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Developing emotional and social skills through the
teaching of English

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TABLE OF CONTENTS

1. Introduction	2
2. Purpose and aims	3
3. Justification, theoretical framework and methodology	4
4. Unit plan	13
4.1. Unit plan and group	13
4.2. Contribution to key competences and communicative competence	22
4.3. Objectives and specific curricular contents	26
4.4. Lesson plans	26
4.5. Assessment	26
5. Conclusion	30
6. References	33
7. Appendix	34

1. INTRODUCTION

From my experience as a teacher and student, I am aware of the need to teach emotional skills at school. Adolescence is a crucial period to shape and develop. Schools have always assumed the teaching of contents, but have failed to educate emotionally intelligent individuals so far. Surprisingly, emotional education has not been present in schools until very recently. Twenty years ago, education was still focused on the development of cognitive skills and assessment was exclusively based on theoretical contents. Teaching at schools was disregarding the fact that the student's emotional skills also determine their ability to learn. While developing their personality, teenagers undergo a period in their lives of contradictory emotions. Being emotionally dependent or unstable can affect their performance at school, even hindering their abilities to learn and keep up with their peers.

It was during the 80's and 90's when the first theoretical studies on the topic were carried out by researchers like Mayer and Salovey (1997), among others. They showed that the introduction of emotional intelligence programmes in educational contexts at schools was successful. In the same line, Fernández-Berrocal and Ramos (1999) investigated the psychological effect this had on students. All these investigations showed some connections between emotional intelligence, academic performance and disruptive behaviours, as I will describe in chapter 3.

This paper aims at proposing a teaching unit consisting of 6 lessons for the subject of English as a foreign language in secondary schools, more specifically, in the context of a 3rd of ESO group. The purpose of this unit is to develop the students' emotional skills through the teaching of English, guiding teenagers through the discovery of their own emotions, their strengths and talents and on possible solutions when they come up with difficulties. It also works on empathy, using English as a language for communication. Teenagers will work cooperatively and will try out new roles and work on interactional skills respecting each other. They will be able to reach agreements, give advice, feedback and suggestions to each other in the L2 and, most importantly, to appreciate their peers' feelings and to cooperate successfully. This way, they

will not only be able to identify their feelings and emotions and to work out solutions for problems, but they will also become more autonomous and critical.

In the next chapter of this paper, I will briefly describe the purpose and main aims of this unit. I will also justify my proposal, and describe the methodology and assessment methods which will be used in the teaching unit. The fourth chapter contains a detailed description of the teaching unit together with a critical analysis of the proposal, a contextualization of the group aimed at, its contribution to the key competences, the curricular objectives and contents and the assessment type and evaluation criteria. A brief conclusion on how this teaching unit can contribute to improve emotional skills can be found in the last chapter. The materials designed and the list of activities and resources can also be found in the Appendix.

2. PURPOSE AND AIMS

The main purpose of this unit proposal is to develop emotional and social skills through the medium of English in secondary schools by providing students with the necessary tools to encourage their independence, stability and solidarity. Working on emotions will teach students to manage affectively conflicts which can cause disruptive behaviours and affect academic performance.

The specific aims of this paper are the following:

- To improve students' motivation: The topic of emotions and feelings is appealing for teenagers, since it is linked with their everyday life. Working with an appealing topic engages students with the lesson and tasks that need to be developed.
- To foster creativity and autonomy: Teenagers need to acquire strategies for group and autonomous work. This teaching unit is project based learning and students work together to create meaningful tasks.

Throughout this unit, they have many chances to choose the type of task to perform, which fosters their creativity.

- To develop students' social skills: Knowing how to behave and interact is part of being emotionally intelligent. When students work following a cooperative methodology their social skills are being promoted. Students will also deal with videos and readings that depict socially difficult situations for which they will have to propose solutions. This kind of reflection and call to action aims at improving students' social skills.
- To improve students' awareness of their own learning process: When there is visible thinking, a critical ability to analyse their own learning process develops. This teaching unit aims at involving the students in their own progress. Several reflection questions about their own learning process, or the fact of creating a product (a blog) where the different stages of the unit are visible will promote the awareness of their own learning.
- To develop students' self-awareness: Working on emotional skills and self-reflection questions, students will raise self-consciousness and increase their ability for critical thinking.

3. JUSTIFICATION, THEORETICAL FRAMEWORK AND METHODOLOGY

As mentioned in the introduction, I was already aware of the need to teach emotional and social skills. However, it was during my placement period this year in the school Salesianos Nuestra Señora del Pilar that I experienced what teaching to a problematic group was when I had to teach English to a form of 20 students of 3rd of ESO.

This specific group showed some conflict among students. Different personal problems against each other had arisen during the English lessons,

often leading to arguments. The class was divided and there was no sense of belonging and at times lack of respect. This is the reason why a teaching unit drawing on emotional skills is justified for this specific group of 3rd of ESO.

The concept of “emotional intelligence” appeared in educational contexts two or three decades ago. It is, indeed, an emergent topic nowadays that fortunately is starting to take its place. Nevertheless, some research has been carried out throughout these last decades. According to Bisquerra and Pérez (2007, pages 100-102), within emotional education there are several competences which are closely interrelated, and all of them must be developed to be emotionally competent. These competences can be divided into five groups: emotional conscience, emotion regulation, personal autonomy, interpersonal intelligence and emotional welfare. And, since it is necessary to develop emotional skills to facilitate cognitive development, it is important to take all these competences into account to develop emotional skills in the classroom.

In 1993, Daniel Goleman, one of the pioneers of emotional intelligence, started to work on emotional intelligence programmes in schools and observed that the students who achieved better results were those who had worked on emotional skills in the classroom too. For him emotional intelligence covers a set of skills, attitudes and abilities that enable us to recognise our own feelings, as well as other people’s feelings. Goleman claims (1996) that the ensemble of abilities called “emotional intelligence” (among which self-control, enthusiasm, empathy, perseverance and capacity for self-motivation stand out) can be learnt and improved throughout life if the appropriate methods are used, being childhood a vital period for the brain configuration of each individual’s emotional set. As he states, our emotional baggage, together with our abilities to control and manage our innate inclinations, define our mental capacities and determine the success we can achieve. Indeed, enthusiasm, positive attitudes and experimenting pleasure may lead to success, whereas anxiety is an almost unequivocal predictor of failure. Moreover, according to Goleman (1996), 126 different studies with more than 36,000 participants have proved that the more anxious a person is, the lower their academic efficiency is. Actually, Daniel Goleman (1996) stated that only a 20% of the factors that determine success

depend on cognitive intelligence, while the other 80% depend on other aspects such as social class or luck, but mostly on emotional intelligence.

Berrocal and Extremera (2003 pages 104-109) also carried out several studies on the topic and confirmed that emotional skills facilitate decision making and judgement abilities. They analysed, through some research in secondary schools, how mental health has a positive effect on the average school performance. When teachers have evidence on the students' emotional skills they are better prepared to face future personal conflicts, since they can act faster. In addition, their research has shown that students with more developed emotional skills are related to less disruptive behaviour in class. Uruñuela (2016 pages 94-101) also highlights that disruptive behaviour hinder learning processes and teaching performances, and can lead to professional dissatisfaction and the development of bad relationships within the class. Therefore, he believes it is important to develop a proactive model of teaching working on coexistence. In order to do that, there are many elements that need to be taken into account, such as the contents taught in the class, the methodology to implement the lessons, the type of assessment and the distribution of the students in the classroom, among others. All of them are aspects that I have taken into account for this teaching unit proposal and that I will describe in detail through the next chapter.

Other researchers have also advocated the introduction of emotional education skills in schools through well-designed and theoretically supported syllabuses. Josep Manel Marrasé (2013, pages 48-62) explains that not well regulated emotions can lead us to problematic reactions. This is especially significant in teenagers, who are very sensitive and tend to lack the tools to manage their emotions. Marrasé also highlights the need to educate on values and emotions, stating that it is not possible to teach if we do not educate. However, he thinks that teachers also have to pay attention to the emotional and mental state of students, becoming their guidance and support.

Consequently, teachers must face many challenges in relation to emotions, such as dropouts, conflicts and lack of motivation. As professor María Pilar Teruel Melero states (2014 pages 61-64), since our affective-emotional

dimension plays an important role in learning and education, the training on emotional education is essential in schools. Therefore, it is necessary to integrate emotional education in the syllabus. It is true that nowadays emotional education is gradually becoming more popular among innovative schools, where teachers, counsellors, parents and students have started to pay attention to topics such as emotions control and conflict solving by mediation. However, as Melero (2014) highlights, there is still a lack of teachers trained in the field of emotional education, which should be the first step to really put it into practice at schools. It is important not to forget that teachers always transfer their feelings and beliefs to students, even if it happens unconsciously.

Overall, it seems clear from the research that students who improve emotional skills are better prepared to handle their emotions and be more autonomous. Gaining autonomy will allow them to improve the quality of their academic performance and personal lives. Furthermore, it is important not just to be able to identify one self's emotions, but also other people's. More empathic students will have better social skills, since they will be empowered to understand their peers, accept their emotions and develop a positive reaction towards them.

During my teaching practice in Salesianos I found two further issues which have been widely investigated: lack of motivation and the use of a traditional methodology. I realised that most of the activities carried out in the English lessons were textbook-based and lacked attention to real communication, production and fluency. The teacher and the students rarely used English as the language for communication, most of the activities were accuracy-oriented and there was a lack of intrinsic motivation on the part of the students.

According to Dörnyei (1994, pages 274-276), motivation plays an important role in foreign language acquisition. As he points out, the integrative motivational subsystem is based on a positive attitude of the learner towards the L2, also called intrinsic motivation. In this case, the learner is interested in learning a language because of the desire to interact with members of the L2 community for further cultural or social interests. Therefore, students should be challenged with real communicative tasks. Dörnyei (1994, page 277)

established several levels for motivation and, at the learner level, he highlighted some aspects that affect motivation, such as self-confidence, language use anxiety and self-efficacy. These aspects can improve if students' emotional skills develop, since self-confidence and anxiety are directly related to emotional control. An improvement on emotional skills would then have a positive effect on motivation. Moreover, according to Dörnyei (1994, page 278) there are also course-specific and group-specific motivational factors related to the general teaching practice, such as the syllabus, teaching methods, materials, tasks, goal-orientedness and cohesion within their group.

Regarding Communicative Language Teaching, Richards (2006 page 3) defines the goals of CLT as follows: the method enables students to use the language for meaningful communication, it uses language for different purposes, varies the use of language according to the setting, it shows the student how to produce and understand different types of texts and it allows learners to communicate, even if their communication skills may be limited. As for classroom activities, Richards suggests various ways to design tasks that follow the CLT method. Basically, students should work on these tasks in pairs or groups, for instance through project work or any other way that allows them to solve the task collaboratively using the language as a means of communication. Moreover, as Lightbown claims (2000), knowing a language rule does not mean one will be able to use it in communicative interaction. Many learners know the rules but lack oral practice and are unable to apply them in real life situations or they may lack the skills to use them in different contexts. The teaching unit I propose draws on innovative teaching methods that aim at project-based and cooperative learning. This methodology promotes group cohesion and innovative tasks, contributing to motivation at Dörnyei's (1994) course-specific and group-specific levels.

Lightbown (2000) also highlights that it is important to keep in mind that learners can only learn what they are ready to learn. Therefore, it is important to know what is meaningful for them. In this case, emotions and feelings is a relevant and meaningful topic.

Although the LOE (*Ley Orgánica de Educación*, 2006) already mentioned emotional education through communicative and collaborative methodologies in the curriculum for secondary schools, it has been the LOMCE (*Ley Orgánica para la Mejora de la Calidad Educativa*, 2013), (*Currículo LOMCE para Aragón: Orden ECD/2016 de 26 de mayo*) where emotional and social skills are promoted. The general objectives of the LOMCE for this educational stage (*Artículo 6. Objetivos generales de la Educación Secundaria Obligatoria. Capítulo III, Ordenación del currículo*) outline the advantages of an emotional syllabus, encouraging tolerance, cooperation and solidarity, as well as individual and group work as part of a personal development, strengthening their affective abilities, developing basic and social skills including entrepreneurship, self-confidence, critical thinking, personal initiative and learning strategies.

Furthermore, the Methodological Orientations for the Specific Provisions of English in the LOMCE curriculum (*Orden ECD/2016, de 26 de mayo, Primera lengua extranjera: inglés, Orientaciones metodológicas*), include some guidelines related to the development of emotional and social skills and to the type of active and collaborative methodology I propose in this teaching unit. These desirable methodological principles promote the active and autonomous role of the student, the key competences as a basis for the learning process, multiple intelligences as a way of learning and the development of motivation and creativity. Moreover, project-based work is also recommended. As I will later explain in 4.2. *Contribution to key competences and communicative competence* (page 22), I propose a teaching unit that contributes to the development of the key competences as established in the curriculum for English as a foreign language in secondary education. However, the topic “emotions” directly contributes to the development of these competences: cultural awareness and expression, social and civic competences and learning to learn. By teaching the students to identify their emotions, manage them and learn about their strengths, we are creating autonomous individuals capable of dealing with personal and social problems in the future.

In addition, at the beginning of the Orientations (*Anexo I*) it is stated that emotional education is essential in the process of personal development, since mind, emotions and learning are intertwined. It is also highlighted that every student has different abilities and learning styles, so methodologies should be

student-centred, while the teacher should rather guide, assist and motivate the learner. This will be carried out throughout this teaching unit by means of cooperative work and a project-based learning approach that suggests various tasks that attend to the different learning styles and multiple intelligences.

Therefore, as regards methodology, this teaching unit draws on cooperative work through a project-based approach. As stated in the LOMCE Curriculum (*Anexo 1, Orientaciones metodológicas para la etapa*), it is necessary to take attention to diversity into account and to respect the different pace and learning styles encouraging individual and cooperative work. Throughout the 6 lessons this teaching unit contains, students will work both individually and in groups, to develop personal autonomy.

Regarding individual performance, students will be provided with an individual portfolio (see Appendix 3, page 44) which contains several activities for each lesson to be carried out in class or at home, which will be corrected, marked and given feedback by the teacher at the end of the unit. However, while students work on the portfolio individual activities during some of the lessons, the teacher will also provide them with formative feedback. In these activities, students will be working autonomously while the teacher monitors and guides them.

As for group work, students will work most of the time within cooperative groups. In order to organize the cooperative groups, during the first lesson, the teacher will allow students to choose a partner for the first activity. Then the teacher will decide on two pairs to make cooperative groups of four members. Desirably, the groups should be heterogeneous and contain an autonomous student, a weaker student who needs more support and two more students of different capabilities. In the same way, students will be assigned different roles (scribe, spokesperson, recorder and coach), depending on the students' levels, strengths and needs. A card with a description of the tasks for each role will be provided by the teacher so that students are aware of what they are expected to do (see Appendix 5, page 55). This will ensure attention to diversity and differentiation, which is something the curriculum highlights.

The seating arrangement for the cooperative groups will also be decided by the teacher: the strongest student will sit in front of one of the average students (the one with higher level) and next to the other average student (the one with lower level), and the weakest student will sit in front of the lower average student. It is desirable that the strongest and weakest students do not work together when the groups are asked to split into two pairs to do some specific activities, because the different levels may hinder their performance. Desirably, for pair work, the strongest and the weakest students should work with the more average students. Besides, it is also recommended to make students work with different partners so as to promote interactional skills.

For some other tasks, cooperative groups will be split and the teacher will group their members with members from other groups to form Experts Groups. This means that every Experts Group will be made up by one member from each cooperative group. This is a jigsaw activity where each Experts Group will have a different piece of information and the students who work in that Experts Group have to transfer that piece of information to their cooperative groups to carry out a group task, creating an exchange of information. This methodology allows for differentiation, since the teacher will assign the Experts Groups to the students in accordance with levels and needs, and creates positive interdependence among the members of the group.

There will also be some activities for which the methodology will be different and the class will work together mainly for grammar explanations and vocabulary development or for group dynamics, as we will see in *4.1. Unit Plan and Group*, page 13).

Regarding project-based methodology, this teaching unit is generally structured as follows: Every lesson starts with activities that introduce the topic and vocabulary the students will have to deal with working individually, in pairs or as a class. Afterwards, the students work on more complex tasks which are to be developed in cooperative groups. Some of these tasks need to be uploaded to a group blog the students have to create. Each group's blog will be the project of the group, the final product, composed by the task for every

lesson and a more complex group task or mini-project that the students must conduct during the last three lessons.

As regards assessment and grading criteria, the Methodological Orientations mention that the teacher must include feedback and metacognition skills as elements of a continuous evaluation, to help the students at any time in order to progress within their English learning process. Furthermore, the Curriculum states that there must also be summative assessment and suggests the use of alternative assessment tools including self-assessment and peers' assessment for the students to be aware of their learning process. In addition, it is recommended to use rubrics to measure aspects like student's participation and attitude.

Therefore, the assessment of this unit will be continuous, formative and summative. Students will use rubrics to give feedback to their peers and checklists as instruments for the assessment of their classmates' presentations. Activities carried out in the classroom will be either assessed during the lesson or at the end of the unit. There are three aspects to be graded in the assessment: participation in the L2 (reflected on ClassDojo), group work (reflected on the group's blog) and individual work (reflected on the individual portfolios). The grading criteria for the unit will include group work (the blog) (40%), continuous assessment (use of L2) (20%), and individual work (the portfolio) (40%).

Regarding the evaluation of the teaching process, the LOMCE Curriculum, in the General Provisions (*Orden ECD/2016, de 26 de mayo, Parte Dispositiva General, ESO, Capítulo III, Evaluación y promoción, Artículo 14. Evaluación de los aprendizajes y del proceso de enseñanza*) states that teachers must assess both the students' performances and the teaching process, as I suggest for this teaching unit.

The project the students create at the end of the unit can provide the teacher with feedback on the teaching process and unit plan. In addition, the self-reflection questions the students answer in their individual portfolios bring awareness about their learning process, feelings and thoughts. Moreover, both

the blog and the portfolio allow the teacher to visualize the teaching practice and the students' progress by contrasting the first tasks with the last ones. Apart from that, the teacher will also answer a brief questionnaire that contains to reflect on the development of the implementation of this teaching unit proposal (see Appendix 21, page 70).

4. UNIT PLAN

4.1 UNIT PLAN AND GROUP

This teaching unit proposal is aimed at 3rd of ESO students, specifically at a group of 20 students from the school Salesianos Nuestra Señora del Pilar, situated in the neighbourhood of Delicias, in Zaragoza. The class, as it is a multicultural, low/middle class school, is very heterogeneous. There are students from several backgrounds, ethnics, cultures and also with very different attitudes, needs and levels regarding English. It is quite a small group because 5 students attend PMAR lessons and do not participate with the rest of the group in the English lessons this teaching unit is aimed at, making a group of 20 students to implement this proposal. There are no students with special needs.

This group of students has already dealt with most of the curricular contents they will work on this unit (-ing clauses, talking about free-time and preferences, talking about jobs, giving advice and suggestions and exchanging opinions) during the previous years at secondary school and the first term of the 3rd year, as established in the LOMCE Aragonese curriculum (*Currículo LOMCE para Aragón: Orden ECD/2016 de 26 de mayo*). Therefore, this teaching unit will address these curricular contents again to reinforce and deeply ingrain them within their understanding and use of English, but not much time will be devoted to grammar explanations, since the focus will be to put the contents into practice through authentic communicative tasks. Indeed, this group of students in particular is used to working with activities from the textbook that involve a lot of filling in the gaps exercises and reading and listening comprehension

exercises. But they have not worked much on speaking and writing skills and lack fluency and ability to organize and structure speech. This is why this teaching unit proposes lessons where the emphasis is on speaking and writing skills.

As specified in chapter 3, this group has shown during the first term some conflicts. The class shows several groups of students who get on well with each other and usually work well together, but overall there is a lack of cohesion in the class and, what is more important, a lack of respect among students. Undoubtedly, there is a need for empathy and development of emotional and social skills in this group. Therefore, this teaching unit proposal is justified for this specific group of 3rd of ESO.

In order to deal with the problem this group experiments and to develop their emotional and social skills, apart from working on the topic of emotions and feelings, the students will work cooperatively. This approach will help them to accept their different viewpoints, attitudes and ways of working, and the different group dynamics I propose will ensure that all the students will have to interact with each other. This will also contribute to increase interaction among students and to a more respectful and positive classroom environment. Within their cooperative groups students will work with at least another peer they work with regularly, but they will also have to work with other peers they do not tend to work with. However, it is advisable not to put two students who do not get on well in the same cooperative group. Moreover, it is expected that the fact of working on emotions, feelings, as well as real social problems, will make students more empowered to deal with conflict. In this way, it is expected that this teaching unit ultimately contributes to this aim. Cooperative work, when sometimes students have to give advice or provide feedback, will also be beneficial to increase collaboration and communication among students.

The fact that I propose a project-based teaching unit where students need to work in groups means that most of the tasks they will have to carry out will be communicative and collaborative. This aims at encouraging the use of L2 through active and motivating methodologies, that as previously mentioned (page 7) was found to be limited. Students will have to work together in order to

create a final product of their choice. Giving students freedom to choose the task they want to develop, their motivation and creativity is expected to increase.

Besides, in order to provide the students with scaffolding, the unit will start with three “introductory” lessons that, through different types of tasks, present the vocabulary and the grammatical structures needed to develop the project, and will finish with three lessons where students will be more focused on working cooperatively to develop a specific and original product. The unit ends with a last lesson where the cooperative groups show the final product of their last task and share ideas about their different projects. Actually, if the school allowed this, the final purpose of this unit would be to put one of the students’ proposals for the final task into practice in their real lives, to further contribute to the development of their social skills and empathy. Indeed, the LOMCE Aragonese Curriculum, in the General Provisions (*Orden ECD/2016, de 26 de mayo, Parte Dispositiva General, ESO, Capítulo II, Ordenación del currículo, Artículo 12. Principios metodológicos generales*), advocates for task proposals to be implemented outside the classroom. This way, we relate school with the students’ lives and a more meaningful learning takes place.

In addition, the proposed lessons will undoubtedly contribute to the development of the four skills. To start with, all the lessons are to be carried out in English and students are expected to use English as the language for communication all the time. This means that both speaking and listening skills will be worked throughout all the lessons. In a similar way, students will develop their reading skills while reading instructions and examples for the different tasks. In addition, they will also have to work on regular basis on their writing skills by providing answers to their daily homework self-reflection questions in their individual portfolios and uploading new written content to their group blog. As we can see, the four skills are to be developed in every lesson, although some lessons will contribute more specifically to some of the skills through different activities specially focused on one of them, like readings, listening to video clips, discussions, etc. Furthermore, students will develop their skills on the use of ICTs with Blogger throughout the whole unit, by creating materials

and uploading this information to a blog at the end of every lesson, as well as with other digital tools such as Powtoon, Prezi or Go Conqr.

I will now provide a general overview of my teaching proposal.

The proposal activates the students' schemata and provides them with scaffolding, since every lesson starts with introductory activities that approach the students to the topic and vocabulary and raise their interest and willingness to participate. This way, *Lesson 1* starts with two warming up tasks, a pair work discussion and a Rally Robin about some famous people, their jobs and talents (see Appendix 2, *Lesson Plans*, page 36). For these two introductory activities the teacher will let students choose their partner. In *Lesson 2*, they work on a word cloud with vocabulary related to emotions and feelings (see Appendix 7, page 56), they reflect on the feelings they have some time experimented doing a Rally Robin in pairs, a Round Robin in groups and then a guessing game as a whole class. *Lesson 3* is introduced using some pictures depicting people troubled for different reasons (see Appendix 3, page 44), and students have to fill in a See, Think, Wonder table provided in their portfolios (see Appendix 3, page 44). This is an individual activity, but they later discuss their ideas in their cooperative groups (using the Talking Chips (see Appendix 9, page 57) and with the help of a Cheat Sheet, see Appendix 11, page 59). *Lesson 4* starts with the teacher giving the students an example of how to answer to the question "What is happiness to you?" containing a noun clause or an -ing clause (this introductory activity also aims at presenting some grammar content). Then students have to form two concentric circles (the circle inside moves in one direction, while the outer one remains static) and answer the question telling the peers in front of them what happiness is to them (but, as the circles are moving, they will have to tell each new partner in a different way their views on happiness).

The activities proposed above also seek to develop two kind of strategies, first inferring strategies (i.e. they have to infer what a talent is and share their views with the whole class or when they guess why people in the pictures are

troubled) and also explanatory strategies (i.e. in the guessing game when they have to explain the meanings of the feelings from the word cloud).

In order to provide them with feedback (and make sure that all the students learn the correct spelling and meaning of the new words), at the end of each of these activities, the teacher asks them to share the information with the whole class.

Nevertheless, the introductory activity for *Lesson 5* has a different purpose. Since cooperative groups have already drafted the topic and structure for their final task in the previous lesson, but they have not started to develop it yet, this lesson starts with a Feedback Carrousel, in which the groups give feedback on each other's draft for their final task. Firstly, the groups explain their initial plans for the final tasks (using some written notes from the previous lesson). Then the group of listeners, using a rubric, gives them some feedback on this initial plan and the way it can be improved (see Appendix 18, page 67). This activity contributes to visible thinking and scaffolding, because students see what is expected from their work, and develop critical thinking too. The teacher also uses a countdown (a stopwatch, see link in *Other Resources* in Appendix 2, *Lesson Plans, Lesson 5*), for the students to be aware of the time limit.

The introductory activity for *Lesson 6* aims at a reflection on what they have to take into account during the presentations. The teacher asks the question: *What do you think our winning idea of today needs to have?* And provides an example, if necessary, to help students develop their ideas. The teacher also adds some important aspects necessary to carry out a good presentation the students have to think about if nobody has mentioned them. This raises the students awareness of what is expected from them and it is also an aid to help them vote for the best proposal at the end of the presentations.

Every lesson also contains group activities aiming at practicing mainly speaking or writing skills, promoting cooperative work and at building group cohesion. Therefore, in *Lesson 1*, the teacher creates the cooperative groups

by pairing up the initial pairs. Then the groups carry out a Placemat Round Table (conducting a Round Robin) where they have to carry out a group discussion about what a talent is and take notes on their common ideas (the teacher provides them with some examples to see to scaffolding and attention to differentiation). During this first lesson, the teacher will also assign roles (see Appendix 5, page 55) to the different members of the cooperative groups. In *Lesson 2*, cooperative groups watch two short video clips (see Appendix 8, page 56) which depict different emotional situations. Students have to identify the feelings or emotions of the people on the video (See: What happens? What do they do?), reflect (Think: How do they feel? Why do they feel like that? Why do they act like that?) and think of suggestions or possible advice for them (Wonder: What could/should they do?). They work as a group but each student has to complete a *See, Think, Wonder Table* they have in their individual portfolio (see Appendix 3, page 44) While share their views, they will be using Talking Chips to ensure they are using L2. The teacher also provides each group with a Cheat Sheet with some sentence starters (see Appendix 11, page 59) so that everybody has a chance to engage in the conversation. This tool, often used throughout this unit, provides the students with scaffolding and attends to differentiation. It serves as a model for those students who need more help to develop tasks. During *Lesson 5*, cooperative groups will devote most of the lesson to work in the computer room working on their final task and their oral presentation for next lesson. A time limit is also given. The unit ends with a group writing activity in *Lesson 6*. Students have to visit the blogs the other groups have published and write at least one comment. The comment must be respectful and meaningful and must be either a suggestion, piece of advice or criticism as to make them as engaging as possible. This last activity reviews all the contents the students have seen in the unit, while the teacher assesses this final task as part of their group work.

Lessons 1, 2 and 4, also develop grammar competence (the use of *could* and *should* to give advice and suggestions, -ing clauses) through the vocabulary on the topic (jobs, talents and feelings). Therefore, students will find activities to be developed for this purpose in their individual portfolios (see

Appendix 3, page 44). The teacher always reviews grammar content writing examples on the board and doing the exercises together or in cooperative groups, which allows the teacher to provide immediate feedback. In *Lesson 1*, students give advice to famous people and correct grammar mistakes; in *Lesson 2*, they work in groups with Cheat Sheet cards (see Appendix 10, page 58) containing some different troubling situations. Employing Talking Chips students have to discuss how they would feel in these situations using *could* and *should*.

The unit also includes Jigsaw activities for the Experts Groups in order to promote interaction and communication among students. They also aim at attending to differentiation and mixed abilities as well as developing learning strategies, such as transfer of information and skim for specific or meaningful information.

In *Lessons 3 and 4*, each member of the cooperative groups moves to a corner of the classroom to form a specific Experts Group. In *Lesson 3*, each Experts Group works on a reading text or a listening activity with a video about one of the people in the pictures from the previous activity (see Appendices 12, 13, 14 and 15, from page 59 to 63), activity which deals with some problems these people have. They have to read or watch and take notes filling a table the teacher will provide (see Appendix 16, page 64), then they come back to their cooperative groups and share the information. They have to listen to each other and confirm or change the views they previously had about the people in the pictures. Afterwards, each of them has to write down a summary of what has happened in each situation in their individual portfolios (see Appendix 3, page 44), which can reflect the opinions held by the cooperative group or their own opinions. This may give students who find more difficulties to identify and summarize the main information some support. However, *Lesson 4* makes use of the Experts Groups technique for the cooperative groups to collect all the necessary information they will need to do their final task. Therefore, different materials (videos, readings, instructions, etc.) are provided to the different Experts Groups (see Appendix 17, page 64 for the materials). When all the experts from the different groups have finished gathering information, they go

back to their cooperative groups and share these findings. In the last step, the cooperative groups have to summarize and organize all their information. They also have to decide on the final product (a video, a presentation, etc.), which provides some scaffolding for the final task. This is a strategy to attend to differentiation and improve self-confidence, giving students support on this challenge. Moreover, they will have to work in an autonomous way and take their own decisions.

Lessons 1, 3 and 6 end with an activity for individual or group reflection. This seeks to get students reflect on their own feelings and empathy and develop self-awareness and critical thinking.

In *Lesson 1*, each student has to write on a piece of paper what they think their talents are. The teacher provides them with some examples and sentence starters on the board to give them some support. Then, they have to write down on a piece of paper what they think the talents of the other group members are. Each one takes the pieces of paper addressed to them and compares the talents the others think they have with the own views. To finish, the groups discuss whether they found the results surprising. In *Lesson 3*, students are asked to think of a positive action they could perform to encourage or help the people in different situations they previously worked on. They have to take some notes on their ideas, filling a table they will find in their portfolios individually (see Appendix 3, page 44). This will hopefully make them more aware of people's emotional problems and the type of message/action that can be helpful to overcome the problem. *Lesson 6* proposes a different reflection task. Cooperative groups present their proposals for the final task. Each group does their oral presentation and the other cooperative groups, which are listening to the presentation, use a checklist where they have to tick the aspects they think the presentation deals with (see Appendix 19, page 67). This will help them take a more informed decision when choosing the best proposal. When all the groups have already presented their ideas, the whole class will vote for the best proposal.

Students will have to work on some homework every day in order to promote visible thinking, make them more aware of their own learning process, and raise their self-awareness.

The homework consists of a set of self-reflection questions (see Appendix 3, page 44) regarding their opinion and feelings about every day's lesson, as well as an extra self-reflection activity at the end of the unit. In addition, in order to develop their autonomy, they also have to upload a new entry to their group blog after every lesson. This means that the last task of each lesson will be focused on introducing the blog entry the students will have to create, providing them with the necessary tools, and language support so that they can do or finish it for homework autonomously. This proposal for homework aims at favouring learning and research, the use of ICTs, cooperation and interaction in a sequenced and staged way that allows students to reinforce and assimilate contents progressively, as the LOMCE Curriculum suggests in its Methodological Orientations (*Orden ECD/2016, de 26 de mayo, Anexo I, Orientaciones metodológicas para la etapa*).

At the end of the first lesson, the teacher will briefly outline the structure of the unit, the tasks students will have to develop (group blog and individual portfolio) and the grading system. The teacher will also give students some support on how to create a blog with Blogger, which is the digital tool they will need to use every day and any other digital tools the students will need for the tasks.

Their group blogs, called "*Changing the world + each groups' title for their final proposal*", will have 5 sections, as follows:

1. *This is us*: Each student writes a short presentation of a member of their group talking about their talents and suggesting a suitable future job for them. The teacher will provide students with a Cheat Sheet to do this piece of homework (see Appendix 6, page 55).

2. *This is how we feel:* Students create a short animated video with Powtoon where they depict how they would react to the situations discussed in lesson 2, activity 4 (see Appendix 10, page 58).
3. *This is what we would like to receive from other people:* Working on the same emotionally troubling situations given in the previous section, students have to propose creative actions with an encouraging message they would like to receive from other people.
4. *This is happiness to us:* Students have to create a mind map using Go Congr where they depict (with words and images) what happiness is to them.
5. *This is how we are going to change the world:* This is the group's final task and considering it is more challenging, they will devote more time to do it in class. Students have to develop a creative idea, using their talents and strengths, to make other people happier. They have to present it to the class in 5 minutes using a video, PowerPoint, Prezi or any other visual aids, promoting autonomy and attending to differentiation. In this last section of their blogs, they also have to include a brief introduction that explains the visual presentation they upload.

4.2 CONTRIBUTION TO KEY COMPETENCES AND COMMUNICATIVE COMPETENCE

According to the framework of a competence-based curriculum model (*Currículo LOMCE para Aragón: Orden ECD/2016 de 26 de mayo*) and as established in the European Reference Framework, all school subjects should contribute to develop the following key competences: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship and cultural awareness and expression.

In my unit proposal, these key competences are developed transversely in order to contribute to more specific competences in L2 learning, highlighting

the importance of the communicative competence. As is mentioned in the LOMCE Aragonese curriculum (specific provisions for English as a foreign language, *Primera lengua extranjera: inglés*) communicative competence includes several components: linguistic (lexical, phonological and syntactic knowledge and skills), sociolinguistic (sociocultural conditions of the use of language) and pragmatic (functional and use of the language resources in communicative situations).

The unit I propose clearly contributes to the **communicative competence**. To start with, every single task in the lessons must be carried out in English, which encourages the students to use the foreign language as a communication tool. Moreover, the tasks the students must deal with in order to develop a product are functional and purely communicative, since they work in a cooperative group where communication and collaboration is vital. Therefore, they also work on the pragmatic component of the communicative competence when they interact in the L2 in their cooperative groups to carry out a task. In the same way, students are expected to work the sociolinguistic component since they carry out different tasks types (e.g. at some points of the unit they have to work with readings that belong to a WhatsApp conversation between two friends, or with pieces of news from the BBC) and get familiar with different types of speech depending on the context, since different social circumstances are worked (i.e. they read newspaper articles about refugees, they listen to a child, they read a conversation between friends, etc.) In addition, there is no doubt that they will also develop the linguistic component, which will be sometimes worked individually and applied in their autonomous work for their portfolio and other times in groups, mostly orally but also in writing. Moreover, the fact that the teacher will usually provide them with cheat sheets gives them some support on more complex tasks will make them be more aware and attentive to this linguistic component.

As regards the key competences, I will briefly describe how my unit plan contributes to each of them:

- **Communication in the mother tongue and communication in foreign languages (CMT, CFL):** As I have previously mentioned, this unit works

on the communicative competence taking into account the lessons are developed in English and students work in groups, where they have to discuss and reach agreements using L2 as a tool for communication. Moreover, at some moments the students will use talking chips to ensure that everybody is contributing to the group's work. Thanks to this purely functional use of the language, students improve oral and written skills, including strategies to build consistent speech, something that will also have a positive impact on the improvement of their mother tongue communicative skills.

- **Mathematical competence and basic competences in science and technology (MCBCST):** Through this unit plan proposal, students are expected to design different tasks in order to create a more complex final task. To do this, first they have to understand and interpret the data presented to them at different points (e.g. in the form of tables) and later they have to transfer and organise this data in order to complete their task (e.g. create a mind map). Sometimes they will also need to do some research (e.g. on the Internet, in the Experts Groups) and later identify the meaningful information and transfer it to their group and individual work. Moreover, at some point they are also expected to provide their classmates with critical feedback, something they do with the help of rubrics and checklists they must learn to use.
- **Digital competence (DC):** Students will work on this competence at many points throughout this unit. Every lesson finishes with a piece of work the students need to develop in cooperative groups and upload to a blog, so they will learn how to create a blog using the app Blogger. Apart from this, they have to use other digital tools which will be integrated in their blogs, such as Go Conqr to create mind maps, Powtoons to create an animated video and Prezi or PowerPoint to design a presentation. But they will also make use of other digital tools to do research, such as the Internet and, of course, a computer and a projector.
- **Learning to learn (CLL):** Firstly, the methodology I suggest draws on cooperative work in the classroom, and this approach where students

have to help each other and work in a more autonomous way, makes them more conscious of their learning process. Furthermore, the fact that they are working with emotional content prepares them to be more emotionally skilled and to discover their strengths (e.g. when they discover their hidden talents and jobs they would be good at, during the first lesson) and this provides them with learning strategies. Besides, they are taught to create a mind map and to complete different tables to help them structure their work and ideas, and these types of tools also provide them with learning to learn strategies. Moreover, they also have to answer some self-reflection questions about their learning process in their portfolios and at one point they even have to give and receive feedback to and from other groups about the task they are working on, which makes their learning process visible. All these may contribute to more autonomous learners.

- **Social and civic competences (SCC):** The fact that students work in cooperative groups encourages them to understand different points of view, to be more tolerant and to respectfully reach agreements. They need to interact with each other, by working together and reaching agreements. This practice prepares them to socialize more successfully. Throughout this teaching unit, they will also work on empathy when they have to think of solutions for other people's problems and give advice.
- **Sense of initiative and entrepreneurship (SIEC):** The teaching unit I propose is project-based. Students have to work in groups where they are expected to apply the skills and contents they worked on in the previous lessons to create a final product or task at the end of each lesson which, indeed, is part of an ensemble which will be reflected in their group blogs. Moreover, the fact that in some cases students are given the chance to choose the type of task they prefer to develop encourages personal initiative. It is expected that this methodology makes them work autonomously, because they have to make use of their communication skills, organise their ideas, make decisions and be critical and creative.

- **Cultural awareness and expression (CAEC):** Working on emotions provides students with tools to acquire a sense of identity, which can be the basis for an open attitude towards any cultural expression. Furthermore, to develop their tasks, students will deal with different difficult situations which are common in other parts of the world, contributing to their cultural awareness.

4.3 OBJECTIVES AND SPECIFIC CURRICULAR CONTENTS

This teaching unit contributes to the Stage Objectives for 3rd year ESO as mentioned in the LOMCE Curriculum (*Orden ECD/2016, de 26 de mayo*), chapter II, article 6 (*Objetivos generales de la Educación Secundaria Obligatoria*).

The contents of this unit are the contents specified in the LOMCE Curriculum (*Orden ECD/2016, de 26 de mayo*) for 3rd year ESO. See in detail in Appendix 1, page 34 .

4.4 LESSON PLANS

See the list of activities and timing of the lesson plans in Appendix 2, page 36 .

4.5 ASSESSMENT

This teaching unit includes a continuous, formative and summative assessment which will be carried out by means of different tools.

There will be continuous and formative assessment because the type of methodology (cooperative groups) carried out in the lessons encourages autonomous work and this allows the teacher to walk around and monitor and

guide the students while they are working on their tasks. The teacher will provide feedback to error, encouraging the students to apply self-correction strategies, which will make them really aware of it and become more critical. The feedback to error will be about pronunciation, spelling, vocabulary, grammar and speech structures. However, the teacher will also guide the students towards coherent, well-structured and organized work, providing them with models (i.e. the Cheat Sheets) and advice or asking reflective questions to infer answers.

In fact, many of the activities developed in class individually, in pairs or in groups will be checked out together. This is done when the students are working with new vocabulary (i.e. talents, feelings or jobs) or with new grammar contents (i.e. conditional, -ing clauses). For these activities, the teacher will either make the whole class work together so that they all check the activities and see the correct answers providing them with instant feedback or will make the students work in pairs, groups or individually and later ask them to share their ideas so that any important error (grammar, spelling...) is paid attention to.

Additionally, there will be some continuous assessment in the lessons because the teacher will use the digital tool ClassDojo to assess class participation in English. This aspect will actually be graded for the final mark of the teaching unit and will be worth 20% of the final mark. For every lesson the teacher will log in to ClassDojo at the beginning and will keep it projected on the screen. In ClassDojo, each student is represented by an animated monster, a character which can be given a name and even points when a student shows enthusiastic and meaningful participation in English.

Regarding summative assessment, all the students will work on a group project and on an individual portfolio. Both tasks will be handed in at the end of the unit and will show the sum of the students' performance. Both tasks will be graded and the teacher will provide written feedback after checking them. The group project will be worth 40% of the final mark and the individual portfolio will also be worth 40% of the final mark. The teacher will use a rubric (see Appendix 20, page 68) to mark these tasks.

Apart from teacher's assessment and feedback to error, in the fifth and sixth lessons, students are asked to assess their peers. However, peer assessment will not be reflected on the final marks, it will only help students to give feedback (advice and suggestions) and to raise awareness of the aspects that will be taken into consideration for their projects and oral presentations. In Lesson 5, all the cooperative groups will have already started to plan their final task, so they will pair up and give feedback to each other on their ideas and strategies to develop the task. Students will be given a rubric (see Appendix 18, page 67) in order to help them see the aspects the task should contain or the structure it should follow. With this rubric they will analyse their classmates' initial plan and provide them with meaningful feedback. In Lesson 6, students are given a checklist with the criteria for their presentations (see Appendix 19, page 67). During their peers' presentations they have to tick the aspects they consider have been taken into consideration. This will help them both reflect on the points they should deal with during their presentation and see more clearly which proposal should be given their vote at the end of the lesson.

As regards evaluation of the teaching process and the teaching unit proposal, it is also important that the teacher reflects on the development of the 6 lessons at the end of the unit in order to assess whether implementation has been successful. The group blogs and oral presentations of the final task can provide the teacher with information about the development of the unit, since the teacher will see what type of process has taken place within each group by comparing the first tasks published on the blog with the most recent ones and the oral presentation as the final product of the group. When the teacher assesses this group work, s/he can see if the cooperative groups have been successful and have made meaningful progress throughout the 6 lessons. This will allow the teacher to see if effective learning has taken place. The same thing will happen when the teacher assesses the individual portfolios. In this case, the students' feelings and thoughts about this teaching unit proposal will be clearly visible to the teacher in their self-reflection questions. However, the teacher will also answer a questionnaire (see Appendix 21, page 70) with a few questions that will help him/her analyse the success of this proposal and think about possible ways to improve it if necessary.

- **Evaluation criteria**

This teaching unit follows the evaluation criteria specified by the LOMCE Curriculum (*Orden ECD/2016, de 26 de mayo*) for 3rd year ESO:

- The student can understand general, specific and relevant details from oral texts produced by other students or videos about the topic of jobs, talents and feelings (Crit. IN.1.1).
- The student can critically understand their classmates' presentations, discussions and videos on feelings, emotions, talents and jobs by paying attention to the body language and by identifying the main communicative functions and the topic-related vocabulary (Crit. IN.1.2).
- The student can produce short oral messages in the form of a presentation and dialogues about the topic of jobs, talents, feelings and emotions using an appropriate register and pronunciation, specific vocabulary, applying appropriate planning strategies and building consistent speech (Crit. IN.2.1).
- The student can apply to oral speech the sociocultural and sociolinguistic knowledge acquired related to interpersonal and behavioural skills, acting respectfully and showing confidence in the use of English as means for communication and understanding (Crit. IN.2.2).
- The student can understand general and specific information about jobs, talents, emotions and feelings in written texts and can answer to detailed questions and tasks on the topic (Crit. IN.3.1.).
- The student can produce short and simple written texts expressing the required communicative functions by using the specific syntax and

vocabulary for the topic of jobs, talents, emotions and feelings and organising the texts in a cohesive and coherent way (Crit. IN. 4.1).

5. CONCLUSION

My aim has been to propose a teaching unit that deals with the topic of emotions and feelings, which the research has found so beneficial, not only for personal development but also for academic success, in order to develop emotional and social skills using English as an instrument for communication in a secondary school. This proposal has been motivated by a firm belief that it is necessary to develop emotional and social skills, especially in teenagers, and that they can be promoted transversely in the English class (as established in the LOMCE Aragonese Curriculum).

The importance of educating on emotional and social skills has been widely supported by the research. Coleman (1996), Uruñuela (2016), Bisquerra and Pérez (2007) and Marrasé (2013) contend that emotional skills do have a positive effect on academic performance and disruptive behaviours. Therefore, schools and teachers should encourage the introduction of tasks and materials which deal with the topic in order to develop these useful skills. I believe that the English class can be suitable for this purpose.

Nevertheless, my teaching unit proposal not only aims at developing emotional and social skills, but also at increasing students' motivation, fostering their creativity and autonomy, improving their self-awareness, making students aware of their own learning process and increasing the number of communicative activities in the English lessons. All of them are aspects I consider vital to achieve effective English learning. As advocated by some researchers such as Dörnyei (1994), Lichtbown (2000) and Richards (2006), I can claim that self-confidence, self-awareness and active methodologies allow the students to be creative, autonomous and provide them with communicative and collaborative tasks which raise eventually effective learning.

I believe both the topic and the methodology for this unit are relevant and innovative. As regards emotional skills, they are starting to be given more attention, but have not been fully introduced yet, either in the teaching or in the textbooks. As for methodology, I suggest cooperative work and project-based methodologies, which are also starting to be present in many schools, rather than the use of the textbook, whose prevalence is still very widespread in traditional methodologies of most schools. However, to my understanding, it is still difficult to get rid of textbooks and traditional teaching methodologies in many schools. In order to achieve the implementation of innovative methodologies and topics in the more reticent schools, it could be useful to start with a gradual implementation.

I have also experienced, as a teacher and as a student, the need for a change in English teaching towards more active and innovative methods, as suggested in this teaching unit proposal. My proposal focuses on a specific group of students to whom I taught English during my placement period in Salesianos Nuestra Señora del Pilar, but this teaching unit could be extended to any group of 3rd of ESO students and would improve their emotional and social skills too, since I firmly believe that these active methodologies contribute positively to students' motivation and communication skills. Students are tired of working with books and accuracy-oriented activities. They do not have many chances to use English for real communication, and this leads to a lack of motivation and interest, since they do not see clear goals for the tasks they are asked to perform and they do not see the usefulness for using English as a means of communication. Moreover, it is important to raise learners' awareness of their own learning process. If they are aware of their progress and the usefulness of English in the real world, there is no doubt that their motivation, interest and academic performance will improve. It is, therefore, necessary to design and implement more units that take these aspects into consideration.

In addition, I believe that English is a subject that allows a lot of creativity both for teachers and students. As I have justified, the teaching unit I propose does not just deal with the specific contents aimed at 3rd of ESO, as stated in the Curriculum, but also deals with the development of all the key competences suggested in the European Reference Framework. Since English has to be

worked through functional communication and through the four skills (listening, reading, speaking and writing) the possibilities to design different tasks and deal with a great variety of topics are boundless. Throughout my teaching unit proposal students will work with videos, readings and group discussions based on original resources and materials. This way, they will be in contact with real world materials and situations and, at the same time, they will be working on the curricular contents and on communicative skills. Moreover, I have designed tasks that encourage students to be aware of their own learning process, to develop learning strategies, to reflect on the criteria expected for their performance by providing feedback to each other, as well as group work that aims at encouraging students' creativity and autonomy, something that will also increase their self-confidence and self-awareness.

I suggest that the topic of emotions and social skills is worked transversely not only in the English lessons, but also in other school subjects. Furthermore, it is possible for secondary teachers to work together with the Guidance Department of the school to achieve better results. If many teachers and other members of the school cooperate to work on a project or plan aimed at developing emotional and social skills, their presence will be acknowledged and the implementation will be more successful, since collaboration allows more ambitious projects to be developed. In addition, students will be able to observe and learn from real life cooperation and successful and empathic communication.

To conclude, I think that active methodologies and emotional and social skills can be successfully intertwined. We just need to be aware of the relevance of these issues for students and start by educating teachers on the field, so that we can later implement new methodologies and work on new contents and skills that are as relevant for our learners, or possibly more, as any other traditional topics.

6. REFERENCES

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7. APPENDIX

All the materials included in this Appendix have been created by me, except for the specified exceptions.

Appendix 1: Objectives and specific curricular contents.

OBJECTIVES	SPECIFIC CONTENTS
<p>At the end of this teaching unit students will:</p> <ul style="list-style-type: none"> - Understand general and specific information in oral and written speech about the topics of feelings, emotions, talents, likes and dislikes and jobs in face to face situations or by digital means of communication. - Develop their social and emotional skills, reflecting on their personal strengths, the things that make them happy, their own emotions, as well those of their peers, to recognize the situations when it is necessary to 	<p>Syntax and speech structures:</p> <ul style="list-style-type: none"> - Adjective order; adjective + preposition (e.g. <i>good at</i>). - Modality: Ability (<i>can, be able to, could</i>); possibility (<i>could, may, might</i>) and advice (<i>should</i>). - Cause relations (<i>because of, due to</i>); coordination (<i>and, or, but</i>); addition and reinforcement (<i>also, too, in addition</i>); contrast (<i>however, on the</i>

<p>control their emotions or other people's emotions and to think of solutions to emotional problems.</p> <ul style="list-style-type: none"> - Promote cooperative work, being responsible of a specific role assigned to them. - Promote the use of digital tools and visuals to create content, specifically the tools Blogger, Go Conqr, Powtoons, PowerPoint and Prezi. - Encourage presentation skills about an original idea in order to organize oral and written speech in front of an audience. - Reflect on their own learning and that of their peers and provide meaningful feedback for improvement. - Develop strategies to organize and structure the contents and steps of an assignment, recalling the information learnt during the previous lessons in order to build a coherent product. - Develop conversational skills to engage into oral and written conversations exchanging messages in a comprehensible and suitable form about the topics of feelings, emotions, talents, likes and dislikes and jobs, as well as giving advice and suggestions in different communicative situations. - Be able to transfer specific and general information obtained by different sources into oral and written speech. - Be able to use certain structures of speech, such as the conditional (should, could) and –ing clauses to build oral and written speech. - Be able to identify and correct mistakes in written speech for 	<p><i>other hand</i>); result (<i>therefore, as a result, consequently, for this reason</i>); exemplification (<i>for instance, for example</i>); conclusion (<i>in conclusion, to sum up</i>); opinion (<i>in my opinion, I think, I believe</i>).</p> <ul style="list-style-type: none"> - -ing clauses (e.g. <i>I like dancing</i>). - Condition (<i>if, unless; first conditional</i>). - Comparison (<i>as/not so + adj. + as; less/more + adj. /adv. (than); the best/worst; the fastest; the most popular</i>). <p>Communicative functions:</p> <ul style="list-style-type: none"> - Identification and expression of emotions. - Description of physical and abstract personal qualities. - Exchange personal information, hobbies, opinion and advice. <p>Comprehension strategies:</p> <ul style="list-style-type: none"> - Analyse a speech in English in order to distinguish the main ideas. - Formulation of hypotheses, summarizing main ideas of short texts. <p>Sociocultural and sociolinguistic aspects:</p>
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<p>structures used to give advice.</p> <ul style="list-style-type: none"> - Develop autonomous and cooperative learning strategies through the development of class tasks, individual and group work, use of ICTs, self-reflection and peers-assessment with the aim to progress in their learning process and foreign language acquisition. 	<ul style="list-style-type: none"> - Body language and clarity in oral productions. - Identify and respect other people's emotions. - Respect and learn about different points of view, beliefs and attitudes. <p>Lexical:</p> <ul style="list-style-type: none"> - Vocabulary about emotions, free-time, jobs and talents.
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Appendix 2: Lesson plans

Lesson 1: What are your hidden talents?

Teacher's Guide	Description of activities	Timing
Pre-Task activities	<ol style="list-style-type: none"> 1. (Speaking) Pair work discussion: Who are these famous people and what are their jobs? & Class discussion. 2. (Speaking and writing) Rally Robin in pairs: What do you think their talents are? & Class discussion. 3. (Speaking and writing) Group discussion (Placemat Round Table): What is a talent? & Class discussion. 	<p>5 minutes</p> <p>5 minutes</p> <p>10 minutes</p>

Learning Tasks	<p>4. (Writing & grammar review) Give advice to these famous people (all the class does it together).</p> <p>5. (Writing & grammar review) WhatsApp conversation: Can you find the mistakes in the advice?</p>	<p>7 minutes</p> <p>5 minutes</p>
Post-Task Activity	<p>6. (Writing) Individual work: What are my talents and strengths? And what are my peers' talents and strengths? Followed by a group discussion (Speaking): Has that surprised us?</p> <p>7. (Listening) Teacher's explanation of the group project, use of Blogger and homework.</p>	<p>10 minutes</p> <p>13 minutes</p>
Assessment	<p>In time feedback to error: collective correction for activities 1, 2, 3, 4 and 5.</p> <p>In time assessment while the students are working autonomously with the teacher monitoring and guiding in activities 1, 2, 3 and 6.</p> <p>The activities developed in the individual portfolio and the ones published in the group blog will be corrected by the teacher at the end of the unit, with written feedback.</p>	<p>At any time during the lesson and/or at the end of the unit.</p>
Materials Needed: Projector, screen and computer for the teacher (or photocopies with the pictures printed on them), individual portfolios, role cards, cheat sheet for homework.		Other Resources: Link to Blogger: https://www.blogger.com/about/?r=1-null_user Link to ClassDojo: https://www.classdojo.com/es-es/?redirect=true
Homework: Create a group blog and upload the first section of their blog: <i>This is us</i> . Answer the individual self-reflection questions corresponding to Lesson 1 in their portfolios.		Notes on lesson: To decide on the way to organize pairs, students are free to choose their partner. But it will be the teacher who will choose the other pair with which they will pair up to form the cooperative groups.

	In the same way, the teacher will assign the groups' roles, depending on the students' levels, strengths and needs.
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Lesson 2: Emotions and feelings

Teacher's Guide	Description of activities	Timing
Pre-Task activities	<ol style="list-style-type: none"> 1. (Speaking and writing) Emotions and feelings word cloud: Pairs Rally Robin and Group Rally Robin on experienced emotions & class discussion. 2. (Speaking) Guessing game with emotions and feelings word cloud. 	10 minutes 10 minutes
Learning Task	<ol style="list-style-type: none"> 3. (Listening, speaking and writing) Group work: Watch the 2 videos, reflect on their emotions and give advice to the people. Followed by a class discussion. 	20 minutes
Post-Task Activities	<ol style="list-style-type: none"> 4. (Speaking and writing) Group work: Cards with different emotional situations (How would you feel?). 5. (Listening) Teacher's explanation of the homework and brief explanation of Powtoon. 	10 minutes 5 minutes
Assessment	<p>In time feedback to error: collective correction for activities 1, 2 and 3.</p> <p>In time assessment while the students are working autonomously with the teacher monitoring and guiding in activities 1, 2, 3 and 4.</p> <p>The activities developed in the individual portfolio and the ones published in the group blog will be corrected by the teacher at the end of the unit, with written feedback.</p>	At any moment during the lesson and at the end of the unit.

Materials Needed: Word cloud, projector, screen and computer for the teacher, videos, individual portfolios, Talking Chips, Cheat Sheet for activity 3, cards for activity 4.	Other Resources: Link to ClassDojo: https://www.classdojo.com/es-es/?redirect=true Link to Powtoon: https://www.powtoon.com/edu-home/g/es/
Homework: Upload the second section to their blog: <i>This is how we feel.</i> Answer the individual self-reflection questions corresponding to Lesson 2 in their portfolios.	Notes on lesson: If some students do not want to work with Powtoon, or do not have access to the necessary resources at home, they can choose to do a comic strip where they can draw the situations and later take a picture of it and upload it to their group blog.

Lesson 3: We react to problems

Teacher's Guide	Description of activities	Timing
Pre-Task activity	1. (Speaking and writing) Individual and group work: What happens to these people? Look at pictures with emotionally troubled people and complete individually a See, Think, Wonder Table. Followed by group discussion.	10 minutes
Learning Task	2. (Reading, speaking, listening and writing) Individual and group work: Individually collect information in the Experts Groups to check the hypotheses from the previous activity and share with cooperative groups.	20 minutes
Post-Task Activities	3. (Writing) Individual work: Summarise what were these people's problems. 4. (Writing) Individual work: Complete the table with your own ideas, <i>How could you encourage these people?</i> 5. (Speaking and writing) Group work: Think of encouraging actions and messages for emotionally difficult situations: <i>This is what we would like to receive from other people.</i>	10 minutes 5 minutes 10 minutes
Assessment	In time assessment while the students are working autonomously with the teacher monitoring and guiding in activities 1, 2, 3, 4 and 5. The activities developed in the individual portfolio	At any moment during the lesson and at the end

	and the ones published in the group blog will be corrected by the teacher at the end of the unit, with written feedback.	of the unit.
Materials Needed: Projector, screen and computers, talking chips, individual portfolio, cheat sheet for activity 1, readings and videos for activity 2, table for activity 2.		
Other Resources: Link to ClassDojo: https://www.classdojo.com/es-es/?redirect=true		
Homework: Upload the third section to their blog: <i>This is what we would like to receive from other people.</i> Answer the individual self-reflection questions about Lesson 3 in their portfolios.		
Notes on lesson: For activity 2, at least four computers will be needed for the four different corners for the Experts Groups. To form these groups, the teacher will take into account the different levels and needs of the students and will decide which components from each cooperative group go to each corner to work with certain materials.		

Lesson 4: What is happiness to you?

Teacher's Guide	Description of activities	Timing
Pre-Task activity	1. (Speaking & grammar review) Class dynamics: In two concentric circles, discuss with peers in front of you: What is happiness to you? Followed by class discussion.	15 minutes
Learning Task	2. (Reading, listening, speaking and writing) Individual and group work: Jigsaw of Experts Groups to gather information and skills for group final task.	20 minutes
Post-Task Activity	3. (Speaking and writing) Group work: Getting started with the final task "Happiness through our talents" (a creative idea to make other people happier), organize and plan the project.	20 minutes

Assessment	<p>In time feedback to error: collective correction for activity 1.</p> <p>In time assessment while the students are working autonomously with the teacher monitoring and guiding in activities 1, 2 and 3.</p> <p>The activities developed in the individual portfolio and the ones published in the group blog will be corrected by the teacher at the end of the unit, with written feedback.</p>	At any moment during the lesson and at the end of the unit.
Materials Needed: Computers, materials for activity 2.		Other Resources: Link to Go Conqr: https://www.goconqr.com/es Link to ClassDojo: https://www.classdojo.com/es-es/?redirect=true
Homework: Create and upload the mind map for the forth section to their blog: <i>This is happiness to us</i> . Answer individually the self-reflection questions for Lesson 4 they will find in their portfolios.		Notes on lesson: Students need to work with at least one computer per group in activities 2 and 3. If there is no access to a computer or Internet connection to develop the Mind Map, the students can also draw it on a paper and scan it or take a picture of it and upload it to their blog. For the activity of the Experts Groups, the teacher will take into account the different levels and needs of the students and will decide which components from each cooperative group go to each corner to work with certain materials.

Lesson 5: How can we make other people happy?

Teacher's Guide	Description of activities	Timing
Pre-Task activity	1. (Listening, speaking and writing) Group work: Feedback Carousel. Cooperative groups pair up and give feedback on each other's ideas for the final task.	15 minutes

Learning Task	2. (Speaking and writing) Group work: Develop final task "Happiness through our talents".	40 minutes
Assessment	On time assessment while the students are working autonomously with the teacher monitoring and guiding in activities 1 and 2. The group final task published in the group blog and the homework developed in their individual portfolios will be corrected by the teacher at the end of the unit, with written feedback.	At any time during the lesson and at the end of the unit.
Materials Needed: Computers, rubric for activity 1.		Other Resources: Link to ClassDojo: https://www.classdojo.com/es-es/?redirect=true Link to the Stopwatch (bomb): http://www.online-stopwatch.com/bomb-countdown/
Homework: Upload their final task presentation to their group blogs in a last section called <i>This is how we are going to change the world</i> , together with a short explanatory introduction. Answer individually the self-reflection questions for Lesson 5 in their portfolios.		Notes on lesson: Computers are needed to carry out activity 2. For activity 1, if the number of cooperative groups is an odd one, there will be three groups doing the feedback carousel together and every group will give feedback to the other two. If a group needs more time to finish their presentation, they can do it for homework.

Lesson 6: Changing the world

Teacher's Guide	Description of activities	Timing
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Pre-Task activity	1. (Speaking, listening and reading) Introductory class reflection: What do you think the winning idea for the final project needs to have?	5 minutes
Learning Task	2. (Speaking and listening) Presentations of the final task and vote for the favourite idea to be put into practice.	30 minutes
Post-Task Activity	3. (Reading and writing) Group work: Comment on the other groups' blogs.	20 minutes
Assessment	<p>In time feedback to error: collective correction for activity 1.</p> <p>In time assessment while the students are working autonomously with the teacher monitoring and guiding in activities 1 and 3.</p> <p>The activities developed in the individual portfolio and the ones published in the group blog will be corrected by the teacher at the end of the unit, with written feedback.</p> <p>During the presentations the teacher will not give feedback to the students who are presenting, giving preference to fluency.</p>	At any time during the lesson and at the end of the unit.
Materials Needed: Computers, projector and screen, checklist to assess presentations.		Other Resources: Link to ClassDojo: https://www.classdojo.com/es-es/?redirect=true
Homework: Answer individually the self-reflection questions for Lesson 6 and the Final Reflection in their portfolios.		Notes on lesson: At least one computer per cooperative group is needed for activity 3. If the circumstances allow it, the class will actually put into practice the winning proposal of these last mini-projects. The students would need then extra hours to prepare that.

Appendix 3: Individual Portfolio.

Lesson 1: What are your hidden talents?

1. Look at the pictures of these children. They are the famous people you have been talking about. You know who they are and what their jobs and talents are. Imagine you travel to the past and meet them when they are still children. Can you give them advice or suggestions? Remember to use the conditional *should* or *could* as in the example:



Shakira is very good at singing and dancing, she **could/should** **be** a singer, a dancer or a choreographer.



Frida is very good at



Albert is



Cristiano

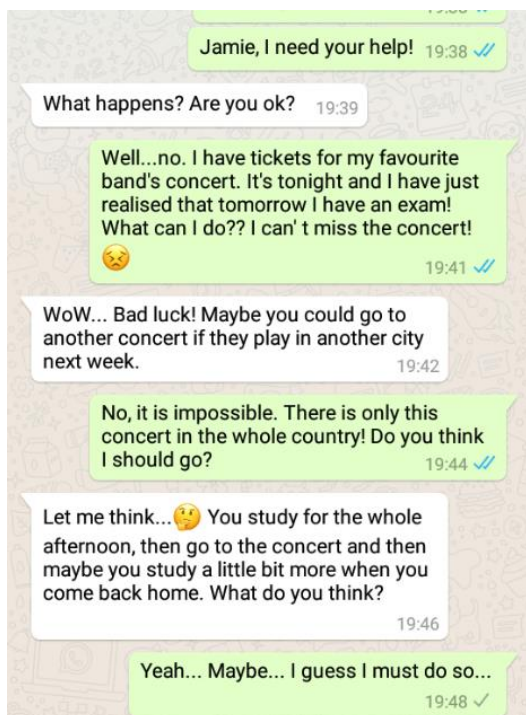
2. Read the following WhatsApp conversations between friends. There are some mistakes when they give advice and suggestions to each other. Can you find and correct them?

Conversation 1:



Correction:

Conversation 2:



Correction:

3. Self-reflection questions:

- What have I learnt today?

- Is there something I liked a lot? What? And something I didn't like at all? What? Why?

- How did I work with my group? How did I feel? Why?

- What did I think about the suggestions my peers made about my talents?

Lesson 2: Emotions and feelings

1. See, Think, Wonder. You have watched 2 videos depicting different emotional situations. In order to reflect and empathise with these people's feelings, complete the following table. Keep in mind that in each video there are several characters, talk at least about two of them for each video. Be also aware that maybe their feelings change throughout the video.

Discuss your ideas with your cooperative group, but complete the chart individually with your own words (and maybe your own ideas if you don't agree with the rest of your group). Feel free!

	VIDEO 1 "The other pair"	VIDEO 2 "Losers"
SEE What happens? What do they do?		
THINK How do they feel? Why do they feel like that? Why do they act like that?		
WONDER What could / should they do?		

2. Self-reflection questions:

- What have I learnt today?

- Is there something I liked a lot? What? And something I didn't like at all? What? Why?

-How did I work with my group? How did I feel? Why?

- Do I usually think about how other people feel? For example?

Lesson 3: We react to problems

1.Look at these pictures and complete the See, Think, Wonder chart. Complete it individually with your own ideas. You will later discuss your opinions with your classmates.

Picture 1



Picture 2



Picture 3



Picture 4



	PICTURE 1	PICTURE 2	PICTURE 3	PICTURE 4
<p>SEE</p> <p>What do you see?</p>				
<p>THINK</p> <p>How do you think this person feels?</p> <p>Why?</p>				
<p>WONDER</p> <p>Do you think these</p>				

emotions should be controlled? Why?				
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2.What have you found out in the different Experts Groups? Were your hypotheses correct?
Summarize the stories about the people from the pictures.

In picture 1

The boy from picture 2

The girl in picture 3

In picture 4

3.How can we encourage people with emotional problems? Think about an encouraging action or message that could help the people from the previous stories to feel better. Don't forget to mention first what is the emotion they are feeling. An example has been provided:

FEELING / EMOTION	ENCOURAGING ACTION OR MESSAGE
<i>Example: Sad / Sadness</i>	<i>Hanging a placard with an encouraging message in front of his/her window to cheer him/her up.</i>

ANA:	
ALI:	
SAFA:	
AYMAN:	

4. Self-reflection questions:

- What have I learnt today?

- Is there something I liked a lot? What? And something I didn't like at all? What? Why?

- How did I work with my group? How did I feel? Why?

- Have I ever done something to encourage or cheer somebody up when that person was undergoing a difficult situation? What? Why?

Lesson 4: What is happiness to you?

1. Self-reflection questions:

- What have I learnt today?

- Is there something I liked a lot? What? And something I didn't like at all? What? Why?

- How did I work with my group? How did I feel? Why?

-Have I ever seen anybody carrying out any action to increase other people's happiness?

Lesson 5: How can we make other people happy?

1. Self-reflection questions:

- What have I learnt today?

- Is there something I liked a lot? What? And something I didn't like at all? What? Why?

- How did I work with my group? How did I feel? Why?

-Did I find useful the feedback received from another group? Why?

Lesson 6: Changing the world

1. Self-reflection questions:

- What have I learnt today?

- Is there something I liked a lot? What? And something I didn't like at all? What? Why?

- How did I work with my group? How did I feel? Why?

-Do I like the winning proposal for the final project? Why?

Final reflection on the unit

1.As a final reflection about all the things you have done during the last 6 lessons, please answer to the following questions:

- Did you find the topic (feelings, emotions, talents...) interesting and important? Why?

- Did you enjoy working in groups? Why?

- Do you think more about other people's feelings now? And about your own emotions?

- Do you think you know your classmates better now?

- Do you think it is possible to do your proposal to make other people happier in real life? Do you think it would be useful? And the winning proposal? Why?

Appendix 4: Who are these famous people? (Lesson 1) Pictures obtained from Google Images.



Appendix 5: Role Cards (Lesson 1). (Adapted from pdf. from *Diseño, organización y desarrollo de actividades para el aprendizaje de inglés*).

<p style="text-align: center;">RECORDER</p> <p>As the recorder you...</p> <p>Keep a record of team's ideas and progress.</p> <p>Summarize what the ideas are and make sure that you deal with all the points.</p> <p>Say things like "Let's sum up", "Is there anything missing here?" "Does anyone want to add anything?"</p>	<p style="text-align: center;">COACH</p> <p>As the coach you ...</p> <p>Check that everyone understands and everyone's voice is heard.</p> <p>Encourage all team mates and make sure everyone feels a part of the team.</p> <p>Solve conflicts when they arise.</p> <p>Say things like "Is everyone OK with this?" "Does anyone have a question?" "Great idea!" "Good job!" "Let's listen to _____ next." "Let's get back to work".</p>
<p style="text-align: center;">SPOKESPERSON</p> <p>As the spokesperson you...</p> <p>Regularly contribute to the team efforts.</p> <p>Present the team's finished work to the class.</p> <p>Keep turn taking and lead the discussions.</p> <p>Say things like, "I'm going to say _____, does that sound right?" "How should I say ____?" "Do you want me to say _____?"</p>	<p style="text-align: center;">SCRIBE</p> <p>As the scribe you...</p> <p>Write down the ideas, suggestions and answers of the team.</p> <p>Check to be sure that ideas are clear and accurate.</p> <p>Check spelling and grammar before you hand in the text.</p> <p>Say things like "How should I write this?", "I am going to write _____, does that sound right?"</p>

Appendix 6: Cheat Sheet for homework (Lesson 1).

You have to write a short presentation (2 or 3 lines) for one of your classmates. You have to mention what is his/her talent or talents and suggest a suitable job for him/her. Here you have some examples of sentence structures you can use for your presentation if you don't know how to begin. But of course you can write it in a different way if you prefer!

_____ (name of the person) is very good at _____ (sports/arts/dancing/giving advice to friends....) This is why/For this reason he/she could be a (good) _____ (tennis player/footballer/dancer/artist/painter/psychologist/teacher...).

_____ (name of the person) writes very well/speaks English very well/can play the piano.... Because of this I think that she/he should _____ (be a writer/be a translator/be a musician...).

Appendix 7: Emotions Word Cloud (Lesson 2).



Appendix 8: Videos (lesson 2). Retrieved from YouTube and Vimeo.

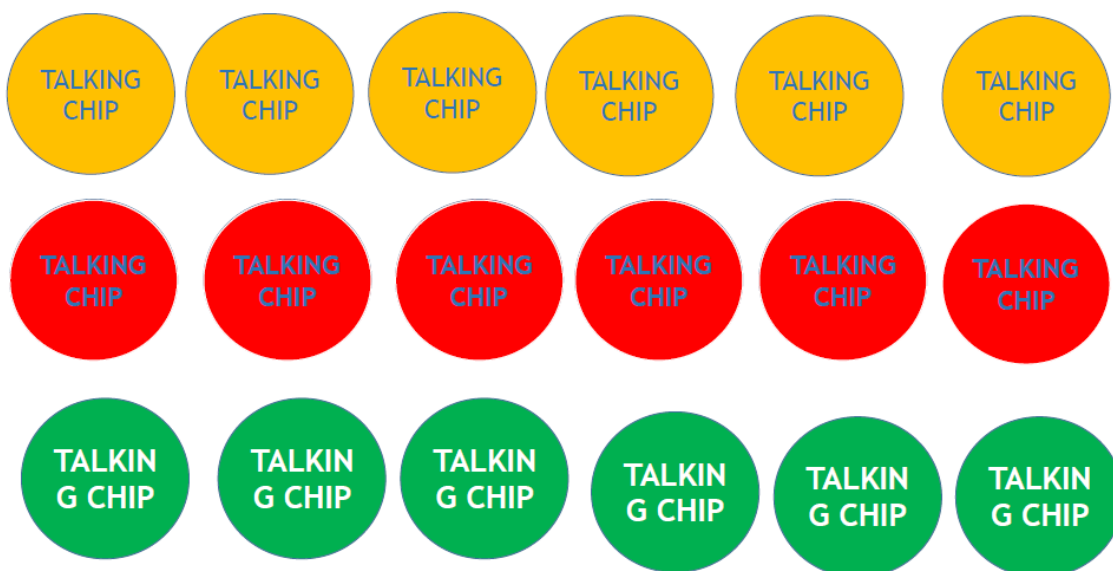
Bullying video: <http://film-english.com/2012/05/05/losers/>

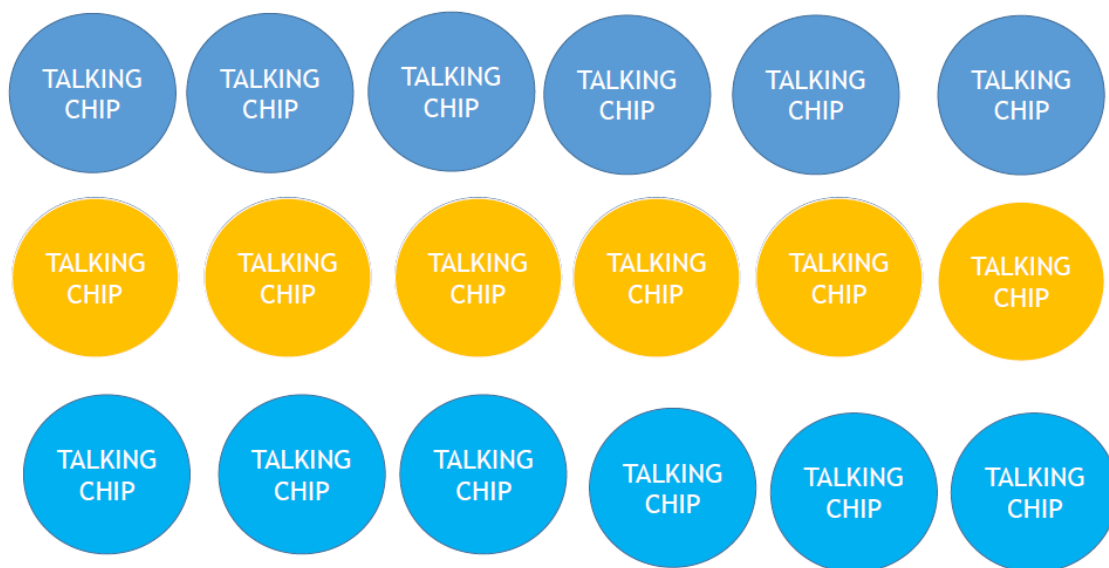


Empathy and poverty video: <https://www.youtube.com/watch?v=FGh0iduZOJQ>



Appendix 9: Talking Chips (lesson 2). Resource taken from pdf. from *Diseño, organización y desarrollo de actividades para el aprendizaje de inglés*.





Appendix 10: Situational cards and cheat sheet (lesson 2).

<p>Talk about your feelings in hypothetical situations and use the conditional <i>would, could or should</i>:</p> <p>What would/should/could you do?</p> <p><i>Imagine you walk out of your house and when you want to come back in, you realise that you have forgotten the keys inside. But there is nobody at home and you can't come in. You are locked out of your house! How would you feel? What would you do?</i></p>	<p>You can talk about your hypothetical feelings or give advice in different ways:</p> <p><i>I would feel anxious and I would call (would + infinitive) a locksmith.</i></p> <p><i>I would feel frustrated and I would wait in front of the house.</i></p>
<p>You studied very hard for an important exam but you failed it! How would you feel? What would you do?</p>	<p>We would feel _____ and we would _____</p>
<p>It is your first day at a new school. You don't have any friends and nobody talks to you. How would you feel and what would you do?</p>	<p>We _____</p>
<p>You had to perform in front of a big audience and you fell from the stage! How would you feel? What could you do?</p>	<p>_____</p>

Your best friend told you that she/he is moving to another country? How would you feel? What could you do?	<hr/> <hr/> <hr/>
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Appendix 11: Cheat Sheet for group discussion (lessons 2 and 3).

<p>To give your opinion:</p> <p>I think (that) ... / In my opinion ... / I believe (that)... / From my point of view ...</p> <p>To ask about other opinions:</p> <p>Do you agree with me? / And what do you think about...? / Do you think s/he should...?</p> <p>To agree or disagree:</p> <p>I agree with you, because... / Yes, I see what you mean, but I disagree, because... / Yes, I totally agree with you, because... / Sorry, I disagree, because...</p> <p>To organise your ideas:</p> <p>In picture X, I see... / About picture X ... I think that ... / However, I don't believe that ...</p> <p>Some examples:</p> <p>In picture 1 I see a girl covering her face with her hands. I think she is afraid, because something bad has happened to her. I think she should control her fear, because ...</p>

Appendix 12: Reading for picture 1 for Experts Groups (lesson 3). Retrieved from <http://www.bbc.com/news/world-europe-39283407>

Spain's female bodyguards who protect abused women

By James Badcock

Madrid



When Ana reported her male former partner for an assault at her home in Spain she thought she would be protected.

In fact she ended up living as a prisoner alone in her own house, afraid to go out in case she was confronted by her aggressor once more.

"I was living in terror. The only thing the police gave me was a special kind of telephone to call if he turned up. But I didn't feel safe."

Ana went online to contact women's support groups and was put in touch with Carolina, a former police bodyguard now using her skills and training to keep women safe from violent men.

Carolina had guarded public figures in the years before Basque separatist group Eta declared a halt to its bombing and assassination campaign in 2011.

She launched private association Edemm in response to cases just like Ana's. Women who had gone to the police but were left unprotected by the judicial system. Some were murdered by husbands or former partners.

The organisation offers 24-hour protection free of charge, helping vulnerable women to shake off the paralysing effects of fear and to face the world.

"We are talking to the Basque regional authorities and political parties. I want this to become standard, to be rolled out across the country and we are training more female bodyguards for this work," she explains.

Carolina lived with Ana for two weeks before the assault trial last year and remains on hand for moments when she needs company.

'She saved my life'

"I was wasting away and totally depressed," says Ana.

"I stayed in bed, I had stopped eating, lost 12 kilos and couldn't go out to work. Every time I heard a car outside, I felt panic. I did not go outside even to walk the dogs.

"She came and listened and said she was going to be with me. I wanted to hug her there and then but I thought it might not be ethical.

"I began to cook again, something simple like an omelette. She opened the windows and the blinds. She listened to me and I felt better every day. I could sleep properly again as I knew she was a professional bodyguard and I was protected."

How Ana's partner turned violent

A widow living on the outskirts of a village in Spain's Basque Country, Ana started what turned out to be a toxic relationship in early 2015. "Now I know he was a classic abuser," she says.

She describes being humiliated in front of her friends and psychological attacks that undermined her confidence. "He would say that it was my awful character that had killed my husband, and that I was ugly."

The psychological abuse became so bad at times that she called the police four times during the 18-month relationship. But she was told that she could only get help and protection if she formally reported her partner for an offence.

Eventually she ended the relationship in September 2016 when she caught him chatting with other women online. But, she says, he would not accept it.

"He kept calling, sending WhatsApp messages and SMS, some of which tried to be loving and others threatening, saying: 'I am coming to see you; you'd better be nice.' He used to spend hours outside my house, with me inside with the lights off and the blinds pulled down."

One night in mid-November, Ana relented and let her former partner in after he had been kicking at the door.

"He said he wanted to talk and would leave afterwards. I heard him out and said nothing had changed for me. I got him as far as the doorway and he struck me across the face with his hand."

Appendix 13: Video for picture 2 for Experts Groups (lesson 3). Retrieved from Vimeo.

<https://vimeo.com/44516196>



Appendix 14: Reading for picture 3 for Experts Groups (lesson 3). Retrieved from <http://www.nydailynews.com/new-york/nyc-crime/teacher-accused-ripping-hijab-girl-hate-crime-charges-article-1.3194304>

Ex-substitute teacher slapped with hate crime charges after allegedly ripping hijab off 8-year-old Bronx student



A substitute teacher accused of yanking the hijab off the head of a Bronx second-grader has been hit with hate crime charges, police said. Oghenetega Edah, 31, who was fired by the city Education Department after the May 2 incident, surrendered to cops Wednesday, police said. Edah allegedly ordered 8-year-old Safa Alzockary to remove her hijab after she was misbehaving in class at Public School 76 in Allerton. When Safa refused, Edah ripped the religious covering from her head, pulling it across her face and causing irritation to her right eye, police said. The girl went to Jacobi Medical Center, where a doctor said she suffered no permanent damage to her eye. Edah, who started working in city schools in January, had a clean disciplinary record prior to the incident, officials said. The Education Department sacked him after learning of the girl's accusations. "This alleged behavior is unacceptable, and he was immediately removed from the school and terminated effective May 3," said Education Department spokeswoman Toya Holness. Edah is charged with aggravated harassment as a hate crime and endangering the welfare of a child, cops said. He was awaiting arraignment in Bronx criminal court late Wednesday.

Appendix 15: Reading for picture 4 for Experts Groups (lesson 3). Picture from Google Images and text adapted from <http://unhcr.org/FutureOfSyria/children-at-work.html>



Ayman

Tyre, Lebanon

The prevalence of child labour is likely to be even higher than reported numbers suggest. Many children work intermittently, picking up short-term jobs that may change from day to day. It is difficult to identify working children in both urban and rural contexts because refugee populations are often dispersed.

Given that child labour is illegal in Jordan and Lebanon,¹⁴ employers and refugee families are likely to hide the problem, fearing the ramifications of being identified. Further, some parents fear that if humanitarian organizations discover their children working, it might undermine their eligibility for financial assistance. According to UNHCR's Kilian Kleinschmidt in Za'atari camp, "There are around 680 shops in Za'atari—all of them employ children." Manal Eid, Programme Development Manager with War Child Holland in Lebanon, said that "If you go on the street, you see Syrian children working everywhere."

Ayman, 11, wants to be a doctor when he grows up. But for the moment, his reality is very different.

He lives with his parents, aunt, grandparents and two younger siblings. His father cannot find a job. Ayman is the only family member working, selling gum on the street. He makes US\$ 4 a day.

He said his job was "very difficult" and that he was harassed for being Syrian. A man even kicked him for selling gum during Ramadan. He would prefer to be in school, but it was Ayman himself who decided to work to support the family.

Ayman proudly looks after his younger siblings, and his face lit up when he described how he saved up enough to buy his five-year-old sister a new dress for Eid al-Fitr.

But there are few sources of happiness in Ayman's own life. He has no friends and is embarrassed by his work, so has not tried to socialize with other boys in the building. When asked about his hopes for the future, Ayman said that he wants his father to find work so that he can go to school.

Appendix 16: Table for Experts Groups activity (lesson 3).

	Picture 1: ANA	Picture 2: ALI	Picture 3: SAFA	Picture 4: AYMAN
What was his/her problem? What happened?				
How did he/she feel?				
Was the problem solved? If the answer is yes: how? And: did the feeling change? If the answer is no: what could he/she do to solve it?				

*Read the text or watch the video you will find in your assigned Experts Group. You only have to fill in the information about your corresponding character. When you come back to your cooperative group, you will share with your group the information you gathered. When they share their information about the other characters, you will have to fill in the rest of the table.

Appendix 17: Materials for the different Experts Groups for final task (lesson 4).

EXPERTS GROUP 1: Organize ideas to	<p>Congratulations! Your role is to make sure that your ideas are well organised before you start your group project.</p> <p>Sometimes we have very good ideas, but if we don't know how to develop and</p>
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<p>develop a project (Go Conqr).</p>	<p>organise them, nobody will understand us when we present them! How can you organise your ideas before getting started? A good idea is to do a brainstorming. You can write all your ideas and key words on a paper and then match them if they are related or highlight the most important ones. This is a Mind Map. It will help you have a clearer idea of all the things you want to say, to make sure that you don't skip anything.</p> <p>This is what you have to do:</p> <ol style="list-style-type: none"> 1. To learn what a mind map is go to: https://www.goconqr.com/en/mind-maps/ and read the information. To see an example of a Mind Map, scroll down to "How to Create a Mind Map Online" and click on "View" and then on the play button. 2. Go Conqr is a digital tool to create mind maps. Learn how to use it watching a tutorial at: https://www.youtube.com/watch?v=TwAU0Sy_O0Q 3. To create an account and use Go Conqr to develop your mind map with your cooperative group you will have to go to: https://www.goconqr.com/en
<p>EXPERTS GROUP 2: Decide on a creative idea (get inspired with some examples).</p>	<p>The name of the project your cooperative group has to develop is "Happiness through our talents". This means that you have to come up with an original idea that you could really perform in your real lives and that would help other people be happier. To do that, you have to take into account what your group's strengths are. Do you remember that? You talked about your talents in the first lesson of this unit.</p> <p>To come up with a great idea for your projects, you have to consider the following points with your cooperative groups. But before you discuss these ideas with them, you should prepare some examples:</p> <ol style="list-style-type: none"> 1. <i>How do we feel when...?</i> In lesson 2, you talked about your feelings when you undergo difficult situations. Keep in mind how other people can feel when they are having troubles. 2. <i>What do we like other people to do for us?</i> In lesson 3 you reflected on encouraging actions and messages that you would like other people to do in order to cheer you up. Do you remember? Can you think of more ideas? 3. <i>What makes us happy?</i> We have talked about this today. Think of all the things that you have heard today that make people happy and write a list. 4. <i>What are we good at?</i> In lesson 1 you talked about your talents. Remember what the talents of your cooperative group's members are, because the best idea for your project is to use your strengths to help others. 5. <i>So, to make other people happy, we can...</i> Have you got any idea? To get inspired, you can watch these two videos: Free Hugs https://www.youtube.com/watch?v=nCyWrNxsxuY and Tattoos for sick children https://www.youtube.com/watch?v=566KjEnq3K4 <p>You also have to keep in mind some important things to take into account for your projects:</p> <ul style="list-style-type: none"> - Your project must be realistic and feasible. - Your project must be original and creative.

<p>EXPERTS GROUP 3: Prepare a presentation of your project (PowerPoint, Powtoon, Prezi, Canvas).</p>	<p>Your cooperative group is going to develop a project that needs to be presented to the whole class. Moreover, at the end of the presentations there will be a voting to decide which the best idea to put into practice in real life is. This means that you have to prepare a very good presentation to convince the other groups that your idea is the best! And how can you do it?</p> <p>You are free to choose what kind of presentation do. These are the different options:</p> <ul style="list-style-type: none"> - Oral presentation with PowerPoint (tutorial: https://www.youtube.com/watch?v=VUqIDs5MZxM) - Oral presentation with Prezi (tutorial: https://www.youtube.com/watch?v=N5vivOb4Fuo&list=PL09A34EF19596B7BB ; website: https://prezi.com/) - Oral presentation with a poster (Canva: website https://www.canva.com/ ; tutorial https://www.youtube.com/watch?v=G3Hvn1jrx8U) - Video presentation with Powtoon (tutorial: https://www.youtube.com/watch?v=dGT9wY9WBRo ; website: https://www.powtoon.com/home/g/us/) - Any other original idea... just check with your teacher if it is possible to do that. <p>Your cooperative group will decide what type of presentation to do. But now, you must have a look at these digital tools to learn about the tools which are unknown to you, because you will explain to the rest of your cooperative group what the different possibilities are.</p> <p>You also have to keep in mind some important things to take into account for your presentations:</p> <ul style="list-style-type: none"> - Your presentation must be very clear. - Your presentation must be brief (5 minutes long maximum). - Your presentation must be attractive (use images and beautiful visuals).
<p>EXPERTS GROUP 4: Make sure your project reaches expectations (online dictionaries and body language).</p>	<p>You have an important role for the success of your group project! The other members of your cooperative group have got instructions and tools to think about:</p> <ul style="list-style-type: none"> - The organisation and plan for your project. - Inspiring examples for you to come up with a great idea and different points you need to take into account to do that. - The design of an awesome presentation by using different digital tools. <p>So, what do you have to do?</p> <ul style="list-style-type: none"> - 1st: To ensure high quality in your presentation's text, use online dictionaries to check up words: http://www.wordreference.com/ . - 2nd : Body language transmits a great amount of information! Watch a video about body language for presentations, and tell your cooperative group about this: https://www.youtube.com/watch?v=y4O5szBzIAQ <p>Back to your cooperative groups, you have a last thing to do. Here you have the information about the steps you will have to follow to develop your project. Show this to the rest of the group and ensure that you follow all the steps:</p> <ul style="list-style-type: none"> - 1st: For homework you will have to create a mind map with Go Congr with the title "This is happiness to us". Moreover, you will also use Go Congr to make a mind map about your project to organise your ideas. Explore together the tool and do the two tasks (listen to the Experts from Group 1). - 2nd: Think of an idea for your project that is realistic, feasible, original

	<p>and coherent (listen to the Experts from Group 2).</p> <ul style="list-style-type: none"> - 3rd: Decide the type of presentation you want to design (listen to the Experts from Group 3). - 4th: Get started with the creation of your presentation. - 5th: When you finish the presentation of your idea, you have to upload it to your group's blog in a section called "This is how we are going to change the world" and add a short introduction. Write it and upload everything. <p>And remember! You only have one lesson to work on this project, so... be efficient and prepare a brief presentation!</p>
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Appendix 18: Rubrics to give feedback for Feedback Carrousel (lesson 5).

THINGS TO CONSIDER	FEEDBACK TO GIVE	FEEDBACK RECEIVED
After listening to the explanation, do we still have any questions? Is there something we didn't understand very well?		
What are the strengths of the plan and ideas? Are the group's aim and proposal clear? Is their idea feasible and realistic? Is their idea original and creative? Are the steps to develop their project clear? Will they have time to develop their project?		
What are our suggestions for improvement?		
Can we provide them with some helpful resources or links to help them improve their work?		

Appendix 19: Checklist for final task presentations (lesson 6).

Tick if you think the group's presentation deals with the following:	1 st GROUP	2 ND GROUP	3 RD GROUP	4 TH GROUP	5 TH GROUP
The idea is original and creative.					
The idea suggested is possible to be put into practice in real life.					
The idea would really increase other people's happiness.					
The presentation is well organised, clear and coherent.					
The use of English is correct. There aren't grammar or spelling mistakes.					
The presentation is attractive: use of pictures, videos, colours...					
The speakers look at the audience and their body language is convincing.					
The speakers speak loudly and clearly.					
The group answers questions from the audience.					
The presentation is not too long and not too short.					

Appendix 20: Rubric to assess individual portfolios and group blogs.

Resource adapted from the unit plan *Discover yourself and others*, designed by Sara Burgos, Andrea Ondiviela and Clara Lairla for *Diseño, organización y desarrollo de actividades para el aprendizaje de inglés*.

	Excellent (9 - 10 points)	Very good (7 – 8’99 points)	Good (5 – 6’99 points)	Needs improvement (< 5 points)
Content and organization	The total of the activities have been fully developed, organized (clear structures, use connectors and links ideas with coherence and cohesion) and are visually clear.	The total of the activities have been fully developed, organized (clear structures, not many connectors but ideas are linked) and are visually clear. The texts are coherent.	Less than a 100% of the activities have been included and/or they are not fully developed. Weak structures and some not linked ideas but there is readiness and coherence.	Less than a 70% of the activities have been included. There is no organization and the texts are unclear and incoherent with ideas that are not linked.
Creativity	Texts and ideas are very creative, original and meaningful. When possible, visible support is attractive.	Text and ideas are creative and original. When possible, there is visual support.	Text and ideas are less creative but are original. When possible, there is some visual support, but not much.	Text and ideas lack creativity, originality and visual support when possible.
Accuracy	There is readiness and perfect use of grammar structures.	There is readiness and grammar structures are most of the times accurately applied.	There is readiness but there is a considerable amount of inaccuracies when applying grammar structures.	There is no readiness, due to the considerable amount of inaccuracies when applying grammar structures.
Vocabulary	Most of the new words and expressions learnt in class in this unit have been employed. Every task contains vocabulary related to the topic.	Many of the new words and expressions learnt in class in this unit have been employed. Most of the tasks contain vocabulary related to the topic.	Some of the new words and expressions learnt in class in this unit have been employed throughout the different tasks.	Only a few or any of the words and expressions learnt in class in this unit have been employed throughout the different tasks.

Appendix 21: Questionnaire for teacher's self-evaluation.

Resource retrieved from the unit plan *Discover yourself and others*, designed by Sara Burgos, Andrea Ondiviela and Clara Lairla for *Diseño, organización y desarrollo de actividades para el aprendizaje de inglés*.

Students seem to engage with the tasks proposed in class (**engagement**).

- ☐ Yes
- ☐ Most of them
- ☐ Few of them
- ☐ No
- ☐ Comments:.....

Students' groups were effective (**methodology**).

- ☐ Yes
- ☐ Most of them
- ☐ Few of them
- ☐ No
- ☐ Comments:.....

Students understood the teacher's explanations and they asked if necessary. They followed the instructions they were given by the teacher (**instructions**).

- ☐ Yes
- ☐ Most of them
- ☐ Few of them
- ☐ No
- ☐ Comments:.....

Teacher's talk was direct and clear, introducing vocabulary of this unit/topic, so students did not get confused (**instructions**).

- ☐ Yes
- ☐ Most of the times
- ☐ Sometimes
- ☐ No
- ☐ Comments:.....

Students felt motivated by the different tasks of this unit (**motivation**).

- ☐ Yes
- ☐ Most of them
- ☐ Few of them
- ☐ No
- ☐ Comments:.....

Students liked and took the unit seriously (**interest**).

- ☐ Yes
- ☐ Most of them
- ☐ Few of them
- ☐ No
- ☐ Comments:.....

Tasks could be finished within the timing established when designing the unit (**timing**).

- ☐ Yes
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ No

Comments:.....