https://www.teacherspayteachers.com/Product/Perspective-Taking-Social-Skills-Lessons-Printable-and-Digital-Activities-3627307>

Second: The teacher took notes and recorded students' ideas to facilitate group discussion and draw conclusions from the perspectives shared.

Third: The teacher provides a worksheet with the following questions to reflect on their perspective-taking experience and conclude how this skill can enhance communication and interpersonal relationships. Students wrote their conclusions on it.

These questions were accessible on Slide 14 and in their worksheets.

The guideline questions were:

What does "perspective-taking" or putting yourself in someone else's shoes mean to you?

How did you feel when attempting to understand someone else's point of view? Was it challenging?

Can you share a specific example where you took someone else's perspective.?

Did you notice any instances where you changed your opinion or understanding of a topic after considering someone else's perspective?

How do you believe the ability to take another person's perspective can enhance interpersonal relationships?

What insights did you gain from practicing perspective-taking? How do you plan to apply this in the future?

What advice or recommendations would you give to improve their ability to take others' perspectives?<sup>26</sup>

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<sup>26</sup> The students evaluated Workshop #3 on "Perspective Taking" using Google Forms. You can access the evaluation form through the following link: <https://forms.gle/XLMFPDDrGhfxWugx6>

## **Instructional Design**

There are different concepts of Instructional Design based on Belloch, (2017). For Bruner (1969), instructional design focuses on the planning, preparation, and design of the resources and environments necessary to facilitate learning. According to Reigeluth (1983), instructional design is a discipline interested in prescribing optimal instructional methods to achieve desired changes in students' knowledge and skills. Berger and Kam (1996) define instructional design as the science of creating detailed specifications to develop, implement, evaluate, and maintain situations that facilitate the learning of content, both small and large, at different levels of complexity. On the other hand, Broderick (2001) considers instructional design as the art and applied science of creating a clear and effective instructional environment and materials that help students develop specific skills. A broader definition is that of Richey, Fields, and Foson (2001), who maintain that Instructional Design involves systematic planning that encompasses needs assessment, development, evaluation, implementation, and maintenance of materials and programs.

For this research study the ADDIE model was used, ADDIE stands for: Analyze, Design, Develop, Implement, Evaluate. Belloch, C. (2017).

**Analysis:** In the preliminary phase, the study population was examined by selecting sixth-grade students as participants. Consideration was given to their ages, economic status, and geographic distribution. Observations derived from the pedagogical exercises implemented by the teachers revealed a lack of empathetic behavior among the students, alongside poor performance in English reading skills.

**Design:** A mixed-methods research project is devised with clearly defined objectives. The FLYERS test is chosen as the instrument for assessing English proficiency levels, while a

modified version of the Interpersonal Reactivity Index (IRI) is employed to measure and analyze the levels of empathy skills among sixth-grade students. Additionally, the pedagogical intervention comprises three workshops designed to foster empathy skills through active participation and encourage a collaborative approach.

**Development:** The workshops implemented in the pedagogical intervention were designed and organized to address factors that promote empathetic behaviors. The first workshop addressed the concept of empathy and the recognition of emotions, the second addressed active listening, and the final workshop addressed perspective-taking. Each workshop has a theoretical foundation and different materials were used such as worksheets, presentations, games, and group discussions.

**Implementation:** The project unfolded across distinct phases. Initially, pre-tests assessing both empathy levels and reading proficiency were administered to gauge the baseline status of each variable. Subsequently, the pedagogical intervention commenced, consisting of weekly workshops aimed at enhancing empathy skills. Finally, post-tests were conducted to facilitate comprehensive analysis and evaluation of the project's outcomes.

**Evaluation:** In this research project, the quasi-experimental research design was employed. A qualitative and quantitative analysis of the data obtained from the variables was carried out. (English reading skills and empathy skills). Likewise, the implemented workshops were previously endorsed for their implementation and evaluated by the participants of the research project once each workshop was completed. Finally, conclusions are generated where an analysis is carried out of how empathic factors could positively impact reading skills in English in sixth-grade students.

Concluding, this instructional design framework has facilitated the systematic planning and execution of a research project aimed at enhancing sixth-grade students' English reading skills and empathy levels. Adopting the ADDIE model, it was analyzed, designed, developed, implemented, and evaluated as a pedagogical intervention comprising targeted workshops. Through a combination of qualitative and quantitative analyses, this study not only assessed the efficacy of the intervention but also provided valuable insights into the potential correlation between empathetic behaviors and academic performance. Moving forward, these findings underscore the importance of incorporating empathetic factors into educational interventions to optimize learning outcomes and foster student development.

## **Data Analysis and Findings**

### **Introductions to Data Analysis**

This chapter outlines the data management procedures involving the strategies applied to analyze the data found in this research project including Assembling data, Categorization, Naming, and Meaningful, categories. Additionally, it presents the results of the pre-test, intervention, and post-test phases. Upon obtaining the results, specific analysis categories are generated to delve deeper into the findings relevant to the research objectives. Subsequently, the chapter discusses hypothesis testing and the operationalization of variables where the hypothesis is ratified. Finally, the reliability and validity of the analysis and findings are examined. Reliability assessments ascertain the consistency and stability of measurement tools and procedures, while validity checks ensure that the study accurately captures the constructs under investigation. This study aims to provide valuable insights into the complex interplay between empathy skills and English reading skills among students through comprehensive data management procedures and analysis.

### **Data Management Procedures**

For this research project, the mixed research method was applied since it encompasses quantitative and qualitative aspects. The purpose is to give an in-depth analysis of observations and data, with an emphasis on the consequences of action in real-world practices, it also contributes to the understanding of educational phenomena that turn into the raise of new questions.

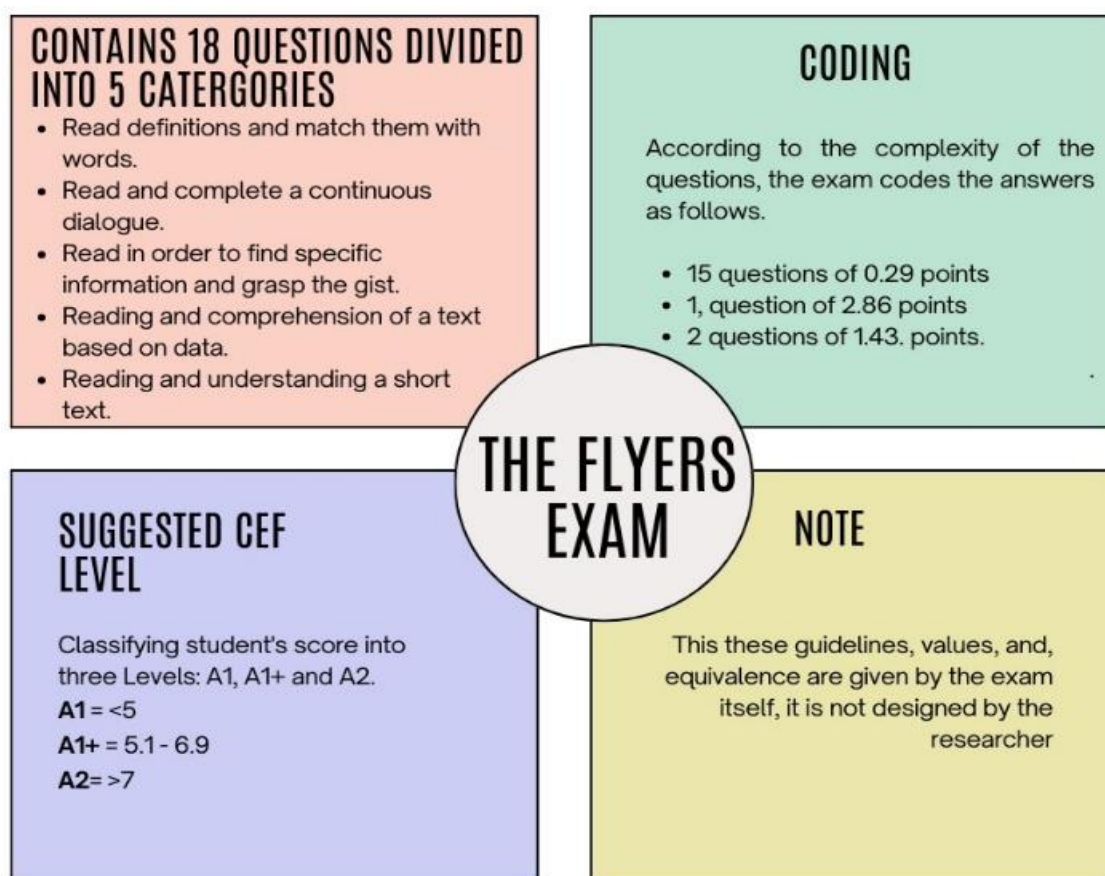
“In concurrent mixed designs, both quantitative and qualitative data are concurrently and independently collected” (Creswell et al., 2003). In this particular research study, the data from reading skills and empathy skills are obtained separately with different instruments.

## Assembling Data

For the reading skills, students answered the Flyers Exam, and students' scores were analyzed under the quantitative aspects checking students' grades, progress, and numerical behavior. Students were evaluated on their listening, reading, and writing skills, however, for this research project only the results of reading skills are taken into account. The most important characteristics of the “Flyer exam” are listed below.

### Figure 7

#### *Characteristics of the Flyer Exam*

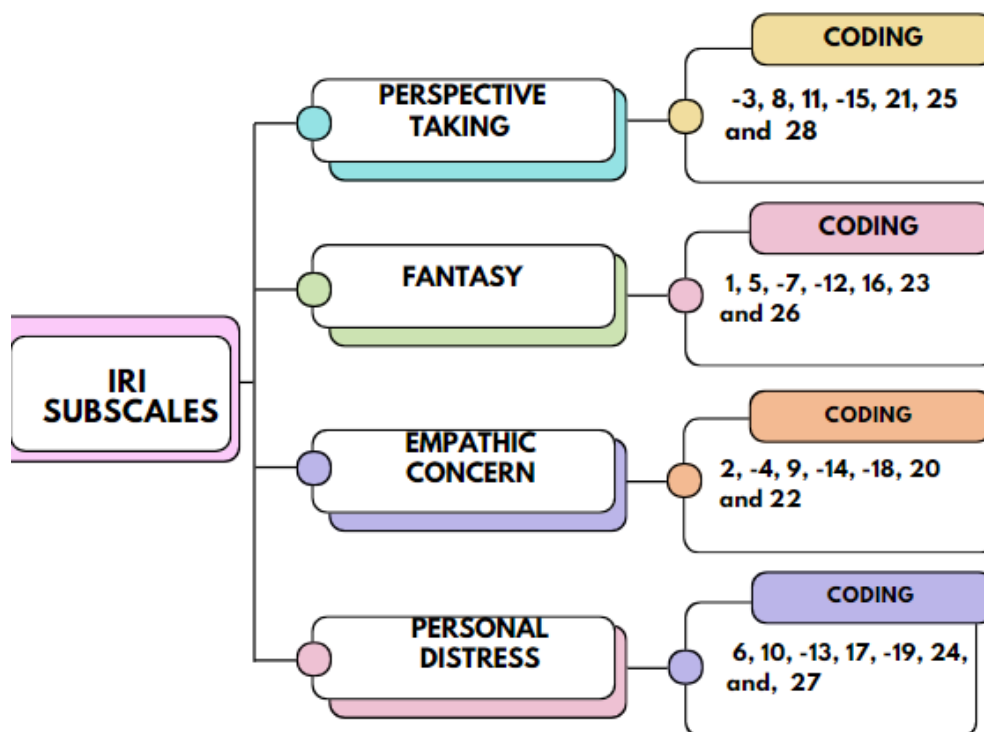


While the empathy skills were analyzed under the qualitative method, measuring the levels of empathy through the adaptation of the Interpersonal Reactivity Index (IRI) by Davis, (1983).

The IRI presents a 28-item questionnaire, which is answered using a five-point Likert scale, which ranges from "Does not describe me well" to "Describes me very well". Once the questionnaire has been answered, it is needed to add the scores that correspond to the items that belong to each subscale. The measure has 4 subscales, each made up of 7 different items. The subscales are:

**Figure 8**

*Sub-Scales of the IRI and the Corresponding Coding*



The score for each scale is obtained by adding the answers given by the subject in each of the items that make up said scale, with the score for the positive items being: 1-2-3-4-5; and for

the negatives: 5-4-3-2-1. Once the questionnaire has been answered, we must add the scores that correspond to the items that belong to each subscale, obtaining a result of a minimum of 1 to a maximum of 5, the result obtained by dividing the sum of the quantities by the number of addends in this case 7 items for each subscale. The way to interpret it is, for example, that the lower the score in PT, the lower it will be the subject's ability to understand the other's point of view, and vice versa.

To analyze the data, information from the physical questionnaires was transferred to an Excel file. The data was organized by separating the questions according to the subscale they belonged to. Once the four subscales were separated, the negatively scored questions were converted to positive scores. Finally, data analysis was conducted.<sup>27</sup>

The data is analyzed, extracting meanings and conclusions from unstructured and heterogeneous data such as those evaluated in the Interpersonal Reactivity Index (IRI) questionnaire. Additionally, the observations made by the researcher to the students throughout the research process are taken into account.

## Results

The research results are based on a thorough examination conducted in three distinct phases: pre-test, intervention, and post-test. These phases were designed to explore the subject matter and reveal important insights and outcomes.

### Pre-test

#### *Reading Skills*

To obtain students' results in reading skills the 29 students took the flyers test, the sixth graders were divided into 6th A and 6th B courses. The 6th A students took the exam on February 6th and the 6th B students took the exam on February 16th. Before starting the test, the exam methodology was explained, and the students were evaluated on their listening, reading, and writing skills, however, for this research project only the results of reading skills are taken into account.<sup>28</sup>

On March 3<sup>rd</sup>, the results were sent by the English Language Service Company. Where 21 students were placed at level A1 with an average of 2,77 categorized as “week” Additionally, 4 students were classified in the "good" category at level A1+, with an average score of 5.71. Conversely, four students demonstrated proficiency at a more advanced level, A2, classified in the "excellent" category with an average score of 7.99. This suggests a higher level of English proficiency among these students in comparison to those placed at the A1 level.

By combining the results of the students located in levels A1, A1+, and A2 a general result for the group equivalent to 3.92 is obtained.

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<sup>28</sup> For the presentation of this exam, the students entered the website

<https://clasesels.com/login/index.php> and each one had their username and password.

**Table 1***Pre-test Sixth-Grade Student's English Reading Results*

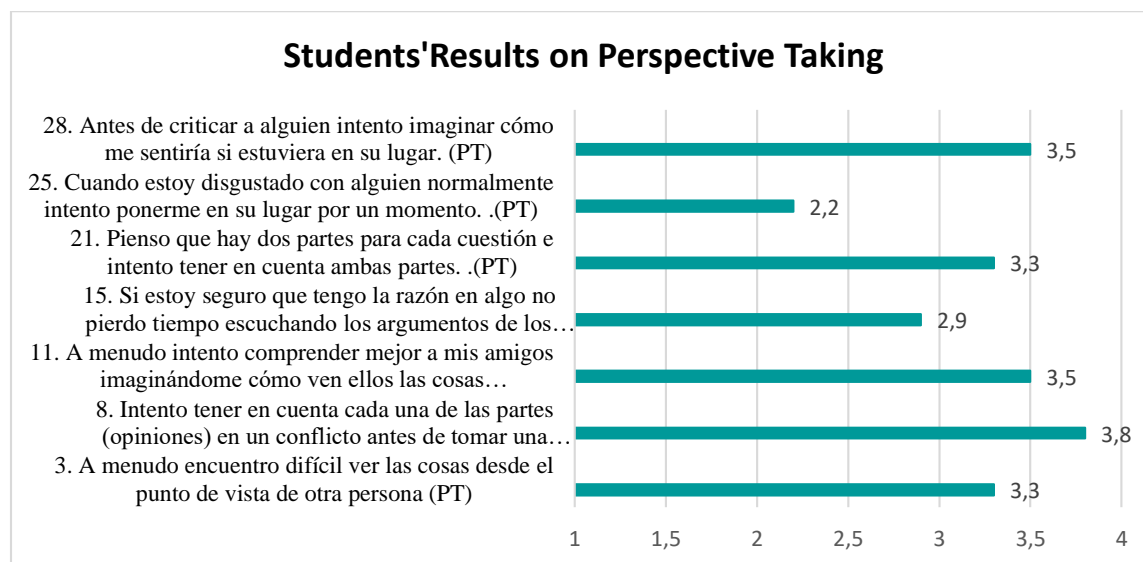
Performance	# of students	Level	Average
Excellent	4	A2	7,99
Good	4	A1+	5,71
Weak	21	A1	2,77

***Empathy skills***

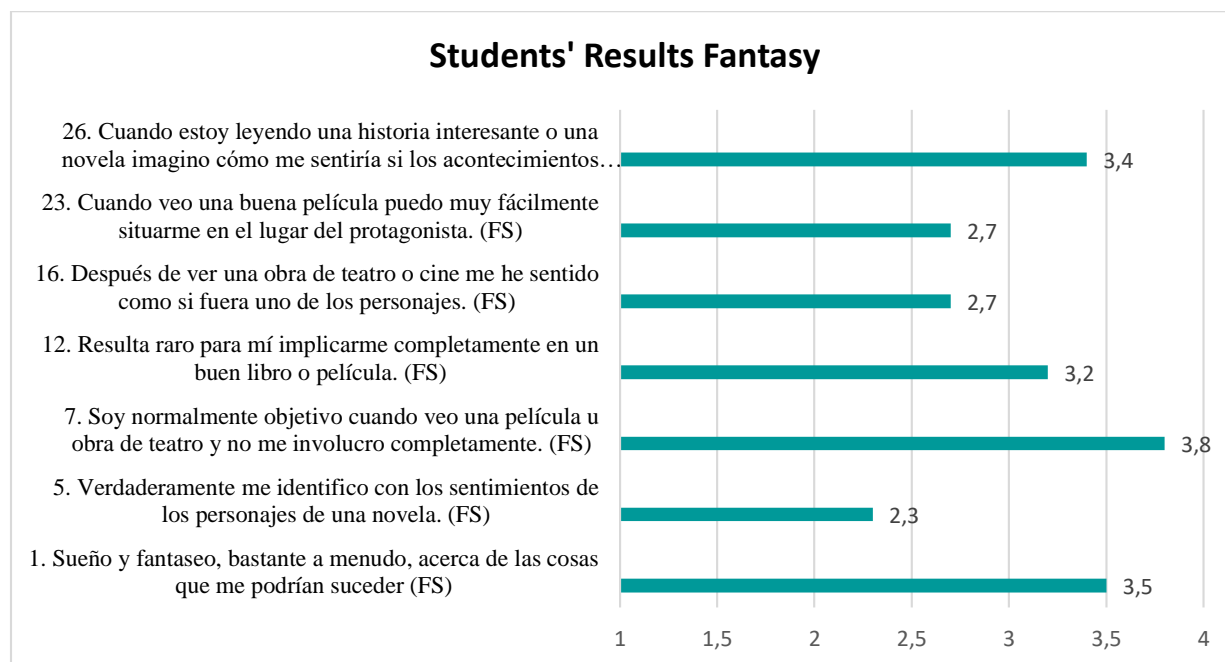
To obtain students' results in their empathy skills, the adaptation of the Interpersonal Reactivity Index (IRI) by Davis, M. H. (1983) is taken by 29 sixth-grade students.

It is important to highlight that within the 28 questions, 9 questions are evaluated inversely (3,4,7,12,14,15,18, and 19), so a conversion is carried out to ensure that all values are positive, to make the data analysis. After obtaining the results from the students, a general analysis was carried out where the 28 elements were evaluated, giving an average of 3.1 considering that the scale ranges from 1 to 5. This suggests that the students hold a neutral position in their empathy skills.

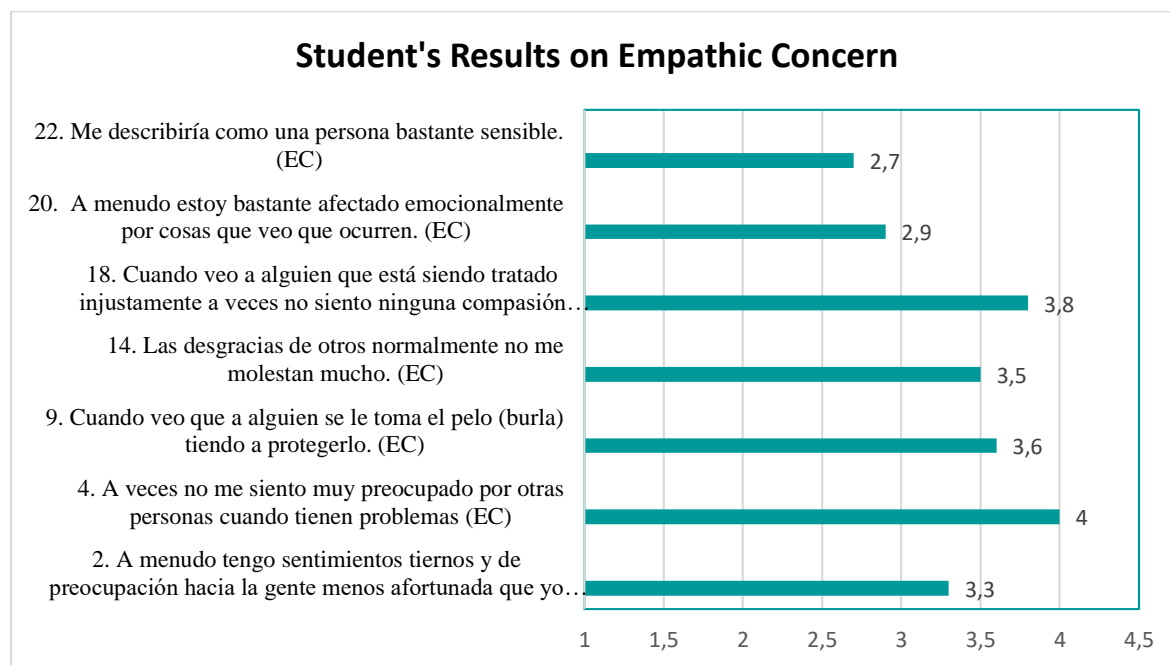
Afterwards, each of the subscales was analyzed, each category contains seven items.

**Figure 9***Pre-test Students' Results on Perspective Taking*

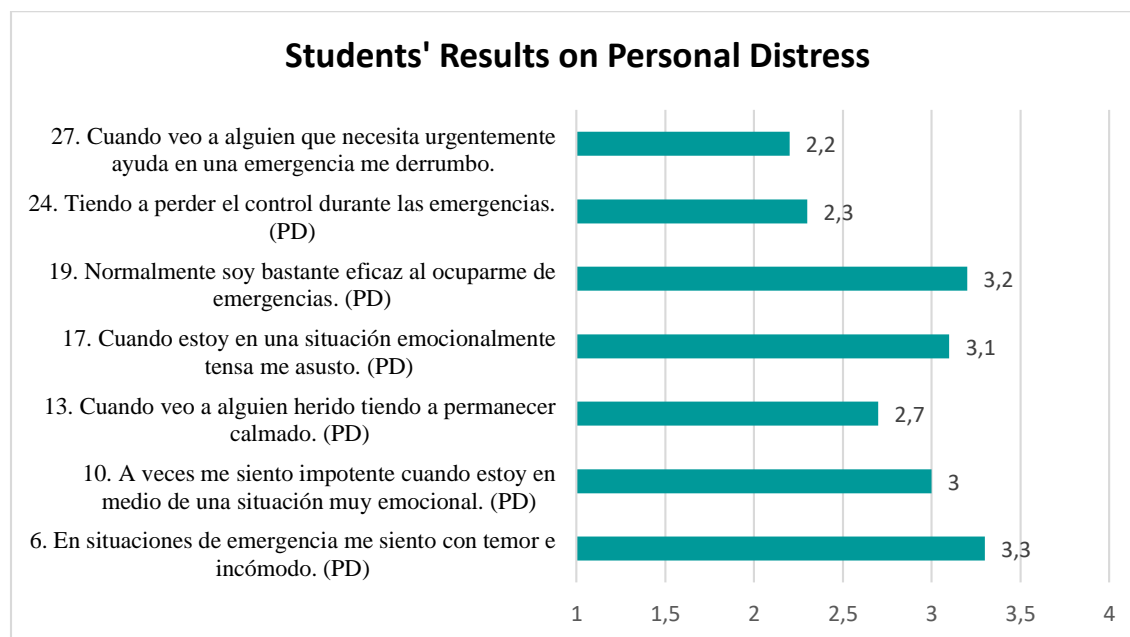
Starting with Perspective Taking the average was 3.2. This indicates that students have perspective-taking skills at an intermediate level. They are not completely absent, but they are not highly developed either. Within this category, the result of question 25, was the lowest, which refers to “When I am upset with someone I usually try to put myself in their place for a moment”, the result was 2.2. also, the question 15. “If I am sure I am right about something, I do not waste time listening to other people's arguments” obtained a low score of 2.9. So it can be inferred that it is one of the aspects of empathy that is least developed in students. On the contrary, the highest score was on question 8. “I try to take into account each of the parties (opinions) in a conflict before making a decision.” With 3.8 points. This suggests that students have a positive attitude toward considering different perspectives in conflict situations where they are not involved.

**Figure 10***Pre-test Students' Results on Fantasy*

In the Fantasy subscale, an average of 3.1 was obtained. This suggests that students have moderate imaginative vision indicating that they have a balance between reality and fantasy in their daily lives. It is noteworthy that the highest value was found in question 7. "I am normally objective when I watch a movie or play and I do not get completely involved", with a value of 3.8 and the question with the lowest value was number 23 "When I watch a good movie I can very easily put myself in the protagonist's place", with a value of 2.3. Questions 16. "After watching a play or film I felt as if I were one of the characters", and 23. "When I watch a good movie I can very easily put myself in the protagonist's place", obtained the same score of 2.7 points. Consistency in the students' responses is evident, suggesting that they are not easily influenced by situations they recognize as unreal.

**Figure 11***Pre-test Students' Results on Empathic Concern*

In the Empathic Concern sub-scale, the average was 3.4. The average score indicates that students have a medium level of empathy, which implies that they show some concern and understanding for the feelings and needs of others. Students may be able to recognize and understand the emotions of others to a certain extent. Question 22, "I would describe myself as a pretty sensitive person," obtained the lowest score of 2.7. additionally, in question 4. "Sometimes I don't feel very concerned about other people when they have problems" obtained the highest score with 4.0 points. The results indicate indifference towards the problems of others. The origins of this response may vary greatly for each student. Based on these results, the pedagogical intervention is designed that address both emotion recognition and self-perception.

**Figure 12***Pre-test Students' Results on Personal Distress*

The Personal Distress sub-scale, average was 2.8, which is the lowest among the four sub-scales. Therefore, the result suggests that students may exhibit indifference towards the crises of others. The lowest response was for question 27: "When I see someone who urgently needs help in an emergency, I fall apart," with a score of 2.2, This response may indicate that the students have an indifferent and unempathetic character when seeing someone in an emergency situation or, on the contrary, that they are strong and do not collapse in the face of an emergency, demonstrating objectivity. The highest score was question 6. "In emergency situations, I feel afraid and uncomfortable." obtaining a score of 3.3 points.

The results of the empathy subscales reveal that students have different levels of development in their empathic skills. These results highlight specific areas in which students

needed to work, especially in understanding emotions and empathy toward the difficulties of others.

## **Intervention**

The following description is not constituted as an appendix since its reading and interpretation are necessary to understand the pedagogical intervention fully.

The results of the workshops are related to the objectives set in each of the workshops developed, which stem from the observation and interaction with the students.

### **Workshop 1 Recognizing Our Emotions**

The first workshop focused on understanding empathy and recognition of emotions. The students responded positively to the activities. In the warming-up activity, when asked what emotions are, some students answered that "it is what is expressed in the heart," and "it is how people respond to different situations." They also stated that emotions are feelings and attitudes that people feel. This indicates that students have prior ideas about the concept of emotions. In the video activity, students recognized the emotions presented, and when asked if they had learned about any new emotions, most students mentioned feeling proud, lonely, and loved.

In the next activity, students were presented with a series of situations in which they had to write down their emotions. During this activity, the students were very thoughtful and reflective, some of them saw the image of the emotions as a reference to identify how they felt. Something that caught my attention is that in some questions the students answered "can't tell," particularly in the one that asked, "How do you feel at night when the lights go out?" Some students stated, "It's not fear, it's something different, it's... just weird." "I have no name for that emotion."

During the closing activity, "The Clock of Emotions," students were more relaxed. They were presented with a chart with emojis representing different emotions, and they wrote down what made them feel that way. Finally, there was a sharing session, and it was fun to see how

they coincided with some responses and how others were opposite. For example, in the emotion of distress, some students agreed that exams and evaluations triggered it. In the emotion of happiness, they also agreed on three main actions: spending time with family and friends, playing different games, and getting good grades

In the end, an evaluation of the workshop was carried out by the students using Google Forms (<https://forms.gle/smHBiEowYxLf5QyP6>). They assessed 11 aspects, 9 were scored from 1 to 4, where 1 represented the lowest and 4 the highest score, and two open questions.

Aspect 1 Workshop Content (1-4 points) had an average score of 3.4 points.

Aspect 2 Methodology and Dynamics (1-4 points) had an average score of 3.2 points.

Aspect 3 Resources and Materials (1-4 points) had an average score of 3.3 points.

Aspect 4 Communication and Clarity (1-4 points) had an average score of 3.4 points.

Aspect 5 Identifying Emotions (1-4 points) had an average score of 3.7 points.

Aspect 6 Relevance (1-4 points) had an average score of 3.2 points.

Aspect 7 Personal Aspect (1-4 points) had an average score of 3.2 points.

Aspect 8 Overall Satisfaction (1-4 points) had an average score of 3.4 points.

Aspect 9 Pertinence (1-4 points) had an average score of 3.3 points.

Question 10: "What experiences or learnings from the workshop caught your attention?

Do you think this workshop can be useful in your daily life?" Out of 29 students, one student had no opinion, twenty-seven students had positive responses, and one student responded negatively:

"I didn't learn anything, but I think the workshop will be useful for further promoting respect."

Question 11: "In this space, you can share if you have any suggestions or opinions about the workshop Recognition of Emotions." In this question, students did not provide suggestions, only positive opinions.

In conclusion, the results of the " workshop "Recognition of Emotions reflect a positive response from the students. The activity successfully aligned with the initial objectives, focusing on empathy and emotion recognition. There was active engagement from the students, who demonstrated preexisting ideas about emotions and showed interest in deepening their understanding. The variety of activities, from reflection exercises to participatory dynamics, contributed to significant learning.

It is noteworthy how students identified and expressed emotions in specific situations. Furthermore, the post-evaluation reflected overall satisfaction with the workshop's content, methodology, and communication clarity.

Although one student expressed not having learned anything, the majority recognized the workshop's utility in promoting respect and emotional understanding in their daily lives. This feedback suggests that the workshop was effective in its purpose and could be beneficial for the student's daily lives.

### **Workshop 2 Active Listening**

The objective of this workshop was for students to apply different strategies to improve active listening skills in school settings.<sup>29</sup>

Where the objectives were socialized, a warming activity was carried out asking the students what they understood by active listening, and then they were presented with the question "Does anyone remember being taught to listen?". To which the students responded that for them "Active listening was paying attention to people when they speak "and that no one had

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<sup>29</sup> For the development of this workshop, a presentation was used

<https://view.genial.ly/6529f567bba50d0010e27a89/interactive-content-quiz-sketch-animado>

definitely taught them to listen, the students stated “That is a natural act, you don't think much to listen.” Continuing with the workshop, the differences between hearing and listening were explained. listening and the characteristics of active listening were shown

Six strategies were then presented to improve active listening which included: Reading body language Using paraphrasing, Asking open questions, showing interest, reacting to emotions, and focusing on the speaker, each strategy was addressed in detail, and students gave examples and participated actively. During the activity, on some occasions the students exaggerated the strategies, such as in the case of eye contact, which provided a space for reflection on things that they would not like to do when they are saying something and it was the right moment to mention that the Active listening is part of the empathy that we had worked on in the previous workshop.

Students agreed that not interrupting the speaker or getting worked up over details is an important step in active listening. They also stated that asking open questions stimulates a more sincere and genuine conversation without falling into exaggerations and not letting people talk. The students connected to a lesser extent with the strategy of paraphrasing when listening to others, some considered that “only adults and especially grandparents do that” “I don't like to do that.” a student mentioned.

The students expressed that sometimes it's complex to recognize the behaviors of the speaker because they can hide anxiety, disinterest, or anger. However, it's much easier to recognize positive behaviors and understand what they are saying.

In activity 2 “improvising a story” the teacher gave the instructions, asking students to sit in a circle, then she read the fragment of a story and asked the students to continue the story. To continue with the story, the students had a small ball and threw it to the classmate they wanted to

continue. Although students were seated in a circle, they did not have to participate in strict order, so students were attentive and listened carefully to avoid repeating events. When everyone had participated, the end of the story was built together.

The students were very attentive and motivated during this activity, the story took several unexpected turns, which demonstrates creativity, and there was also room for laughter, creating a pleasant space.

In activity 3 “Generating conclusions” the teacher handed out a sheet with the following questions

What elements do you think were essential to create the story?

Do you think that active listening changes the development of story creation?

Were there times when there were disagreements about the direction of the story? How were they resolved?

Do you think this activity encouraged active listening?

How did you feel during the group storytelling activity? What emotions did you experience?

Do you consider it important to listen to others and build on their ideas?

Do you think this activity fostered collaboration in the group? Why or why not?

What advice would you give to other groups wanting to tell stories collaboratively?

From them, the students expressed their conclusions.

## Figure 13


## Student Feedback

Yo considero que esta actividad ayudo mucho a nuestro grupo a escucharnos mejor entre si. El consejo seria que se escuchem entre si y puede salir un muy bonito cuento. me gusta el tip de expresion corporal.

A me gusta esta actividad porque nos ayuda a mejorar la escucha activa y tambien ayudaba a respetar las ideas de los demas. me gusto la estrategia focus on the speaker. y un consejo es trabajar en equipo.

Estuvo bueno deprender de los y las cosas que yo conocia seria bueno mas actividades como estas uno aprende de muchos.

Algo que puedo decir en conclusion es que esta actividad ayuda a mejorar la escucha activa ya que si escuchamos al otro nos divertimos y comprendemos a los demas. Un consejo que daria a la gente que hace escucha activa es que hablen claro y escuchem a los demas y si pondre a prueba a la hora de contar historias.

**Thank you!!** 

Esta actividad yo considero que ayuda a mejorar la escucha activa, la unión en grupo y la imaginación. Mi consejo: Que seas más atenta a las cosas que dicen los demás, para poder ser mejor persona, Mi estrategia favorita fue Usa paraphrasing.

Esta actividad me gusto porque aprendi que era la escucha activa y me gusto el juego de la historia porque teniamos que escuchar a los demas para continuar la historia. Me gusto la estrategia de mirarlo a los ojos.

Para mi la actividad me gusto por que ayuda a prestar atención a la amistad y imaginación  
 ✓ Y si uno escucha a las personas, ellos tambien te van a escuchar cuando tengas problemas.

Es una forma para poder ser más comprensivo con el otro  
 La verdad esta actividad estuvo muy divertida.

En este taller aprendi el contacto visual (NO FORZADO) el cual es la mejor manera para comprender al resto

bueno esta actividad me parecio vacana por que  
 aumenta la **escucha activa y aprendemos a respetar**

Me gusta esta actividad por que teniamos que poner en practica nuestra creatividad y forma de escuchar a los demas sin incomodar a las demas personas, tambien es importante escuchar las ideas y opiniones

Hoy aprendi escuchar a mis companeros por el lenguaje corporal con el contacto visual no forzado y me gusto mucho la actividad por que escuche a mis companeros

To conclude, an evaluation of the workshop was carried out by the students<sup>30</sup> where students evaluated 11 aspects of which 9 were scored from 1 to 4, being one the lowest and four being the highest score, and two open questions.

Aspect 1 Workshop contents (1- 4 points) having an average of 3.6 points

Aspect 2 Methodology and Dynamics (1-4 points) having an average of 3.5 points

Aspect 3 Resources and Materials (1-4 points) having an average of 3.6 points

Aspect 4 Communication and Clarity (1-4 points) having an average of 3.4 points.

Aspect 5 workshop 1 "Identifying emotions" (1-4 points) having an average of 3.6 points

Aspect 6 Relevance (1-4 points) having an average of 3.4 points.

Aspect 7 Personal aspect (1-4 points) having an average of 3.4 points.

Aspect 8 Experience (1-4 points) having an average of 3.3 points.

Aspect 9 Relevance (1-4 points) having an average of 3.4 points.

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30 Google Forms. <https://forms.gle/Cay6qdpS6vDVaQiA6>

Question 10. What experiences or learnings from the Active Listening workshop caught your attention? Do you think this workshop can be useful in your daily life?

In this question, 30 students commented on different positive aspects about the workshop and their experience and one student stated that he had nothing to say.

Question 11. In this space, you can share if you have any suggestions or opinions about the workshop "on Active Listening." In this question, the students gave positive opinions about the workshop and there was a suggestion "That they should not be in English since for me, some words are complex."

The "Active Listening" workshop was designed to improve students' active listening skills in school settings. Throughout the activity, various strategies were used to achieve this purpose, from identifying the differences between hearing and listening to practicing techniques such as eye contact and paraphrasing.

During the workshop, the students demonstrated a high degree of participation and interest, which was reflected in their active commitment to the proposed activities. There were moments of reflection on the importance of assertive listening in the context of empathy, which allowed a connection with the previous workshop on the recognition of emotions.

The variety of activities, such as group story improvisation, provided students opportunities to apply active listening skills in a collaborative and creative environment. Students showed creativity and cooperation during this activity suggesting that the workshop encouraged both active listening and collaboration.

The final evaluation reflected a positive response from the students, who especially valued the contents of the workshop, the methodology used, and its relevance to their daily lives.

However, there was a suggestion to offer the workshop in Spanish to be accessible to all participants.

In conclusion, the "Active Listening" workshop proved to be effective in promoting active listening skills among students, offering practical tools and encouraging reflection on the importance of assertive listening in various situations.

### **Workshop 3 Perspective Taken**

The general objective of this workshop was “To promote interpersonal communication by considering and respecting individual perspectives in English class interaction”. For this, several pedagogical activities were developed<sup>31</sup>.

To start the Warming-up activity, an image was presented on slide 6 where the students were asked to observe for a minute, then the students were asked

What do you think about the image?

Why do the boys seem to disagree?

Do you consider that a conflict can arise from this situation?

Do you know the concept of perspective?

Have you been in a similar situation?

To which the students responded that the characters defended their point of view, each one saw something different and that for each one it was true, they also stated that according to this, conflicts and disagreements can be generated because their reality is defended. When asked if they knew the concept of perspective, the students stated that “it is where you see things,” “it is

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<sup>31</sup> The following presentation was used as part of the material along with two work guides

<https://view.genial.ly/65346db0a5eb670011dbd9ff/interactive-content-copia-active-listening>

people's point of view,” and “it is seeing from different angles.” This indicates that students have a preconcept of what perspective is.

#### Activity 1. Presentation of Perspective-taking.

The definition and explanation were then presented on slide 8. Dialogue and reflection on how different perspectives can influence our perceptions were generated. In one of the interventions, a student proposed that the situation could be resolved if one of the characters moved and took the other's place. Which gave way to remembering the concept of empathy seen in the first workshop. Then, the teacher showed slide nine and provided supporting ideas, about the importance of Perspective-Taking.

#### Activity 2. Sharing our perspectives

In this activity, we worked with a guide in which the students had to express their points of view on five specific topics individually. The questions were

Do you think primary school children should have access to cell phones yes or no and why?

Do you think robots can be smarter than people yes or no and why?

Should schools enforce a dress code?

Should teachers leave homework?

Do you consider kids should be able to watch R-rated movies? Why or why not?

When the students finished, they gathered in groups of three and shared their answers.

Meanwhile, the teacher showed slide ten with a reminder about active listening worked on in the previous workshop.

“Students’ Reminder: While your partner/group member shares their perspective, practice active listening. Pay attention to what they are saying, ask questions for clarification, and show respect for their point of view, even if it's different from yours... it's going to be great!!”

When they finished, a student from each group commented on how the experience had been, and on some occasions, there were some coincidences, however, there were big differences in the questions for example in the question, Should teachers leave homework? The students were divided, and they all argued their reasons: “We arrive too tired to do more homework, in the afternoon we are in sports activities, the homework is very difficult, homework helps to reinforce what we have seen, with homework we learn more, with homework we study for the exams.”. This provokes a reflection on our different perspectives and where all the reasons are valid and we accept them with respect and empathy.

#### Activity 3.

Optical illusions can be a fun way to identify different perspectives. For this activity, a second guide was used; the concept of optical illusions was also socialized in slide 12. Then the teacher explained the instructions and gave the guides to the students. In them, there were six images and the students had to write what they saw in each image. For that, they had five minutes. Then they socialized and shared their points of view. It was impressive and fun, students were amazed when they noticed that sometimes they could only see one figure in the optical illusion and their classmates pointed out the second image. The camaraderie in this activity could also be noticed.

#### Activity 4 Closing activity.

In the closing activity, students generated conclusions from the aspects worked on and experiences during the workshop. A dialogue was generated about the aspects that they

considered valuable. Among them, it was mentioned that “you don't have to go with just one perspective, but you have to see and explore others to be able to make more assertive decisions.” Then, The teacher provided some guiding questions that helped them reflect and generate their conclusions.

What does "perspective-taking" or putting yourself in someone else's shoes mean to you?

How did you feel when attempting to understand someone else's point of view? Was it challenging?

Can you share a specific example where you took someone else's perspective.?

Did you notice any instances where you changed your opinion or understanding of a topic after considering someone else's perspective?

How do you believe the ability to take another person's perspective can enhance interpersonal relationships?

What insights did you gain from practicing-taking perspective? How do you plan to apply this in the future?

What advice or recommendations would you give to improve their ability to take others' perspectives?

The students wrote their conclusions

## Figure 14

### *Student Conclusions*

perspectivas de los demás?  
 la toma de perspectiva es algo difícil ya  
 que te das cuenta de que no todo el mundo  
 piensa igual cuando te das cuenta analizas  
 a veces te arrepientes de lo que escribes.

Todos tenemos una perspectiva diferente en la vida pero es divertido averiguar la de los demás. Es importante saber que la perspectiva no siempre es visual, también puede ser mental.

Fue un poco difícil entender a mis otros compañeros pero este tipo de actividades ayudan mucho a entender o empatizar con las otras personas ♥

perspectivas de los demás?

la habilidad de ponerse en los zapatos del otro potencia la comunicación y potencia el entendimiento entre tod@s

perspectivas de los demás?

la actividad de perspectiva ayuda a relacionarse mejor con los demás, esto si lo aplicamos correctamente lograremos fomentar la actividad en grupo observar y expresarnos mejor sin necesidad de un conflicto en grupo.

perspectivas de los demás?

Esta actividad me pareció increíble para respetar el punto de vista de cada uno

perspectivas de los demás?

La perspectiva sirve para saber el  
distinto punto de vista y esta actividad  
me gusto porque aprendemos a respetar  
el diferente punto de vista de los demás

From the above, we can conclude that the objective of the workshop was achieved, as analyzing the students' responses reflects an understanding of perspective-taking as part of empathy. They affirm that one should "put oneself in the other person's shoes."

In the end, an evaluation of the workshop was carried out by the students in Google Forms (<https://forms.gle/zLnV6RwLvq2FvBiF8>) where students evaluated 11 aspects of which 9 were scored from 1 to 4, with 1 being the lowest and four being the highest score and two open questions.

Aspect 1 Workshop contents (1- 4 points) having an average of 3.5 points

Aspect 2 Methodology and Dynamics (1-4 points) having an average of 3.5 points

Aspect 3 Resources and Materials (1-4 points) having an average of 3.5 points

Aspect 4 Communication and Clarity (1-4 points) having an average of 3.6 points.

Aspect 5 workshop 1 "Identifying emotions" (1-4 points) having an average of 3.5 points

Aspect 6 Relevance (1-4 points) having an average of 3.5 points.

Aspect 7 Personal aspect (1-4 points) having an average of 3.5 points.

Aspect 8 Experience (1-4 points) having an average of 3.5 points.

Aspect 9 Relevance (1-4 points) having an average of 3.5 points.

Question 10 What experiences or learnings from the perspective-taking workshop caught your attention? Do you think this workshop can be useful in your daily life?

Based on the students' responses, it can be concluded that the Perspective Taking workshop generated a positive impact. The students highlighted the importance of understanding and respecting the different perspectives of others, as well as the usefulness of this skill in their daily lives. They observed how the workshop allowed them to see beyond their own opinions and understand the diversity of thoughts in society. Furthermore, they expressed their desire to continue participating in similar activities in the future. Additionally, the workshop was not only well received but was also considered valuable and applicable both in the school environment and in life in general.

Question 11. In this space, you can share if you have any suggestions or opinions about the workshop on “Perspective Taking.”

Based on the responses, it is evident that the majority of participants have a positive opinion about the Perspective-Taking workshop. Some highlight the importance of valuing the point of view of others and the usefulness of this skill in everyday life.

However, there is one comment that suggests that the workshops could be better adapted to the age and maturity level of the participants; one student stated that some activities are childish. Finally, the importance of avoiding discrimination and promoting respect for the opinions of others is mentioned. In general, it seems that students value the experience positively and suggest that similar workshops continue to be held in the future.

To conclude the “Perspective Taken” workshop successfully achieved its goal of promoting interpersonal communication by considering and respecting individual perspectives in English classroom interactions. Through a series of pedagogical activities, students explored and reflected on the concept of Perspective-Taking, demonstrating a deeper understanding of empathy and the importance of understanding the different realities of others.

During the workshop, students actively participated in activities such as observing images, exchanging views on controversial topics, and exploring optical illusions. These activities allowed them to practice perspective-taking in a practical way and reflect on how this skill can influence their understanding of the world around them and their interpersonal relationships.

The final evaluation carried out by the students reflected a positive response in terms of the content, methodology, resources, and relevance of the workshop. Furthermore, they highlighted the importance of perspective-taking in their daily lives and expressed their desire to participate in more similar activities in the future.

### Post-test

In the post-test, the empathic skills and reading skills of the sixth-grade students were evaluated again, using the same instruments used in the pre-test

To apply the post-test of reading skills, the students again took the FLYERS exam on November 7, 2023. On November 28<sup>th</sup>, the results were sent by the ELS company where out of 29 students, 19 students were located at level A1 with an average of 3.30 in the “weak” category. seven students were placed at the A1+ level corresponding to the “good” category and finally, three students were placed at the A2 level corresponding to the “excellent” category.

### Post-text Reading Results

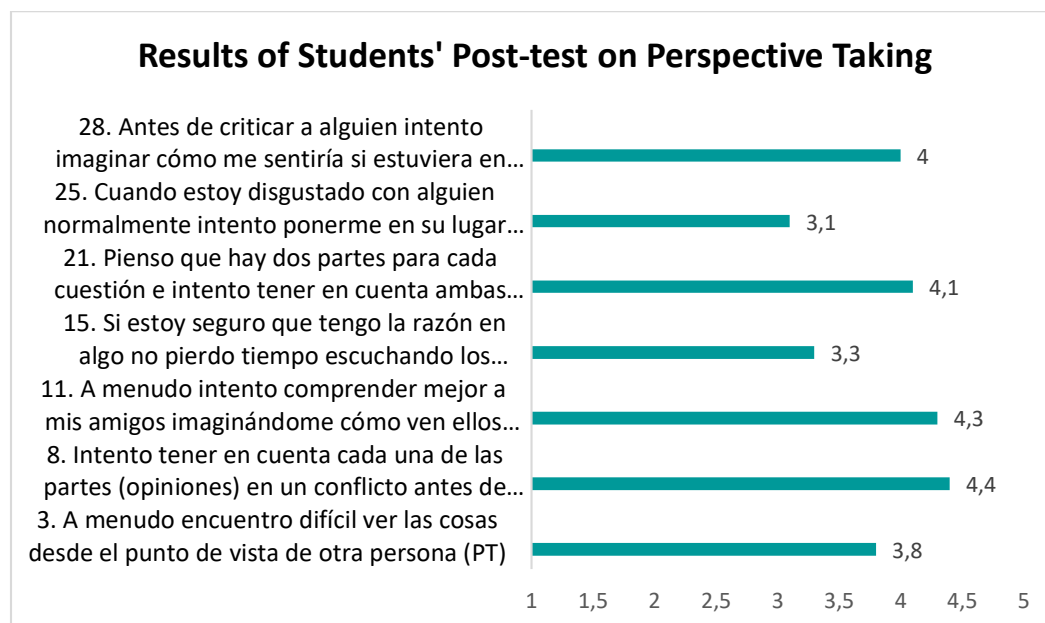
**Table 1**

*Sixth-Grade Student's Reading Skills Results Post-test*

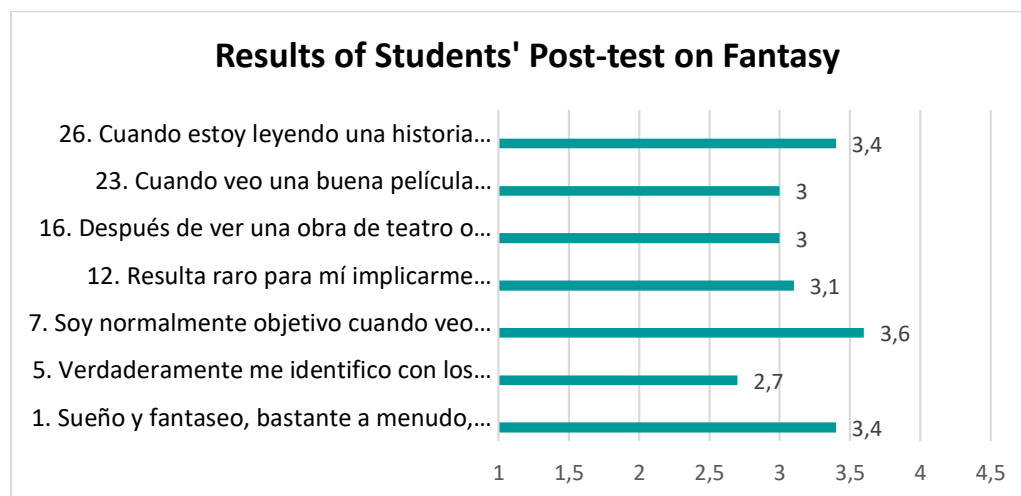
Performance	# of students	Suggested CEF Level	Average
Excellent	3	A2	8,23
Good	7	A1+	6,75
Weak	19	A1	3,30

### Post-test IRI Results

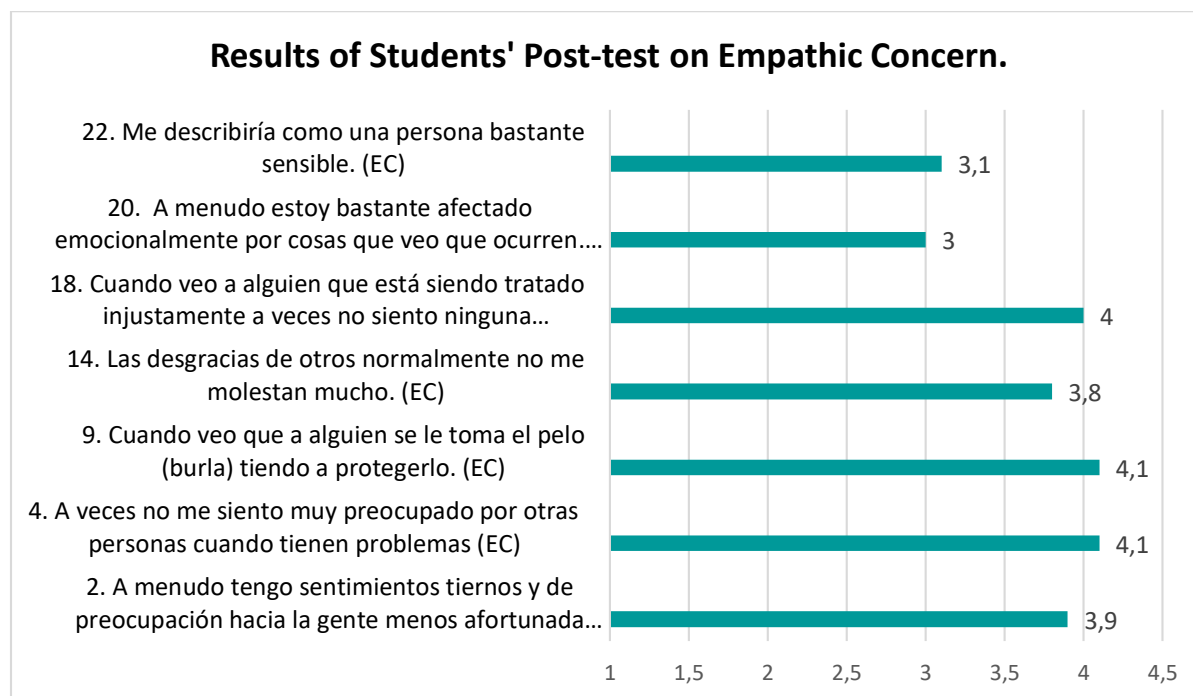
The same IRI questionnaire is applied to the 29 students of the 28 questions. 9 questions are evaluated inversely (3,4,7,12,14,15,18, and 19) so a conversion is conducted to ensure all values are positive, and in this way do the data analysis. The 28 items were evaluated giving an average of 3.3, taking into account that the scale is from 1 to 5. Next, each of the subscales was analyzed, each category contains seven items.

**Figure 15***Post-test Students' Results on Perspective-Taking*

The general average of perspective-taking was 3.9. Within this category, question 25 refers to “When I am upset with someone I usually try to put myself in their place for a moment” which in the pre-test had the lowest score of 2.2, in the post-test, it obtained 3.1 which shows a significant increase in the students' perception. On the other hand, question #8. “I try to take into account each of the parties (opinions) in a conflict before making a decision.” It had the highest score of 4.4, which suggests a considerable increase.

**Figure 16***Post-test Students' Results on Fantasy*

In the Fantasy subscale, the general average was 3.2, which indicates that it rose one point concerning the pre-test where 3.1 was initially obtained. Question #7 “I am normally objective when I watch a movie or play and I do not get completely involved” in the pretest continued to have the highest score with 3.6 points however in the pretest it had 3.8 points. The lowest scores were obtained by question 5 “I truly identify with the feelings of the characters in a novel. ” with 2.7 and question 16. “After watching a play or film I have felt as if I were one of the characters”, and 23 “When I watch a good movie I can very easily put myself in the place of the protagonist”, both with 3.0 points. This indicates that students are not easily shocked by situations they understand are not real and their responses maintain coherence in their positions.

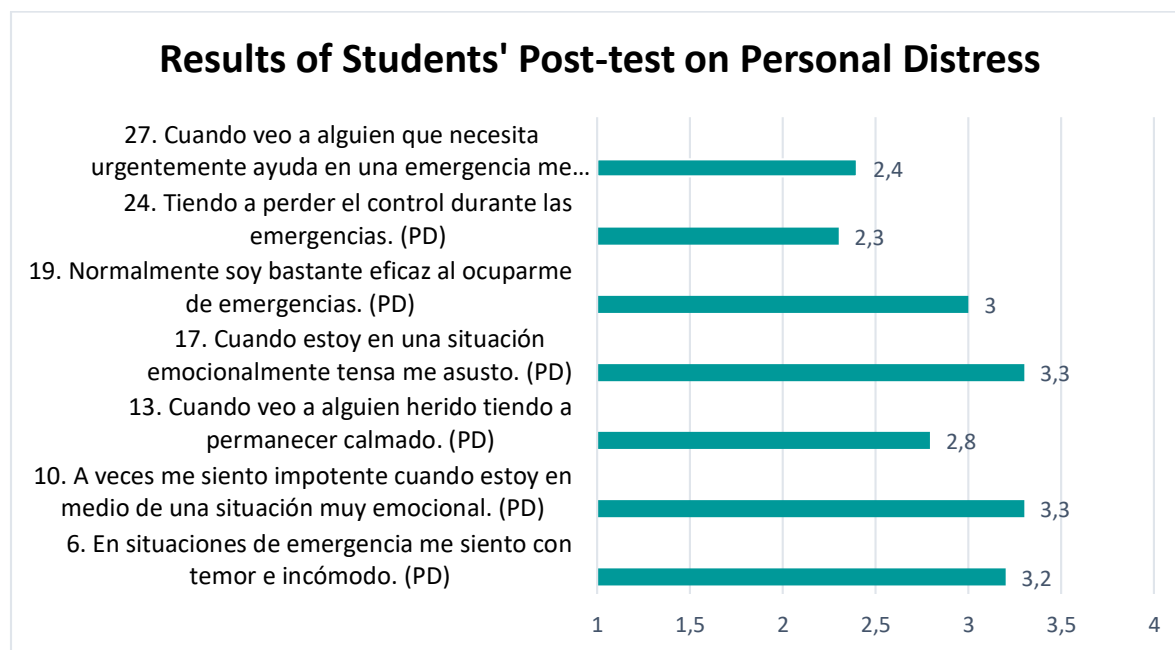
**Figure 17***Post-test students' Results on Empathic Concern*

In the Empathic Concern subscale, the general average was 3.7, which shows an increase since in the pre-test it had a score of 3.4. This subscale evaluates a person's tendency to experience feelings of concern and compassion for others. In other words, it measures a person's ability to feel emotional empathy and care about the well-being of others. The question with the highest score was number 9 “When I see someone being teased (mockery) I tend to protect them” with 4.1 points, as was question 4 “Sometimes I don't feel very worried about other people when They have problems” which was evaluated in reverse, obtaining a score of 2 equivalent to 4 positive points. On the other hand, it was found that question 20. I am often quite emotionally affected by things I see happening. ” obtained the lowest result within this category with a 3.0 point, which indicates that although students may feel concerned about the difficult situations that other people go through, they do not allow themselves to be affected. On the other hand, in

the pre-test, the question with the lowest score was question 22 “I would describe myself as a fairly sensitive person.” Obtaining a 2.7 and in the post-test 3.1 which shows an increase that could have occurred due to the intervention that worked on the recognition of emotions and self-perception in the first workshop.

**Figure 18**

*Post-test students' Results on Personal Distress*



The Personal Distress subscale focuses on a person's emotional response to the suffering or difficulties of others, indicating the degree of personal distress experienced in those situations. The results of the post-test showed an average of 2.9, while in the pre-test it was 2.8. Compared to the other three categories, Personal Distress recorded the lowest scores, which was also the case in the pre-test. The questions with the highest score were 10, “Sometimes I feel helpless when I am in the middle of a very emotional situation” with 3.3 points, and question 17, “When I am in an emotionally tense situation I get scared.” On the contrary, the question with the lowest

score was number 24 “I tend to lose control during emergencies” with a 2.3, which indicates that students need reinforcement in this area.

## Categories

Based on the results obtained in the pre-tests, intervention, and post-tests, categories of analysis have been identified for the independent variable: the level of empathy. This variable exhibits a mixed nature as it encompasses both numerical results and thematic analysis. As for the dependent variable, which is the students' English reading level, categories are not identified but rather a comparison of results has been conducted, considering its quantitative nature.

Regarding the levels of empathy measured using the adapted IRI instrument, it was found that all four subscales exhibit significant variations, which directly or indirectly impact educational processes not only in the English language domain but can also extend to other fields. This enrichment enhances teaching practices on one hand and benefits socio-emotional relationships on the other. Therefore, the categories for empathy skills are Perspective Taking, Fantasy, Empathic Concern, and Personal Distress.

In terms of students' English reading levels, a comparison of pre-test and post-test data was established, considering the grade, reading performance, and the suggested Common European Framework of Reference (CEF) level.

**Table 2**

*Categories of Students' Empathy Level*

Category	Subcategory	Description
Empathy	Perspective-Taking	This was the subcategory with the greatest impact on the students according to the results. The questions related to taking into account opinions in a conflict and trying to understand how friends see things had the highest scores, this is positively related to a better quality of interpersonal relationships. Perspective taking Davis (1983) reported “perspective taking to be associated with measures of interpersonal functioning and

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self-esteem” is positively correlated with better quality of interpersonal relationships.

It can be concluded that perspective-taking not only improves the ability to interact effectively with others but also contributes to personal well-being and a healthy self-image.

The students' results in this subscale are moderate, showing an increase of one point compared to the pre-test. The highest-scoring question was related to being objective when watching a movie or play and not becoming fully involved, indicating that the students do not have a highly developed Fantasy component within their empathy. The students reaffirmed their position on the question "I really identify with the feelings of the characters in a novel," which received the lowest score.

#### Fantasy

This subscale measures a person's tendency to strongly identify with fictional characters in books, movies, and other media. It is a measure of the imaginative and emotional capacity to project oneself into fictional situations and assume the feelings and thoughts of imaginary characters. This includes the ability to empathize with characters.

It can be concluded that the ability to immerse oneself in fictional worlds and understand the emotions of imaginary characters may be related to greater empathy in real-life situations.

#### Empathic Concern

This subscale measures a person's tendency to experience feelings of sympathy, compassion, and concern for others, particularly when they are in situations of need or suffering. It is a measure of the emotional response to the difficulties of others, reflecting the capacity to genuinely care about the well-being of others.

People with high scores on the Empathic Concern Scale tend to be more compassionate and supportive, which can improve the

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quality of their interpersonal relationships. According to the results, the students do not have a highly developed Empathic Concern, as the question regarding "Sometimes I don't feel very sorry for other people when they are having problems" had the highest score, and this is confirmed by the question "I am often quite touched by things that I see happen" with the lowest score.

Unlike other subscales of the IRI that focus on empathy towards others, this subscale measures the negative emotional reaction that a person feels internally in stressful or distressing situations. This subscale measures a person's tendency to experience feelings of anxiety and personal discomfort in emergency situations or when observing others in distress.

Personal  
Distress.

The students' results on this scale are moderate, with the highest scores being 3.3 on questions related to the recognition of helplessness and fear in tense and emotional situations. On the other hand, the lowest score was on the question "I tend to lose control during emergencies," indicating that the students have self-awareness in stressful situations.

Although high scores can indicate a strong sensitivity to the problems of others, they can also reflect difficulties in managing one's emotional stress in such situations.

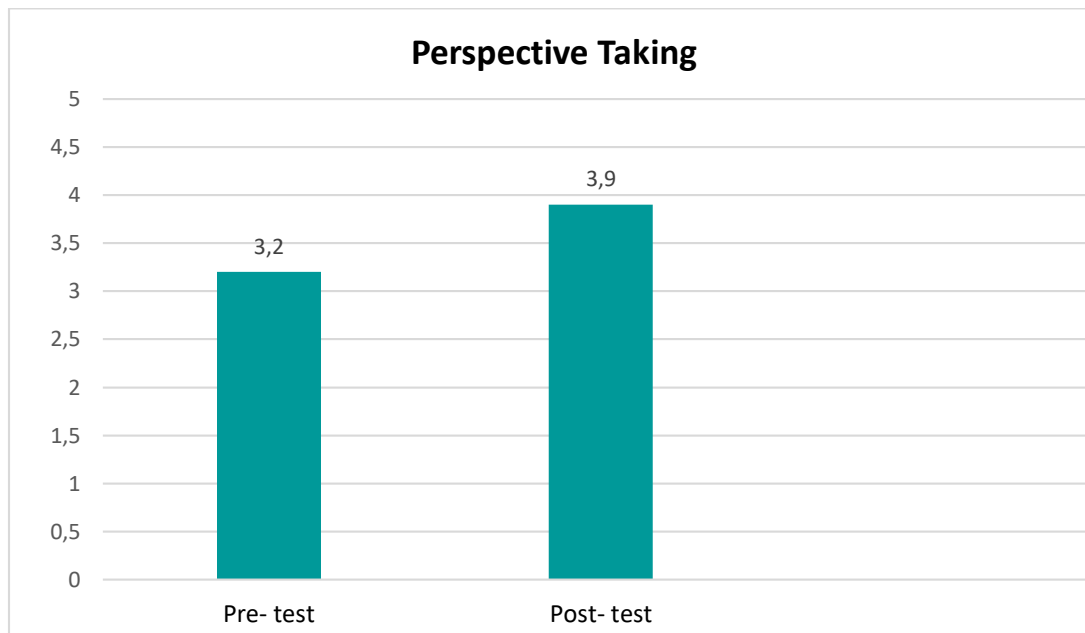
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## Discussion of Categories

Categories are discussed concerning empathic skills.

### Figure 19

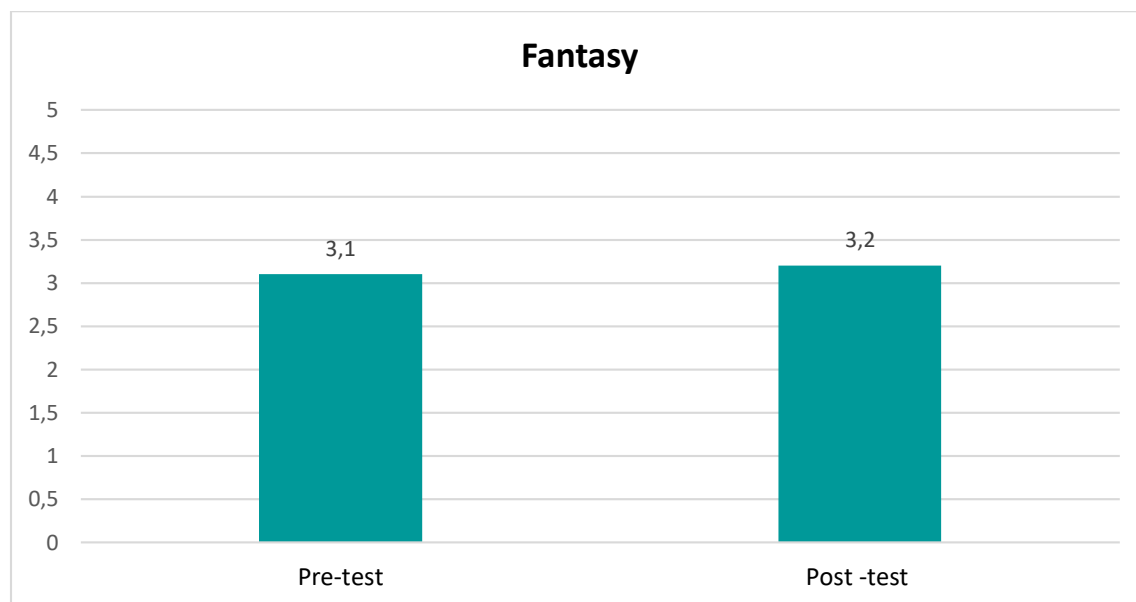
*Comparison of Pre-test and Post-test Perspective-Taking*



Perspective Taking the results in the pre-test was 3.2 and in the post-test, it was 3.9 This subscale measures a person's ability to adopt another person's point of view and understand their thoughts, feelings, and perspectives. In other words, it assesses a person's ability to put themselves in another person's shoes and see the world from their point of view. This increase may have occurred because in the intervention in the third workshop the topic of “perspective taking” was addressed in depth with several pedagogical strategies that sought to make the point of view of their classmates known and put into practice.

**Figure 20**

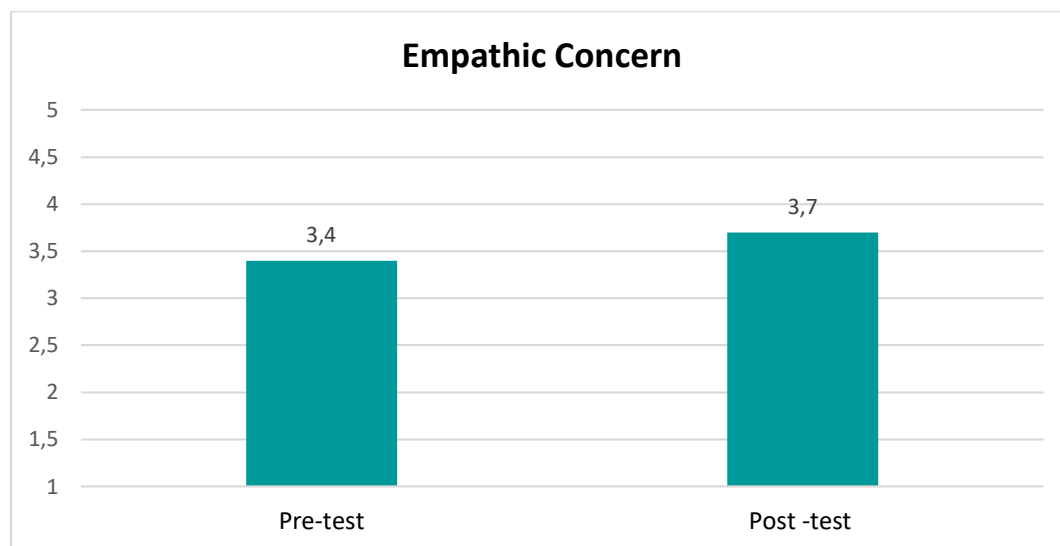
*Comparison of Pre-test and Post-test Fantasy*



The average score on the Fantasy subscale was 3.2 in the post-test, indicating a slight increase of 0.1 points compared to the pre-test, where 3.1 was initially obtained. This suggests that, on average, students showed a slight increase in their ability to immerse themselves in fictitious situations after the intervention period. However, according to the results, students tend to maintain a certain objectivity, and although there was a slight increase in the score, students do not show a high identification with the characters of novels or movies, nor a strong ability to place themselves in their own right. place after watching a play or film.

**Figure 21**

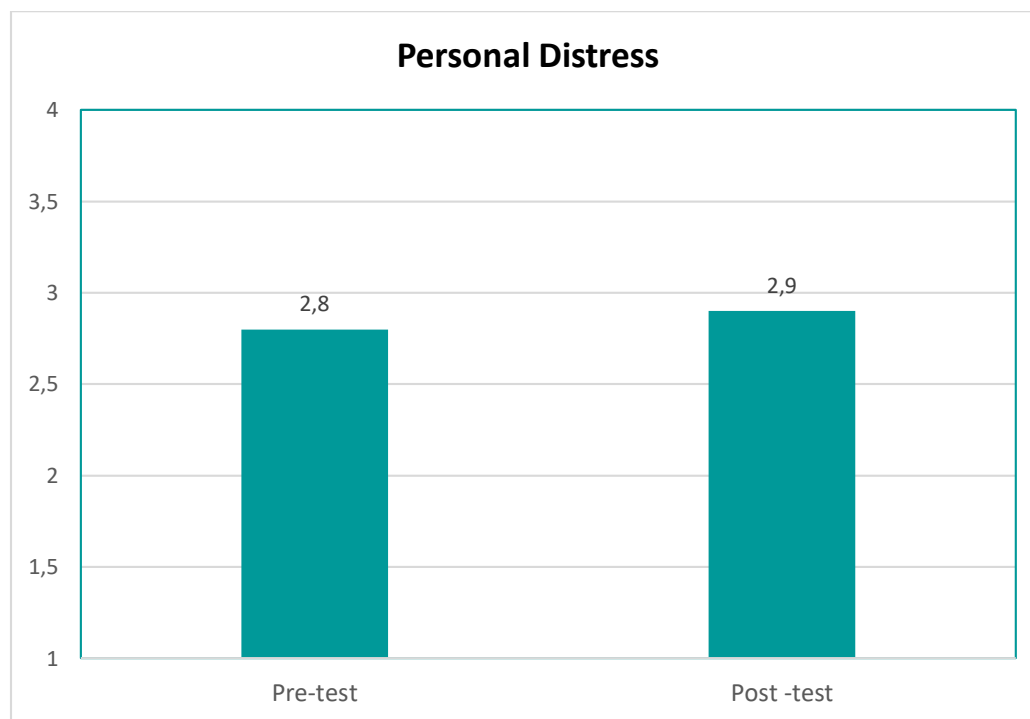
*Comparison of Pre-test and Post-test Empathic Concern*



Empathic Concern, the questions in this subscale typically focus on situations where another person is experiencing difficulty or suffering, and the individual's response indicates the extent to which they care about that person's well-being and how they react emotionally to their situation. The average score on this subscale was 3.7 in the post-test, which represents an increase compared to the pre-test, where a score of 3.4 was initially obtained. The results suggest that the intervention has strengthened students' ability to experience empathy and concern for others. However, although they show a willingness to protect those who are being mocked and a greater concern for people who are in trouble, they do not seem to allow themselves to be greatly affected emotionally by the difficult situations of others. Furthermore, the increase in self-perception of sensitivity may indicate greater recognition and acceptance of students' emotions.

**Figure 22**

*Comparison of Pre-test and Post-test Personal Distress*



Personal Distress subscale assesses a person's tendency to experience emotional distress or personal distress in response to the suffering or difficulties of others. In other words, it measures the extent to which a person feels uncomfortable, anxious, or disturbed when faced with the negative emotions of others. Although this subscale shows the lowest results in the subclasses in both the pre-test and the post-test, a slight increase of 1 point from 2.8 to 2.9 is evident. The results show that the questions that received the highest scores indicate that some individuals feel helpless or afraid in intensely emotional situations, while the question with the lowest scores suggests that students tend to maintain control during emergencies. This may signal a lack of preparation to respond effectively in crises. Therefore, these findings highlight the importance of developing emotional coping skills and emergency training to improve individual's ability to appropriately manage personal distress and respond effectively to difficult

situations. In the intervention carried out in this project, there was no specific workshop on how to react in distressing moments, which is why it can be considered a gap.

According to Mestre Escrivá, V., Frías Navarro, M. D., & Samper García, P. (2004), "feelings of anxiety and discomfort that the subject manifests when observing the negative experiences of others are evaluated" (pg. 255).

### **Students' English Reading Skills**

Regarding the English reading levels of students, a comparison between pre-test and post-test data was conducted, taking into account the grade, reading performance, and the suggested Common European Framework of Reference (CEF) level.

**Table 3**

*Comparison of Sixth-Grade Students' Reading Skills Results Pre-test*

Performance	# of students	Suggested CEF Level	Average
Excellent	4	A2	7,99
Good	4	A1+	5,71
Weak	21	A1	2,77

**Table 4**

*Comparison of Sixth-Grade Students' Reading Skills Results Post-test*

Performance	# of students	Suggested CEF Level	Average
Excellent	3	A2	8,23
Good	7	A1+	6,75
Weak	19	A1	3,30

When comparing the results of the pre-test and the post-test, a variation is observed in the distribution of students at different levels of English proficiency. At level A1, categorized as

"weak", a decrease in students was recorded, going from 21 in the pre-test to 19 in the post-test. On the other hand, at the A1+ level, corresponding to the "good" category, a significant increase was evident, with the number of students going from four in the pre-test to seven in the post-test. In contrast, at level A2, a slight decrease in the number of students was observed, going from four in the pre-test to three in the post-test, however, the average of these students increased from 7.99 to 8.23

The results of the post-test are considered better compared to the pre-test due to several factors. Firstly, the decrease in the number of students located in the low A1 level, categorized as "weak", suggests that the students overcame some difficulties in reading skills and are located in an intermediate A1+ "good" level category. This indicates an overall improvement in student performance, as fewer students are at the lowest proficiency level.

Furthermore, the increase in the number of students located at the intermediate "good" level in the post-test is a positive indicator of student progress. This increase suggests that more students are demonstrating a stronger level of proficiency in English reading skills.

When analyzing the results of level A2, it is observed that one student dropped to level A1+. Despite this individual decline, it is encouraging to note that the overall group average increased. In the post-test, the group's overall average was 4.64, while in the pre-test it was 3.94.

This increase in the group's overall average indicates collective progress in student performance between the pre-test and the post-test. Although one student may have regressed in her proficiency level, it is evident that the majority of students experienced improvements in their English reading ability. It is important to note that the performance of an individual student does not necessarily reflect the performance of the group as a whole. This analysis suggests that,

despite individual variations in performance, the group as a whole demonstrated a higher level of proficiency in English reading skills at the post-test compared to the pre-test.

### **Hypothesis Testing and Operationalization of Variables**

The purpose of this research project is to see the correlation that exists between the levels of empathy and reading skills in students. For this, the following hypothesis was proposed: the development of empathy skills among adolescents from 11 to 13 years old positively impacts the results of reading in English as a foreign language.

For this study, two variables were established: the independent variable, which was empathy, manipulated through pedagogical workshops focusing on empathy, emotion recognition, active listening, and perspective-taking during the intervention phase; and the dependent variable, which was English reading skills, measured through pre-and post-tests.

According to the results of both the pre-text and the post-test, of the two variables, it can be ratified the hypothesis that the higher the level of empathy, the better the results of the student's reading skills in English.

Therefore, it can be stated that pedagogical interventions through workshops achieve an impact on students, thus improving their social interactions and academic results.

Additionally, empathy, as an integral component of students' socioemotional skills, is nurtured and enhanced through various approaches, such as practicing active listening, adopting multiple perspectives, recognizing emotions, and expressing empathy in general. Based on the obtained results, it can be stated that higher levels of empathy among students lead to a more favorable classroom environment, characterized by stronger and more collaborative interpersonal relationships among peers. This conducive environment facilitates more collaborative learning and, as the findings suggest, also correlates with more successful performance in various areas, including English reading. The specific results of this research demonstrated a significant association between levels of empathy and achievements in English comprehension and mastery,

thus supporting the hypothesis that greater empathy development translates into better reading outcomes.

### Reliability and Validity of Analysis and Findings

To evaluate the reliability of the results of the (IRI) Interpersonal Reactivity Index, the Cronbach method is used. Cronbach's method is the reliability analysis proposed by psychologist Lee J. Cronbach. It is a measure used to assess the internal reliability of a (psychological) scale or a test. This coefficient indicates the internal consistency of the items in a scale, that is, it measures how much the items that make up a scale correlate with each other. Cronbach's Alpha coefficient varies between 0 and 1, where a value close to 1 indicates a high internal consistency of the items, which implies that the items reliably measure the same characteristic or construct. On the other hand, a value close to 0 indicates low internal consistency, which suggests that the items do not consistently measure the construct that is intended to be evaluated.

#### Figure 23

*The index Reliability level Cronbach's Alpha value*

#### The index Reliability level Cronbach's Alpha value.



*Note.* Taken from Martins, F., & Paella, S. (2012).pg 169.

To know the degree of reliability of the test, Cronbach's Alpha method is applied. The information obtained was transferred to a database that was analyzed using the SPSS statistical

package. This measure is applied to verify the reliability of the data from both the pre-test and the post-test.

According to the results obtained with Cronbach's Alpha, the reliability is within the *Very Good* category since it exceeds .60, and .625 is obtained in the pre-test, and .690 in the post-test.

## Figure 24

### *Resumen de Estadística de Fiabilidad Pre-Test*

**Resumen de procesamiento de casos**

		N	%
Casos	Válido	29	74,4
	Excluido <sup>a</sup>	10	25,6
	Total	39	100,0

a. La eliminación por lista se basa en todas las variables del procedimiento.

### **Estadísticas de fiabilidad**

Alfa de Cronbach	N de elementos
,625	28

## Figure 25

### *Resumen de Estadística de Fiabilidad Post-Test*

### **Escala: ALL VARIABLES**

**Resumen de procesamiento de casos**

		N	%
Casos	Válido	29	96,7
	Excluido <sup>a</sup>	1	3,3
	Total	30	100,0

a. La eliminación por lista se basa en todas las variables del procedimiento.

### **Estadísticas de fiabilidad**

Alfa de Cronbach	N de elementos
,690	28

To guarantee the reliability of the results of the FLYERS test that measured reading results, it is important to mention that this is an external standardized test, therefore the teacher researcher does not have the power to manipulate the exam questions or the results since these are sent from the company providing the ESL service.

## **Discussions and Conclusions**

### **Introduction to Discussions and Conclusions**

This chapter delves into the discussion and conclusions drawn from the comprehensive analysis and interpretation of the results obtained. It highlights the relevance of socio-emotional skills, particularly empathy, in the contemporary educational context, where their impact on student well-being and academic performance is becoming increasingly evident. In addition to examining the pedagogical implications of these findings, the limitations of the current study are explored, thus acknowledging areas that require further attention and refinement in future research. Lastly, recommendations are offered to guide subsequent investigations, outlining potential areas of interest and methodological suggestions to more effectively address the inherent complexities in studying empathy and its relationship with learning. This chapter seeks to provide a critical reflection on the findings obtained, as well as guidance for future research to continue advancing our understanding of these crucial issues in the educational field.

### **Significance of the Results**

#### ***Summary of the Key Findings***

The students' reading results increased from 7.99 to 8.23.

Within the empathy subcategories, Perspective-Taking and Empathic Concern showed the greatest increase.

Fantasy and Personal Distress were the subcategories with the least increase, each by only one point, and were not specifically addressed in the pedagogical intervention.

Based on the evaluation results of each workshop, it is interpreted that the pedagogical intervention has a positive impact on the classroom environment and students' daily lives.

Pedagogical interventions through workshops are a powerful tool for learning, enhancing both soft skills and hard skills.

### *Interpretation of the Findings*

The significant results obtained in this research project answer the research question "To what extent does developing and strengthening empathy skills impact sixth graders' reading skills results in English as a foreign language at Liceo Gustavo Matamoros León school" by showing that the students' Reading skills scores increased from 7.99 to 8.23. This indicates that the intervention through workshops promoting empathy has a positive impact on the students.

Regarding the results of empathy levels, The analysis of results from this research unveils significant advancements in the categories of Perspective-Taking and Empathic Concern, with notable increases of seven and three points respectively. The ability to adopt others' perspectives and empathetic concern, crucial for empathy development, experienced marked improvements following the implementation of a specific pedagogical workshop. Students demonstrated an enhanced capacity to comprehend the emotions and experiences of their peers, showcasing heightened sensitivity towards their needs and well-being. This shift suggests that the intervention not only positively impacted students' empathy but also bolstered their skills related to perspective-taking and concern for others. In contrast, though the Fantasy and Personal Distress categories also saw increases, these were more modest, indicating the need for further attention in future interventions to address these specific areas of emotional development.

In simple words, Perspective Taking is responsible for understanding the experiences and emotions of others from their perspective. In this research project, a significant seven-point increase was observed in this category, marking the most substantial growth indicating an increase from initial levels of empathy in students. It is imperative to mention that in the

pedagogical intervention, a workshop was developed specifically addressing this category. This indicates that students enhanced their ability to comprehend others' experiences and emotions from their perspective after the intervention, suggesting that students developed greater sensitivity to the experiences and feelings of their peers. This serves as a positive indicator that the intervention positively impacted their empathy and perspective-taking skills.

Another category that had a significant result was Empathic Concern increasing 3 points from its initial evaluation. This subscale assesses feelings of sympathy and concern for others, measuring how individuals prioritize the well-being and emotions of those around them. This increase suggests that students have developed sensitivity to the needs and difficulties of others, demonstrating genuine concern for their welfare. It can be inferred that this increase may have stemmed from the active listening workshop intervention. In this workshop, students exhibited empathy by understanding the emotions and needs of their peers, thus fostering a supportive environment and strengthening interpersonal relationships. As a result, it can be concluded that Empathic Concern and active listening mutually complement each other, promoting more effective and meaningful communication.

Although the Fantasy and Personal Distress categories also increased, it was only one point each. Each increase can be assumed as progress, however, it can be deduced that the small increase could have occurred because the workshops developed in the intervention were not oriented towards the "Fantasy" subscale, which refers to a person's tendency to identify with fictional characters, evaluating the imaginative capacity to put oneself in other people's situations. On the other hand, the Personal Distress or Discomfort (PD) subscale evaluates emotional reactions, but in this case, it is related to the personal discomfort that we experience

when witnessing the suffering of others and in the same way, it was not worked on in depth in a specific workshop.

### ***Implications of the Findings***

Based on the evaluation results of each workshop, it is interpreted that the pedagogical intervention has a positive impact on the classroom environment and students' daily lives. This indicates that promoting empathy not only benefits students' emotional well-being but also can significantly enhance their academic performance and reading comprehension. This correlation between empathy and reading skills underscores the importance of adopting a holistic approach to education, one that recognizes and fosters the development of both academic and socio-emotional skills. In a school environment that fosters empathy and understanding among students, collaborative learning and active participation in reading activities can be more conducive. Students may feel more motivated and engaged with texts when they feel understood and supported by their peers.

The final results show an increase in both empathy levels and reading results, so it can be assumed that the promotion of empathy not only benefits the emotional well-being of students but can also significantly improve their academic performance and their reading skills in this specific case. This correlation between empathy and reading skills underscores the importance of taking a holistic approach to education, one that recognizes and encourages the development of both academic and social-emotional skills.

### ***Pedagogical and Research Implications for the Field of Study***

The implications for both pedagogy and research in the educational field are substantial, as highlighted by the findings of this research study. The significant advancements observed in the categories of Perspective Taking and Empathic Concern underscore the efficacy of targeted

pedagogical interventions in fostering empathy development among students. By implementing a specific workshop addressing perspective-taking, students demonstrated tangible improvements in their ability to understand and empathize with the experiences and emotions of others from their perspective. This indicates an increase in initial levels of empathy and suggests the potential for broader applications of similar interventions to enhance students' interpersonal skills and emotional intelligence.

Furthermore, the notable increase in Empathic Concern, coupled with the observed correlation with active listening workshops, highlights the interconnectedness of empathy and effective communication. Students' heightened sensitivity to the needs and well-being of their peers reflects the positive impact of interventions focused on fostering empathetic attitudes and behaviors. This underscores the importance of integrating activities and strategies aimed at promoting empathic concern within educational curricula to cultivate a supportive and inclusive learning environment.

However, the more modest increases observed in the Fantasy and Personal Distress categories underscore the need for further attention in future interventions. While these areas may not have been extensively addressed in the specific workshops implemented in this study, their significance in emotional development cannot be overlooked. Future research endeavors could explore tailored interventions targeting these specific areas to ensure a comprehensive approach to empathy development among students. Research implications explain the significance of the study findings and their potential impact on researchers or specific subgroups beyond the basic data, emphasizing the importance of linking research findings to real-world applications.

The pedagogical intervention specifically designed to promote empathy among students shows a positive effect not only on empathy levels but also on their reading skills. Within the educational context, empathy and reading skills are related; when students have a deep understanding of characters, their motivations, and emotions, it is easier for them to interpret literary and non-literary texts. Students with higher levels of empathy are likely better able to connect with characters and understand the complexities of situations presented in the texts they are reading. This can translate into greater reading comprehension and analytical skills.

### **Research and Limitations**

Throughout this research project, several limitations were encountered, both within the existing literature and during the intervention phase.

In educational research, affective pedagogy studies emotions and feelings. However, there is little literature on empathy as an individual entity in the English as a foreign language learning process. “Empathy is a skill that can be developed at all ages, starting from infancy, and can be trained through active listening and a series of activities and guidelines” Montejano (2019, p 10). This research study is limited to investigating the effect of developing empathy on English language learning in young adolescents aged 11 to 13 years old, so the results of this study research are limited to this population group, although it provides valuable information about a specific population, the findings may not be generalizable to other age groups or educational settings.

Another limitation of this study is the limited number of participants, which may not be representative of the entire population and could affect the generalizability of the findings. Additionally, the absence of a control group makes it difficult to determine whether the observed effects are solely due to the intervention or influenced by other factors.

During the intervention phase, a limited scope was found in the implementation of the workshops, as these primarily focused on perspective-taking and empathic concern, with less emphasis on fantasy and personal distress. This may have influenced the magnitude of changes observed in these latter categories. Therefore, the findings related to fantasy and personal distress should be interpreted with caution, as they may not fully capture the impact of interventions targeting these areas.

Overall, while the study provides valuable information about the relationship between empathy development and reading skills among sixth-grade students, these potential limitations should be considered when interpreting the findings and designing future research endeavors.

### **Recommendations for Further Research**

As we continue to explore the intricate relationship between empathy development and students' reading skills, it becomes evident that there is much more to uncover, for further research. It would be valuable to delve into empathy aspects that directly relate to students' reading skills, not just within the classroom but also in other academic and non-academic settings. This approach would offer a more holistic understanding of the dynamics of empathy development and its implications. By exploring these areas, it can be gained a fuller picture of how empathy impacts learning. Additionally, future studies could benefit from employing larger sample sizes to enhance the robustness of findings and improve the generalizability of results. Regarding intervention duration, extending the intervention period by implementing more workshops and pedagogical strategies aimed at strengthening empathic skills could provide valuable insights into the long-term effectiveness of such interventions. Furthermore, it would be pertinent to investigate the broader impact of these interventions across various domains and explore avenues for their integration into school curricula. While this research project identified correlations between the variables under investigation, establishing causality and the direction of the relationship requires further exploration through longitudinal designs or experimental interventions. By addressing these recommendations, future research endeavors can contribute significantly to a deeper understanding of the interaction between empathy development and reading proficiency among students.

## Conclusions

Considering that the objective of this research was “To establish how enhancing empathy skills positively influences the English reading skills results of sixth-grade students at Gustavo Matamoros León High School” It can be concluded that promoting empathy does have a positive impact on student outcomes. The state-of-the-art surrounding empathy indicates that it contributes to both social skills and a disposition toward learning. This suggests that the development of empathic skills positively impacts learning.

Regarding the specific objectives involving the application of a variation of the Interpersonal Reactivity Index (IRI) as a tool to qualitatively and quantitatively measure and analyze the levels of empathy skills of sixth-grade students, it is concluded that it is an effective tool for the proposed objective. Similarly, the second specific objective, which consisted of assessing the English reading proficiency levels of students in their initial phase and after the pedagogical intervention by administering the FLYERS test, was met, providing significant data for the ratification of the hypothesis. Regarding the third specific objective of implementing pedagogical strategies, through workshops, to familiarize students with empathic skills and foster their implementation, it is concluded that they had a great impact on students and the class environment. The findings of this research underscore the transformative potential of specific pedagogical interventions aimed at fostering empathy and socio-emotional skills among students. By understanding the effects of interventions on specific aspects of empathy, teachers or researchers can design effective strategies to promote empathy development in educational settings, ultimately contributing to students' holistic growth and well-being. It can be considered that this study provides references to teachers who work with students of this age, so that not

only can reading skills in a foreign language be improved, but they can transcend to other fields in the school.

Although after the pedagogical intervention from which aspects corresponding to empathy were promoted, there was an increase in English reading results, it cannot be established that this was the determining factor, since in parallel the students continued regularly with their English reading plan classes.

However, observations indicate a better classroom atmosphere, more collaborative, participatory, and respectful, facilitating better development of the subjects. In this regard, Osuna, M. (2011) states referring to language learning that "Group work is one of the most effective ways in the classroom since through this technique the student is stimulated by his classmates and through this means he has the opportunity to learn new vocabulary, reinforce his pronunciation and share new points of view."

By relating the objectives to the results it can be concluded that promoting empathy not only benefits students' emotional well-being but can also significantly improve their academic performance and reading skills. This correlation between empathy and reading skills highlights the importance of adopting a holistic approach to education, one that recognizes and fosters the development of both academic and socio-emotional skills, in this sense, schools could promote a more inclusive and caring environment. This could lead to a decrease in bullying and an increase in acceptance of diversity in the school environment.

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## Apendicces

### Appendix A

#### *Interpersonal Reactivity Index Questionnaire (IRI) Mark H Davis (1980). Original version*

##### INTERPERSONAL REACTIVITY INDEX QUESTIONNAIRE

1. I daydream and fantasize, with some regularity, about things that might happen to me.  
(FS)
  2. I often have tender, concerned feelings for people less fortunate than me. (EC)
  3. I sometimes find it difficult to see things from the "other guy's" point of view. (PT)
  4. Sometimes I don't feel very sorry for other people when they are having problems. (EC)
  5. I really get involved with the feelings of the characters in a novel. (FS)
  6. In emergency situations, I feel apprehensive and ill-at-ease. (PD)
  7. I am usually objective when I watch a movie or play, and I don't often get completely caught up in it. (FS)
  8. I try to look at everybody's side of a disagreement before I make a decision. (PT)
  9. When I see someone being taken advantage of, I feel kind of protective towards them.  
(EC)
  10. I sometimes feel helpless when I am in the middle of a very emotional situation. (PD)
  11. I sometimes try to understand my friends better by imagining how things look from their perspective. (PT)
- Self-Report Measures for Love and Compassion Research: Empathy
12. Becoming extremely involved in a good book or movie is somewhat rare for me. (FS)
  13. When I see someone get hurt, I tend to remain calm. (PD)
  14. Other people's misfortunes do not usually disturb me a great deal. (EC)
  15. If I'm sure I'm right about something, I don't waste much time listening to other people's arguments. (PT)
  16. After seeing a play or movie, I have felt as though I were one of the characters. (FS)
  17. Being in a tense emotional situation scares me. (PD)

18. When I see someone being treated unfairly, I sometimes don't feel very much pity for them. (EC)
19. I am usually pretty effective in dealing with emergencies. (PD)
20. I am often quite touched by things that I see happen. (EC)
21. I believe that there are two sides to every question and try to look at them both. (PT)
22. I would describe myself as a pretty soft-hearted person. (EC)
23. When I watch a good movie, I can very easily put myself in the place of a leading character. (FS)
24. I tend to lose control during emergencies. (PD)
25. When I'm upset at someone, I usually try to "put myself in his shoes" for a while. (PT)
26. When I am reading an interesting story or novel, I imagine how I would feel if the events in the story were happening to me. (FS)
27. When I see someone who badly needs help in an emergency, I go to pieces. (PD)
28. Before criticizing somebody, I try to imagine how I would feel if I were in their place. (PT)

PT = perspective-taking scale

FS = fantasy scale

EC = empathic concern scale

PD = personal distress scale

## Appendix B

*Pilot Test. Spanish Version Sourced from Psicoderma (2004) titled La medida de la Empatía:*

*Analisis del Indice de Reactividad Interpersonal*

**Pilot test. Spanish Version Sourced from Psicoderma (2004) titled La medida de la empatía: Analisis del Indice de Reactividad Interpersonal. Pilot Test.**

Apellidos y Nombre .....

Edad ..... Curso ..... fecha .....

Las siguientes frases se refieren a tus pensamientos y sentimientos en una variedad de situaciones. Para cada cuestión indica cómo te describe eligiendo la puntuación de 1 a 5 (1= no me describe bien; 2= me describe un poco; 3= me describe bastante bien; 4= me describe bien y 5= me describe muy bien). Cuando hayas elegido tu respuesta, marca con una cruz la casilla correspondiente. Lee cada frase cuidadosamente antes de responder.

Contesta honestamente. GRACIAS.

<b>Pregunta</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Sueño y fantaseo, bastante a menudo, acerca de las cosas que me podrían suceder.					
2. A menudo tengo sentimientos tiernos y de preocupación hacia la gente menos afortunada que yo.					
3. A menudo encuentro difícil ver las cosas desde el punto de vista de otra persona.					
4. A veces no me siento muy preocupado por otras personas cuando tienen problemas.					
5. Verdaderamente me identifico con los sentimientos de los personajes de una novela.					
6. En situaciones de emergencia me siento aprensivo e incómodo.					

7. Soy normalmente objetivo cuando veo una película u obra de teatro y no me involucro completamente.
8. Intento tener en cuenta cada una de las partes (opiniones) en un conflicto antes de tomar una decisión.
9. Cuando veo que a alguien se le toma el pelo tiendo a protegerlo
10. Normalmente siento desesperanza cuando estoy en medio de una situación muy emotiva.
11. A menudo intento comprender mejor a mis amigos imaginándome cómo ven ellos las cosas (poniéndome en su lugar).
12. Resulta raro para mí implicarme completamente en un buen libro o película.
13. Cuando veo a alguien herido tiendo a permanecer calmado.
14. Las desgracias de otros normalmente no me molestan mucho.
15. Si estoy seguro que tengo la razón en algo no pierdo tiempo escuchando los argumentos de los demás.
16. Después de ver una obra de teatro o cine me he sentido como si fuera uno de los personajes.
17. Cuando estoy en una situación emocionalmente tensa me asusto.
18. Cuando veo a alguien que está siendo tratado injustamente a veces no siento ninguna compasión por él.
19. Normalmente soy bastante eficaz al ocuparme de emergencias.
20. A menudo estoy bastante afectado emocionalmente por cosas que veo que ocurren.

21. Pienso que hay dos partes para cada cuestión e intento tener en cuenta ambas partes.
22. Me describiría como una persona bastante sensible.
23. Cuando veo una buena película puedo muy fácilmente situarme en el lugar del protagonista.
24. Tiendo a perder el control durante las emergencias.
25. Cuando estoy disgustado con alguien normalmente intento ponerme en su lugar por un momento.
26. Cuando estoy leyendo una historia interesante o una novela imagino cómo me sentiría si los acontecimientos de la historia me sucedieran a mí.
27. Cuando veo a alguien que necesita urgentemente ayuda en una emergencia me derrumbo.
28. Antes de criticar a alguien intento imaginar cómo me sentiría si estuviera en su lugar.

## Appendix C

*The Final Instrument is an Adaptation of the Interpersonal Reactivity Index Questionnaire (IRI)*

*by Mark H Davis (1980)*

**The Final Instrument is an Adaptation of the Interpersonal Reactivity Index Questionnaire (IRI) by**

**Mark H Davis (1980).**

Apellidos y Nombre .....

Edad ..... Curso ..... fecha: .....

Las siguientes frases se refieren a tus pensamientos y sentimientos en una variedad de situaciones. Para cada cuestión indica cómo te describe eligiendo la puntuación de 1 a 5 (1= no me describe bien; 2= me describe un poco; 3= me describe bastante bien; 4= me describe bien y 5= me describe muy bien). Cuando hayas elegido tu respuesta, marca con una cruz la casilla correspondiente. Lee cada frase cuidadosamente antes de responder.

Contesta honestamente. GRACIAS

Descripción	1	2	3	4	5
1. Sueño y fantaseo, bastante a menudo, acerca de las cosas que me podrían suceder (FS).					
2. A menudo tengo sentimientos tiernos y de preocupación hacia la gente menos afortunada que yo (EC).					
3. A menudo encuentro difícil ver las cosas desde el punto de vista de otra persona (PT).					
4. A veces no me siento muy preocupado por otras personas cuando tienen problemas (EC).					
5. Verdaderamente me identifico con los sentimientos de los personajes de una novela. (FS).					
6. En situaciones de emergencia me siento con temor e incómodo. (PD).					
7. Soy normalmente objetivo cuando veo una película u obra de teatro y no me involucro completamente. (FS).					
8. Intento tener en cuenta cada una de las partes (opiniones) en un conflicto antes de tomar una decisión. (PT).					

9. Cuando veo que a alguien se le toma el pelo (burla) tiendo a protegerlo. (EC).
10. A veces me siento impotente cuando estoy en medio de una situación muy emocional. (PD).
11. A menudo intento comprender mejor a mis amigos imaginándome cómo ven ellos las cosas (poniéndome en su lugar) (PT).
12. Resulta raro para mí implicarme completamente en un buen libro o película. (FS).
13. Cuando veo a alguien herido tiendo a permanecer calmado. (PD).
14. Las desgracias de otros normalmente no me molestan mucho. (EC).
15. Si estoy seguro que tengo la razón en algo no pierdo tiempo escuchando los argumentos de los demás. (PT).
16. Después de ver una obra de teatro o cine me he sentido como si fuera uno de los personajes. (FS).
17. Cuando estoy en una situación emocionalmente tensa me asusto. (PD).
18. Cuando veo a alguien que está siendo tratado injustamente a veces no siento ninguna compasión por él. (EC).
19. Normalmente soy bastante eficaz al ocuparme de emergencias. (PD).
20. A menudo estoy bastante afectado emocionalmente por cosas que veo que ocurren. (EC).
21. Pienso que hay dos partes para cada cuestión e intento tener en cuenta ambas partes. (PT).
22. Me describiría como una persona bastante sensible. (EC).
23. Cuando veo una buena película puedo muy fácilmente situarme en el lugar del protagonista. (FS).
24. Tiendo a perder el control durante las emergencias. (PD).

25. Cuando estoy disgustado con alguien normalmente intento ponerme en su lugar por un momento. (PT).
26. Cuando estoy leyendo una historia interesante o una novela imagino cómo me sentiría si los acontecimientos de la historia me sucedieran a mí. (FS).
27. Cuando veo a alguien que necesita urgentemente ayuda en una emergencia me derrumbo. (PD).
28. Antes de criticar a alguien intento imaginar cómo me sentiría si estuviera en su lugar. (PT).

## Appendix D

### *Invitation and Informed Consent Form*

#### **Invitation and Informed Consent Form**

Yopal-Casanare, 21 de abril de 2023

Señores: padres de familia grado sexto

Liceo Gustavo Matamoros León.

**Asunto:** Invitación de participación al proyecto de investigación “La empatía como entidad transformadora del aprendizaje de la competencia lectora en inglés como lengua extranjera en adolescentes”.

Cordial saludo.

Mi nombre es Laura Natali Orjuela Hurtado, actualmente docente de planta del Liceo Gustavo Matamoros León y estudiante de cuarto semestre de la maestría en Mediación Pedagógica en el Aprendizaje Del Inglés, en la universidad Nacional Abierta y a Distancia UNAD. La presente tiene como fin dar a conocer el proyecto investigativo que estoy llevando a cabo, y solicitar la autorización para que sus hijos sean parte de este proyecto. A continuación, presento los detalles del proyecto investigativo.

Este proyecto de investigación tiene como objetivo determinar la correlación entre los niveles de empatía y las habilidades de lectura en inglés como lengua extranjera de los estudiantes de grado sexto del Liceo Gustavo Matamoros León.

#### **Introducción**

La empatía es una habilidad valiosa que permite comprender y conectar con los sentimientos, pensamientos y experiencias de otras personas. También mejora la comunicación y fortalece los procesos sociales y académicos. Por ello, este proyecto de investigación quiere conocer cómo influye el desarrollo de la capacidad de empatía en el aprendizaje de la lectura en inglés como lengua extranjera. Esta investigación pretende contribuir a establecer que la empatía es una variable en el aprendizaje de un nuevo idioma.

#### **Metodología.**

La duración del proyecto es de 6 semanas. Inicialmente se aplicará el pre-test para establecer los niveles de comprensión lectora y los niveles de empatía, luego se realizarán actividades que promuevan la empatía y finalmente se realizará el post-test y se analizarán los datos. Por la naturaleza del proyecto de investigación, no

existen riesgos que afecten la integridad de los participantes. Los resultados de las pruebas no serán expuestos individualmente, sino que serán tratados estadísticamente para proteger la identidad de los participantes.

En caso de sugerencias o preguntas de alguno de los participantes o de sus tutores, se dispondrá del número de teléfono del investigador, así como de su dirección de correo electrónico.

Investigador: Laura Natali Orjuela Hurtado

Teléfono: 3142363761

Correo electrónico: lnorjuelah@unadvirtual.edu.co

natalihurtado2905@gmail.com

Agradezco de antemano su atención y colaboración.

De acuerdo a la información expuesta y si esta de acuerdo con la participación de sus hijos se solicita diligenciar los siguientes datos.

Yo \_\_\_\_\_ con Cédula de Ciudadanía no. \_\_\_\_\_ si \_\_\_\_\_  
no \_\_\_\_\_ autorizo a mi hij@ \_\_\_\_\_ actualmente en grado sexto a participar en el proyecto de investigación “La empatía como entidad transformadora de los resultados en las habilidades lectoras en inglés en jóvenes adolescentes de sexto grado del colegio Gustavo Matamoros León. En las instalaciones del Liceo del Ejército, Liceo Gustavo Matamoros León.

\_\_\_\_\_  
Firma padre de familia o acudiente.

Cédula: \_\_\_\_\_

Nota: esta autorización solo puede ser firmada por los padres de familia o acudientes.

## Appendix E

### *Students Version Workshop 1 Recognizing Our Emotions*

#### Students Version Workshop 1 Recognizing Our Emotions

<b>Title</b>	Workshop: "Recognizing our emotions"				
<b>Grade</b>	Sixth	<b>Responsible</b>	Laura Natali Orjuela Hurtado, student of the Master in Pedagogical Mediation in English Learning at UNAD University.		
<b>Subject</b>	English				
<b>Date:</b>		<b>Start time</b>		<b>Ending time</b>	

**Objective:** To recognize and defines different emotions.

Specific objective: By the end of the workshop, students will have a better self-knowledge of their emotions.

¡Let's start !

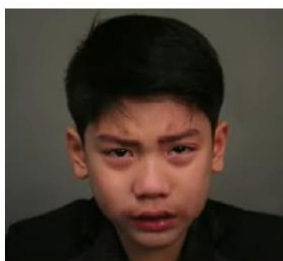
Warming up activity

**Activity 1.** Brainstorming about emotions.

- What are emotions?
- Which ones do you know?
- Are they good or bad? Why or why not?

**Activity 2:** video activity "What are Emotions?"

Before watching: Can you recognize how are they feeling? In the space below the picture, write the emotion you consider, there are extra options. Fright, loved, curious, happy, sad, angry, optimistic, proud.



**Activity 3** While watching: the video will stop in minute 1'35" and you will be asked if you have been in a similar situation in school.

After watching a video: socialize the ideas from the video.

What emotions did you recognize? \_\_\_\_\_

Have you learned about a new emotion? \_\_\_\_\_

What was interesting about the video and what wasn't? \_\_\_\_\_

**Activity 4:** you will observe the image of emotions and as a group Will clarify the meaning if there is any doubt, then you will answer the question given according to your own experiences or perceptions, remember to use the image as a hint.

How do you feel when mom scolds you? \_\_\_\_\_

## How do you feel?



How do you feel when a friend hurts or hits you? \_\_\_\_\_

How do you feel when you go to a park, a trip, or a party? \_\_\_\_\_

How do you feel when you see a brave dog? \_\_\_\_\_

How do you feel when you can't sleep? \_\_\_\_\_

How do you feel when you go to school? \_\_\_\_\_

How do you feel when it's night and the light goes out? \_\_\_\_\_

How do you feel when the teacher congratulates you? \_\_\_\_\_

How do you feel when your friends fight each other? \_\_\_\_\_

How do you feel when you are sick? \_\_\_\_\_

How do you feel when someone is kind? \_\_\_\_\_

**Activity 5:** The Clock Emotions

You will receive a sheet with the clock of emotions, and according to the image of emotions, you will write in which situation have you felt that emotion.

**Activity 6:** socialization of the clock of emotions.

You will be able to share your clock of emotions, and then we will see if there are common situations and what are different from your classmates.

**Activity 7:** building conclusions.

A final reflection on the importance of recognizing our emotions will be built.

Please write a conclusion of the activity you can use the following questions to build your conclusion.

How do you feel at this moment?

Do you think that knowing your emotions helps you in your daily life?

How do you think your emotions can affect your relationships with others?

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According to the image of emotions, write in which situation have you felt that emotion.



## Appendix F

### *Teacher's Version Workshop 1 Recognizing Our Emotions*

#### Workshop 1. Teacher's version Recognizing Our Emotions

<b>Grade</b>	Sixth	<b>Responsible</b>	Laura Natali Orjuela Hurtado, student of the Master In Pedagogical Mediation In English Learning at UNAD University.		
<b>Subject</b>	English				
<b>Grade</b>	28 / 09 / 2023	<b>Start time</b>		<b>Ending time</b>	

**Objective:** To generate emotional awareness in students, promoting a deeper understanding of their emotions and how they influence the ability to empathize with others.

**Specific objective:** To generate situations for self-knowledge of emotions in students.

To generate a space where students listen and share their own emotions.

**Rational:** This is the first workshop on the recognition of emotions, providing participants with a space for a deeper understanding of their emotions and how they influence the ability to empathize with others. This workshop wishes to foster a greater emotional connection between participants by allowing them to share their own emotional experiences and listen to the experiences of others, creating an environment of support and mutual understanding and in this way contributing to the strengthening and development of empathy.

As Tania Singer, the director of the social neuroscience department at the Max Planck Institute for Human Cognitive and Brain Sciences, in Leipzig, says, "You need to understand your feelings to understand the feelings of others.

Daniel Goleman's Theory of Emotional Intelligence argues that understanding one's own emotions is a fundamental part of emotional intelligence, and this skill is essential for understanding and relating to others.

The concept of metallization refers to a mental activity, predominantly preconscious, often intuitive and emotional, that allows the understanding of one's own and others' behavior in terms

of mental states and processes. In a broader sense, it refers to an essential capacity for emotional regulation and the establishment of satisfactory interpersonal relationships Castelli, G. L (2011).

If we do not understand what we feel and why we feel it, it will be difficult to empathize with the feelings of others.

**Warming up:**

To ask if they have heard about the word empathy and what are their ideas about it.

To do a brainstorm about the term empathy.

To build the concept of empathy among everyone.

To contrast the concept constructed with the concept presented by the UN.

To show the poster given by the UN

To observe the poster and communicate what the poster expresses:

Let's start

**Activity 1.** Brainstorming about emotions.

1.1 What are emotions?

Define and explore the concept of emotions.

Encourage students to express their understanding of emotions.

1.2 Types of emotions:

List and discuss various emotions.

Prompt students to name and describe different emotions they are aware of.

1.3 Evaluating emotions:

Consider whether emotions can be categorized as "good" or "bad."

Encourage students to reflect on the reasons behind their categorizations. Why do they consider some emotions positive or negative?

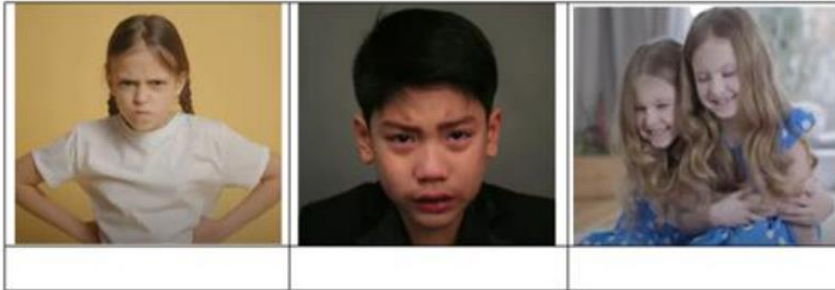
**Activity 2.** To watch an introductory video “What are Emotions?”

[https://www.youtube.com/watch?v=Z6SGZ\\_UpIZM](https://www.youtube.com/watch?v=Z6SGZ_UpIZM)

Before watching:

Can you recognize how are they feeling?

Fright, loved, curious, happy, sad, angry, optimistic, proud



**Activity 3** While watching: stop the video at minute 1’35’’ and ask students if they have felt frustrated at school or in a similar situation.

After watching a video:

To socialize the ideas from the video by asking:

What emotions did they recognize?

If they learn about a new emotion.

What was interesting about the video and what wasn’t?

**Activity 4.** Students will observe the image of emotions and we will clarify the meaning if there is any doubt, then students will answer the questions given according to their own experiences or perceptions, they can use the image as a hint.

## How do you feel?



How do you feel when mom scolds you?

How do you feel when a friend hurts or hits you?

How do you feel when you go to a park, a trip, or a party?

how do you feel when you see a brave dog?

how do you feel when you can't sleep?

how do you feel when you go to school?

How do you feel when it's night and the light goes out?

How do you feel when the teacher congratulates you?

how do you feel when your friends fight each other?

how do you feel when you are sick?

How do you feel when someone is kind?

Activity 5: “The Clock Emotions”

Each student will receive a sheet with the clock of emotions, (annex 1), and according to the image of emotions, students write in which situation have they felt that emotion.

Activity 6: I will ask students who want to socialize the clock of emotion, we will see if there are common situations and what are different.

A final reflection about the importance of recognizing our emotions will be built and, students will be asked to give their conclusion of the activity.

## Appendix G

### *Teacher's Version Workshop 2 Active Listening*

#### Workshop 2. Teacher's Version Active Listening

<b>Title</b>	Workshop #2: "Active listening" Teacher's version.			
<b>Grade</b>	Sixth	<b>Responsible</b>	Laura Natali Orjuela Hurtado, student of the Master in Pedagogical Mediation in English Learning at UNAD University.	
<b>Subject</b>	English			
<b>Date:</b>		<b>Start time</b>		<b>Ending time</b>

**General Objective:** To promote active listening skills among students considering different perspectives.

**Specific objective:** By the end of this workshop, students will be able to apply different strategies to improve active listening skills in school settings.

¡Let's start!

#### **Warm-Up Activity:** Exploring Active Listening

The objective of this warm-up activity is to introduce students to the concept of active listening and create a supportive learning environment. This brainstorming activity aims to set a positive tone for the workshop and prepare students to explore active listening techniques and strategies.

A presentation will be shown; students can be organized in a semi-circle so everyone can see the presentation. Then, the teacher shows the presentation and on slide 4, the teacher formulates the proposed questions and invites students to answer them by taking turns brainstorming about active listening. The questions are related to two categories: Familiarity with Active Listening and Reflecting on Personal Listening Habits.

Familiarity with Active Listening:

Have you encountered the concept of active listening before?

What is your understanding of active listening?

Reflecting on Personal Listening Habits:

Take a moment to consider your listening habits.

Do you believe you actively listen to your classmates when they speak?

Do you think your classmates listen to you? why or why not?

Link of the presentation:

<https://view.genial.ly/6529f567bba50d0010e27a89/interactive-content-quiz-sketch-animado>

**Activity 1:** Presentation of active listening and its characteristics.

We will take a tour of the characteristics of active listening. On slide six we will start with the question, "Does anyone remember being taught to listen?", we will continue with slide six where we find the difference between hearing and listening. On slide 8 we find some general characteristics and definitions of active listening, on slide 9 it shows six strategies to improve our active listening, then each of them is explained in detail. Slides 10-16.

Stop in each slide to clarify concepts listen to students' ideas or perceptions, and allow students to share their experiences. Set the time for interventions. No more than 2 minutes for students.

<https://view.genial.ly/6529f567bba50d0010e27a89/interactive-content-quiz-sketch-animado>

**Activity 2:** Improvising a Story

Improvising a Story is a pedagogical dynamic of creative thinking, teamwork, active listening, and effective communication skills. It involves spontaneously creating a narrative without a predetermined script or plan. Participants take turns contributing to the story, building on each other's ideas, and weaving a plot as they go along. This creative and often collaborative exercise encourages quick thinking, imagination, and effective communication skills,

The objectives of the Improvising a Story dynamic are:

Experience the achievement of an objective with the participation of everyone's free ideas.

Use individual contributions to achieve a creative product.

Listen with full awareness to the interlocutor's message, to understand what they are saying, and continue the story.

Enrich ourselves with the imagination of others.

The instructions and methodology of the activity are explained in slides 19-20

<https://view.genial.ly/6529f567bba50d0010e27a89/interactive-content-quiz-sketch-animado>

**First:** students should sit in a circle.

**Second:** The teacher reads a story fragment and asks the students to continue the story.

**Third:** To continue the story, the students have a small ball and throw it to the classmate who wants it to continue.

**Fourth:** Although the students are sitting in a circle, they do not have to participate in strict order, so students must be attentive and listen carefully to avoid repeating events

**Fifth:** when everyone has participated, the end of the story will be built among students.

**Activity 3** Generating conclusions: Refers to extracting logical results or final ideas from information, observations, or arguments. In this case, students will use the information given to make deductions, inferences, or final judgments based on the information and context provided. Students can use the following questions to generate a conclusion about the activity.

- What elements do you think were essential to create the story?
- Do you think that active listening changes the development of story creation?
- Were there times when there were disagreements about the direction of the story? How were they resolved?
- Do you think this activity encouraged active listening?
- How did you feel during the group storytelling activity? What emotions did you experience?
- Do you consider it important to listen to others and build on their ideas?
- Do you think this activity fostered collaboration in the group? Why or why not?
- What advice would you give to other groups wanting to tell stories collaboratively?



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<b>Title</b>	Workshop #2: "Active listening and perspective taking" Generating conclusions		
<b>Grade</b>	Sixth	<b>Responsible</b>	Laura Natali Orjuela Hurtado, student of the Master in Pedagogical Mediation in English Learning at UNAD University.
<b>Subject</b>	English		

You can use the following questions to generate a conclusion about the activity

- What elements do you think were essential to create the story?
- Do you think that active listening changes the development of story creation?
- Were there times when there were disagreements about the direction of the story? How were they resolved?
- Do you think this activity encouraged active listening?
- How did you feel during the group storytelling activity? What emotions did you experience?
- Do you consider it important to listen to others and build on their ideas?
- Do you think this activity fostered collaboration in the group? Why or why not?
- What advice would you give to other groups wanting to tell stories collaboratively?

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Thank you!!



## Appendix H

### Teacher's Version Workshop 3 Perspective Taking



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<b>Title</b>	Workshop #3 "Perspective taking" Teacher's version		
<b>Grade</b>	Sixth	<b>Responsible</b>	Laura Natali Orjuela Hurtado, student of the Master in Pedagogical Mediation in English Learning at UNAD University.
<b>Subject</b>	English		
<b>Date:</b>		<b>Start time</b>	<b>Ending time</b>

#### General Objective:

To promote interpersonal communication by considering and respecting individual perspectives in English class interaction.

#### Specific objective:

At the end of this workshop, students will be able to engage in empathetic and effective communication, applying perspective-taking strategies in school environments to build stronger relationships based on respect.

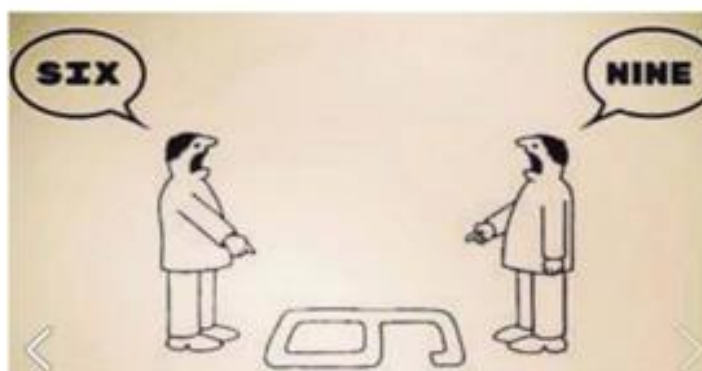
¡Let's start!

#### Introducing Perspective-Taking

##### Warming up: Image Observation Activity: Engaging Students' Visual Analysis

This warm-up activity aims to introduce the concept of perspective-taking using a visual aid. Students will explore how different perspectives can influence our perceptions and understanding. This activity aims to awaken the attention and interest of students to introduce the concept of perspective-taking.

The image is presented and students are asked to look carefully for about a minute. Slide 6  
<https://view.genial.ly/65346db9a5eb670011dbd9ff/?interactive-content-copia-active-listening>



After examining the image, the teacher proposes the following questions to brainstorm ideas about



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the perspective taken. Slide 7

What do you think about the image?  
Why do the boys seem to disagree?  
Do you consider that a conflict can arise from this situation?  
Do you know the concept of perspective?  
Have you been in a similar situation?

When the participation of the brainstorm is finished, the teacher presents the definition and explanation. Slide 8.

**Activity 1:** Presentation of Perspective-taking.

The aim of the presentation of Perspective-taking activity is for students to comprehend the definition of Perspective-Taking, and relate it to their prior knowledge for a deeper understanding. Participating in a reflective dialogue where the importance of Perspective-Taking is addressed, encouraging them to think critically about how Perspective-Taking can influence their interactions and relationships with others.

**First:** The teacher shows the definition on slide 8, and asks students to read it, then a volunteer student might read it aloud.

**Second:** The teacher asks students if the definition is similar to what they have mentioned in the warming-up activity, generating a short dialog.

**Third:** The teacher asks students if they consider Perspective-Taking essential and why. After listening to students' ideas the teacher shows slide nine and provides supporting ideas, about the importance of Perspective-Taking.

\* This activity will be recorded photographically and with audio recordings.

**Activity 2:** Sharing our perspectives.

This activity aims for students to express their points of view on five straightforward topics, engaging in meaningful discussions by sharing perspectives and actively listening to those of their peers.

The teacher gives the worksheet to the students and explains the activity, establishing that it has two moments, the first is individual and, they will have 10 minutes to write their perceptions on the proposed topics.

The second moment is by group, students will organize themselves in groups of 3 and comment on their answers for 10 minutes. Each student will take turns sharing their perspective.

While students are in the activity, the teacher reads them the reminder from slide 10

Students' Reminder: While your partner/group member shares their perspective, practice active listening. Pay attention to what they are saying, ask questions for clarification, and show respect for their point of view, even if it's different from yours... it's going to be great!!



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See Annex 1.

Annex 1 is taken from the Perspective-Taking Social Skills Lesson from Kristina Scully 2020.  
<https://www.teacherspayteachers.com/Product/Perspective-Taking-Social-Skills-Lessons-Printable-and-Digital-Activities-3627307>

Closing activity:

As a group, take a few moments to recap the main points or takeaways from the activity. This can be done collectively or by inviting students to share what they found most significant.

The teacher will take notes and write their ideas so as a group we can have some ideas for later conclusions on the perspective taken.

### Activity 3

Optical illusions can be a fun way to identify different perspectives.

The objective of this activity is to introduce the concept of different perspectives through optical illusions. By examining and discussing optical illusions, students will gain insights into how our brains interpret visual information differently, setting the stage for understanding the importance of diverse perspectives.

The teacher emphasizes that optical illusions are images that can be perceived differently by different people, highlighting the idea that our brains interpret the same information in various ways.  
Slide 12.

The teacher gives the worksheet (Annex 2) to the students and explains the activity establishing that they will observe six images and write what they see. The activity lasts 5 minutes.

After finishing the activity ask students to share their points of view, the teacher will go over each image and listen to students' perspectives.

Annex 2 is taken from the Perspective-Taking Social Skills Lesson from Kristina Scully 2020.  
<https://www.teacherspayteachers.com/Product/Perspective-Taking-Social-Skills-Lessons-Printable-and-Digital-Activities-3627307>

\* This activity will be recorded photographically and with audio recordings.

### Activity 4 Closing activity:

This closing activity aims for students to generate conclusions from the aspects worked on and experiences during the workshop. They will also have some guiding questions that will help them reflect and generate them more efficiently.

**First:** Ask students to reflect on how this activity relates to the importance of considering different viewpoints in their studies and life.

**Second:** The teacher will take notes and write their ideas so as a group we can have some conclusions of the perspective taken.



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**Third:** The teacher provides the following questions to reflect on their perspective-taking experience and draw conclusions about how this skill can enhance communication and interpersonal relationships. Slide 14.

What does "perspective-taking" or putting yourself in someone else's shoes mean to you?

How did you feel when attempting to understand someone else's point of view? Was it challenging?

Can you share a specific example where you took someone else's perspective.?

Did you notice any instances where you changed your opinion or understanding of a topic after considering someone else's perspective?

How do you believe the ability to take another person's perspective can enhance interpersonal relationships?

What insights did you gain from practicing perspective-taking? How do you plan to apply this in the future?

What advice or recommendations would you give to improve their ability to take others' perspectives?

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### Annex 1

Lesson 1

Name \_\_\_\_\_ Date \_\_\_\_\_


## WHAT'S YOUR PERSPECTIVE?


Share your perspective by answering each question.



**Should elementary-age kids have access to cell phones? Why or why not?**


**Do you believe robots can be smarter than people? Explain.**






**Should schools enforce a dress code? Why or why not?**

**Should teachers assign homework? Why or why not?**





**Do you believe kids should be able to watch R rated movies? Why or why not?**

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Annex 2

Date: \_\_\_\_\_

Lesson 1

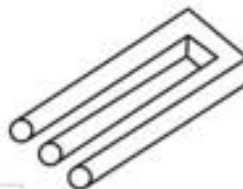
## MORE THAN ONE PERSPECTIVE

Optical illusions are a fun way to illustrate perspective. Review each drawing and identify what you see. Is that what everyone else sees? Sometimes all you have to do is look at things a bit differently to see the other perspective.

#1 What do you see?



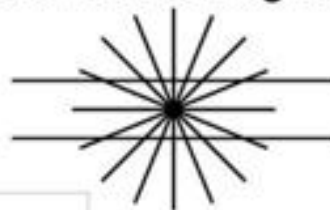

#2 How many poles does the object have?




#3 What do you see?




#4 What do you notice about the two long lines?




#5 What do you see?




#6 What animal do you see?



## Appendix I

### Pre-test Empathy skills Screenshot of the Original File

PRUEBA INICIAL IRI.xlsx - Excel

Inicio Insertar Diseño de página Fórmulas Datos Revisar Vista ¿Qué desea hacer?

Calibri 11 Fuente Ajustar texto General

Formato condicional Dar formato como tabla Estilos de celda Insertar Eliminar Formato Celdas

Autosuma Rellenar Ordenar y filtrar Buscar y seleccionar

E32

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1		1. Sueño y fantaseo, bastante a menudo, acerca de las cosas que me podrían suceder (FS)	2. A menudo tengo sentimientos tiernos y de preocupación hacia la gente menos afortunada que	3. A menudo encuentro difícil ver las cosas desde el punto de vista de otra	4. A veces no me siento muy preocupado por otras personas cuando tienen problemas (EC)	5. Verdaderamente me identifico con los sentimientos de los personajes de una novela. (FS)	6. En situaciones de emergencia me siento con temor e incómodo. (PD)	7. Soy normalmente objetivo cuando veo una película u obra de teatro y no me involucro completamente. (FS)	8. Intento tener en cuenta cada una de las partes (opiniones) en un conflicto antes de tomar una decisión. (PT)	9. Cuando veo que alguien se le toma el pelo (buria) tiendo a protegerlo. (EC)	10. A veces me siento impotente cuando estoy en medio de una situación muy emocional. (PD)	11. A menudo intento comprender mejor a mis amigos imaginándome cómo ven ellos las cosas (poniéndome en su lugar) (PT)	12. Resulta raro para mí implicarme completamente en un buen libro o película. (FS)	13. Cuando veo a alguien herido tiendo a permar calmado. (PD)
2	STUDIANTE 1	5	4	5	1	1	5	1	2	5	5	2	5	3
3	STUDIANTE 2	2	5	2	5	4	4	2	3	2	4	3	2	3
4	STUDIANTE 3	5	3	2	2	1	4	4	5	3	3	4	5	3
5	STUDIANTE 4	5	4	3	2	5	2	2	3	3	2	2	2	1
6	STUDIANTE 5	2	4	2	1	5	5	2	5	5	2	5	4	4
7	STUDIANTE 6	3	2	4	1	1	2	1	5	4	4	4	1	5
8	STUDIANTE 7	3	4	1	1	1	3	2	4	5	2	3	4	3
9	STUDIANTE 8	4	4	2	2	3	4	1	2	3	2	3	2	2
10	STUDIANTE 9	4	3	3	4	4	5	2	4	3	4	5	5	2
11	STUDIANTE 10	3	2	2	1	1	3	1	3	4	3	4	5	4
12	STUDIANTE 11	4	3	3	4	3	2	3	4	5	3	5	2	4
13	STUDIANTE 12	4	3	4	2	4	5	5	4	3	3	5	3	5
14	STUDIANTE 13	5	2	3	3	1	4	1	4	5	2	3	1	4
15	STUDIANTE 14	3	2	5	3	1	4	2	4	3	5	3	3	4
16	STUDIANTE 15	3	4	2	1	2	3	2	4	5	1	2	3	4
17	STUDIANTE 16	5	2	3	3	1	4	1	3	3	5	4	5	1
18	STUDIANTE 17	4	5	2	3	2	2	1	5	2	5	2	3	5
19	STUDIANTE 18	1	2	3	1	5	3	2	5	4	1	4	3	3
20	STUDIANTE 19	4	3	5	3	1	4	2	1	3	5	2	4	3

COMPLETO ORIGINAL COMPLETO POSITIVO

## Appendix J

### Post-test Empathy skills Screenshot of the Original File

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	1. Sueño y fantasmas, bastante a menudo, acerca de las cosas que me podrían suceder (FS)	2. A menudo tengo sentimientos tiernos y de preocupación hacia la gente menos afortunada mía.	3. A menudo encuentro difícil ver las cosas desde el punto de vista de otra persona (PT) problemas (EC)	4. A veces no me siento muy preocupado por otras personas cuando tienen problemas (EC)	5. Verdaderamente me identifico con los sentimientos de los personajes de una novela. (FS)	6. En situaciones de emergencia me siento con temor e incómodo. (PD)	7. Soy normalmente objetivo cuando veo una película u obra de teatro y no me involucro completamente. (FS)	8. Intento tener en cuenta cada una de las partes (opiniones) en un conflicto antes de tomar una decisión. (PT)	9. Cuando veo que alguien se le toma el pelo (burla) siendo a protegerlo.	10. A veces me siento impotente cuando estoy en medio de una situación muy emocional. (PD)	11. A menudo intento comprender mejor a mis amigos imaginándome cómo en un buen libro o película. (FS)	12. Resulta raro para mí implicarme completamente a permanecer en un buen libro o película. (FS)	13. Cuando veo a alguien herido tiendo a permanecer calmado. (PD)	14. Las desgracias de otros normalmente en algo no pierdo tiempo escuchando los argumentos de los demás. (PT)	15. Si estoy seguro que tengo la razón en algo no pierdo tiempo escuchando los argumentos de los demás. (PT)	
1																
2	STUDIANTE 1	5	5	2	3	2	5	3	5	5	4	2	3	3	3	2
3	STUDIANTE 2	2	5	3	2	4	4	3	4	3	4	3	3	3	3	3
4	STUDIANTE 3	5	4	3	3	2	4	2	5	4	3	5	2	3	5	2
5	STUDIANTE 4	5	5	4	5	5	2	4	3	4	2	4	3	5	3	2
6	STUDIANTE 5	3	5	3	4	4	5	4	5	5	2	5	2	2	5	2
7	STUDIANTE 6	3	3	3	5	3	2	4	5	5	4	4	5	1	3	4
8	STUDIANTE 7	3	4	5	5	1	3	4	4	5	5	3	2	3	2	2
9	STUDIANTE 8	4	5	4	4	3	4	4	3	4	2	4	4	4	3	3
10	STUDIANTE 9	4	3	3	2	4	5	3	4	3	4	5	1	4	3	5
11	STUDIANTE 10	3	2	4	5	1	3	5	4	4	3	4	1	2	1	2
12	STUDIANTE 11	4	3	3	2	3	2	3	4	5	3	5	4	2	3	4
13	STUDIANTE 12	4	3	2	4	4	5	1	5	1	3	5	3	1	4	2
14	STUDIANTE 13	5	3	4	4	2	4	4	5	5	2	4	4	2	3	5
15	STUDIANTE 14	3	3	3	4	2	4	4	5	4	5	5	3	2	5	2
16	STUDIANTE 15	3	5	5	5	3	3	4	5	5	1	4	3	2	5	4
17	STUDIANTE 16	5	3	4	4	2	4	5	4	4	5	5	1	5	5	5
18	STUDIANTE 17	4	5	4	3	2	2	5	5	3	5	5	3	5	5	4
19	STUDIANTE 18	2	4	4	5	5	3	4	5	5	2	5	3	3	4	5
20	STUDIANTE 19	4	4	4	4	1	4	3	4	4	5	4	3	3	4	3
21	STUDIANTE 20	4	5	4	5	3	3	2	5	5	5	4	5	2	4	3
22	STUDIANTE 21	3	5	4	5	3	1	3	4	4	2	5	3	1	4	5
23	STUDIANTE 22	3	5	5	5	3	2	3	4	4	3	5	4	3	5	4
		total valores originales		total varoles positivos		PT	FS	EC	PD							

## Appendix K

### Spanish Rae

RESUMEN ANALÍTICO ESPECIALIZADO	
<b>1. Título.</b>	La empatía como entidad transformadora de resultados en la habilidad lectora en inglés como lengua extranjera por parte de jóvenes adolescentes de sexto grado del Liceo Gustavo Matamoros León”.
<b>2. Autor:</b>	Laura Natali Orjuela Hurtado
<b>3. Edición</b>	
<b>4. Fecha</b>	25 de septiembre 2024
<b>5. Palabras Claves,</b>	habilidades pro-sociales, habilidades de empatía, entornos de aprendizaje, y proceso de aprendizaje.
<b>6. Descripción.</b>	Trabajo de grado para obtener el título de Maestría en mediación Pedagogía en el aprendizaje del inglés. En la universidad Nacional Abierta y a Distancia.
<b>7. Fuentes.</b>	<p>Zins, J. E., &amp; Elias, M. J. (2007). Social and emotional learning: Promoting the development of all students. <i>Journal of Educational and Psychological Consultation</i>, 17(2-3), 233-255.</p> <p>¿Cómo se desarrolla el cerebro de un adolescente? (n.d.). Unicef.org. Retrieved November 15, 2023.</p> <p>Salovey, P., &amp; Mayer, J. (1990). Inteligencia emocional. <i>Imaginación, conocimiento y personalidad</i>, 9(3), 185-211.</p> <p>Borba Michele (2016) <i>UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World</i>.</p> <p>Estevez, L. F. A., Quiñonez, H. S. R., Aguilar, A. C., &amp; Garcia, L. A. P. (2021). Validación en español del Índice de Reactividad Interpersonal–IRI-en estudiantes universitarios colombianos. <i>Psychology, Society &amp; Education</i>, 13(3), 121-135.</p> <p>Gómez Tabares, A. S., &amp; Narvaez Marin, M. (2022). Dimensiones de la personalidad y su relación con las tendencias prosociales y la empatía en</p>

	<p>niños(as) y adolescentes en vulnerabilidad psicosocial. Revista De Psicología, 40(1), 37-72.</p> <p>Logatt Grabner Carlos A ¿Cómo influyen las emociones en el aprendizaje? Revista gratuita de Neurociencias y Neurosicoeducación Descubriendo el Cerebro y la Mente - Número 83 pg 6-7.</p> <p>McCreary, J. J., &amp; Marchant, G. J. (2017). Reading and empathy. Reading Psychology, 38(2), 182-202.</p>
<p><b>8. Contenidos.</b></p>	<p>Este proyecto de investigación tiene como objetivo determinar las habilidades de empatía como entidad transformadora en los resultados en la habilidad lectora en inglés como lengua extranjera por parte de jóvenes adolescentes y ver la correlación entre ellas ya que la empatía, al ser parte de las habilidades prosociales, puede influir en los procesos motivacionales en aprendizaje, y así establecer los efectos positivos, en estudiantes de sexto grado del Colegio Gustavo Matamoros León de Yopal Casanare.</p> <p>Para el presente proyecto investigativo se toma el diseño de investigación cuasi-experimental con el fin de dar respuesta a la población objetivo y características particulares de la misma. Un diseño cuasi-experimental tiene como objetivo establecer una relación de causa y efecto entre una variable independiente y una dependiente, en este caso la variable dependiente son los niveles de comprensión lectora en inglés de los estudiantes y la variable independiente son los niveles de empatía. Si bien el diseño cuasiexperimental forma parte del diseño experimental, es importante mencionar que la diferencia es que el sujeto de estudio no se selecciona al azar, sino que se establece previamente, en este caso son estudiantes de sexto grado. Gray, DE (2016). “En la investigación experimental y cuasiexperimental también existe la tendencia a utilizar hipótesis que el experimento intenta respaldar o refutar. En otras palabras, la investigación experimental suele ser deductiva”. En este estudio de investigación la hipótesis consiste en que el desarrollo de</p>

	<p>habilidades de empatía en adolescentes de 11 a 13 años, mejora el proceso de habilidades lectoras en inglés como lengua extranjera.</p> <p>La metodología de este tipo de investigación se caracteriza por ser descriptiva, que consiste en observar el comportamiento de los individuos y de las diferentes variables sociales y registrar datos cualitativos y cuantitativos. Para la recopilación de datos, se abarca pre-test, la intervención que son los talleres destinados a fortalecer las habilidades empáticas y post test. Los instrumentos seleccionados para la recolección de datos son versiones adaptadas del "Índice de Reactividad Interpersonal (IRI) de Davis" para evaluar los niveles de empatía y el test Flyers para evaluar las habilidades lectoras. Las actividades del taller están diseñadas estratégicamente para mejorar la conciencia emocional, fomentar la escucha activa, y la toma de perspectiva.</p> <p>Esta investigación aspira a contribuir a establecer que la empatía es una variable en el desarrollo de las habilidades lectoras en inglés como lengua extranjera. A lo largo de esta investigación se consulta a diferentes autores que se han acercado previamente al presente proyecto de investigación en términos de teoría de la mente, socioafectividad, habilidades emocionales, empatía cognitiva, entornos de aprendizaje, empatía en educación y comprensión lectora, para determinar los niveles de empatía se implementará una adaptación del método del Índice de Reactividad Interpersonal (IRI) (Davis, 1980, 1983).</p>
<p><b>9. Metodología.</b></p>	<p>En este proyecto investigativo se utilizó el diseño de investigación cuasi experimental. Se realizó un análisis cualitativo y cuantitativo de los datos obtenidos de las variables.(la habilidades de lectura en inglés y la habilidad de la empatía)</p>
<p><b>10. Conclusiones.</b></p>	<p>La investigación encontró una correlación positiva entre los niveles de empatía y los resultado de lectura en inglés, esto podría llevar a la implementación de programas educativos que fomenten la empatía en</p>

	<p>los estudiantes, traduciéndose en un mejor rendimiento académico general.</p> <p>Se puede considerar que este estudio proporciona referencias a los docentes que trabajan con estudiantes de esta edad, para que no solo se puedan mejorar las habilidades de lectura en inglés como lengua extranjera, sino que puedan trascender a otros ámbitos de la escuela.</p> <p>Al evidenciar que la empatía está relacionada con un mejor rendimiento en lectura, las escuelas podrían promover un entorno más inclusivo y afectuoso. Esto podría conducir a una disminución del acoso y a un aumento de la aceptación de la diversidad en el entorno escolar.</p> <p>Los hallazgos de esta investigación subrayan el potencial transformador de intervenciones pedagógicas específicas destinadas a fomentar la empatía y las habilidades socioemocionales entre los estudiantes. Al comprender los efectos de las intervenciones en aspectos específicos, los profesores o investigadores pueden diseñar estrategias efectivas para promover aprendizajes puntuales.</p> <p>Si bien luego de la intervención pedagógica a partir de la cual se promovieron aspectos relacionados a la empatía hubo un aumento en los resultados de lectura en inglés, no se puede establecer que este fuera el factor determinante, ya que paralelamente los estudiantes continuaron regularmente con sus clases del plan de lector en inglés.</p>
<p><b>11. Autor del RAE.</b></p>	<p>Laura Natali Orjuela Hurtado.</p>