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**Especialidad de Lenguas Extranjeras - Inglés**

*“How do I know myself and the others?”*

A teaching proposal to develop emotional  
awareness in the EFL classroom through  
communication and cooperation

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## **Abstract**

During my placement period in a private with public funding school in Zaragoza, I attended 4th year E.S.O lessons. There, I could detect something that I had been observing before, not only in schools, but in our society in general: social-emotional intelligence is not very often taken into account or given the importance that it deserves. Therefore I decided to design a learning unit for the English-as-a-Foreign-Language classroom that gave importance to emotions and that enabled students to exploit their communicative competence in order to express their emotions accordingly. In order to achieve these objectives, communicative language teaching and cooperative principles have been followed and the guidelines provided by the LOMCE Aragonese Curriculum for Educación Secundaria Obligatoria (E.S.O) (2016) have been taken into account for the design of my teaching unit. The design is based on several principles connecting the importance of communication and cooperative techniques as essential elements in the awareness and proper development of communicative competence. I have also fostered student motivation, considering it as a key aspect for both the emotional aspects and enhancement of encouragement of the students towards the lessons.

## **Key Words**

English as a Foreign Language (EFL), Social-Emotional Learning (SEL), Communicative Language Teaching (CLT), integrated skills, ICT, cooperative work, mental health, motivation, secondary education.

## **Resumen**

Durante mi periodo de prácticas en un colegio concertado de Zaragoza, asistí a las clases del curso 4º de E.S.O. En este tiempo pude detectar algo que ya había observado anteriormente en nuestra sociedad en general: la inteligencia socioemocional no se tiene muy en cuenta o no se le da la importancia que merece. Por lo tanto, decidí diseñar una unidad didáctica para la clase de inglés como lengua extranjera que diera importancia a las emociones y que permitiera a los alumnos desarrollar la competencia comunicativa a la hora de expresar sus emociones. Para alcanzar estos objetivos, he seguido los principios del Método Comunicativo (CLT) y del trabajo cooperativo y, a la hora de elaborar mi

propuesta didáctica, he llevado a la práctica las recomendaciones proporcionadas en el vigente Currículo Aragonés de la ESO. La unidad está basada en diferentes principios que conectan la importancia de la comunicación y el trabajo cooperativo como elementos esenciales en la concienciación y el propio desarrollo de la competencia comunicativa. Además se promueve la motivación del alumno, considerándolo un aspecto clave no sólo en relación con los aspectos emocionales sino también en la mejora y el estímulo de los estudiantes de cara a las lecciones.

### **Palabras Clave**

Inglés como Lengua Extranjera, Educación Socioemocional, Método Comunicativo, integración de las cuatro habilidades de la lengua, TICs, trabajo cooperativo, salud mental, motivación, educación secundaria.

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## **1. Introduction**

There is a growing concern with the visibility of emotional education in the classroom. In the general provisions of the LOMCE Aragonese curriculum for ESO (ORDEN ECD/489/2016, 26th May), the affective and emotional dimension of learning is seen as necessary for the attainment of the key competences and for the students' lifelong learning:

La diversidad del alumnado requiere una formación que garantice a todos el desarrollo progresivo de las competencias clave [...] Con la finalidad de dar respuesta a estas necesidades, las estrategias básicas para la aplicación y desarrollo del currículo de la Comunidad Autónoma de Aragón serán las siguientes:

[...]

b) La educación en los ámbitos personal y social mediante el desarrollo emocional y afectivo del alumnado.

Therefore, the expression of emotions should be given a prominent role in the classroom: in this context, all the members involved in the students' process of learning, from teachers to families, should be aware of the importance of knowing the students' emotions and their potential causes, and provide support when necessary.

During my placement period, I worked with a class in 4<sup>th</sup> year Educación Secundaria Obligatoria (E.S.O.). During the English as a Foreign Language (EFL) lessons that I could observe, I was informed that many of the students in that class were living in difficult situations because of family and/or economic problems. Something that really caught my attention was that, even though I found out the rough time that some of the students were going through, there was not any specific plan devoted to help students understand the emotions that those situations may be provoking. Many of the students seemed to have very little control of their reactions, facing daily conflicts in the classroom, and most of those who may have been going through a difficult stage showed very low motivation levels and low academic results. In other words, apparently at least, emotional intelligence was not fostered or given any importance to and it visibly resulted in students not being able to understand what they were feeling or how to deal with those emotions. Furthermore, these students showed that they were afraid of being judged by their classmates and the teacher: because of that, they barely participated in the classroom,

and so they had fewer opportunities to produce output in the second language (L2) and to develop communicative competence.

The second problem that I detected, also connected to the first one, is that students were not really familiar with the mechanics of cooperative work in the English as a Foreign Language (EFL) classroom. Teachers were aware of the importance of cooperative work but it was not actually put into practice in the EFL classroom. As a consequence of that, students were unable to take the role of leaders when they happened to do a group activity in the classroom, and they were not comfortable when working in a group. It is my understanding that, if cooperative techniques are introduced to students from the very beginning, they will be able to create a respectful and safe environment not only in their classrooms but also in their future academic or professional contexts.

In order to foster more eagerness to participate and to establish rapport among classmates, I have designed an innovative learning unit plan (see Section 7), consisting of six lessons, that aims to introduce emotions in the EFL classroom. At the same time, English is used as a means for students to become familiar with and express those emotions in order to know how to manage them and be able to use the L2 functionally while reflecting on how they feel. Cooperative techniques (e.g., “Think, pair, share” in the Final Reflection, Appendix 3) will be used as a key procedure for the implementation of the proposal that is going to be presented and critically commented on here.

To design my innovation proposal I will follow the Communicative Language Teaching (CLT) approach since it puts the focus on the expression of relevant meaning. Therefore, since students will use the language in order to express their emotions and reactions, they will have more opportunities to produce output and gain fluency while losing their fear to participate. In this context, the expression of emotions is paramount to students, since this is certainly a real-life topic and enables them to develop both their intrapersonal intelligence and their interpersonal intelligence (Gardner, 1993). Additionally, I have based the activities on cooperative learning techniques that lead to students’ working together towards achieving a common goal. As I will demonstrate later on, my teaching proposal follows the references and guidelines as to emotions and subjectivity provided by the general and specific provisions of the LOMCE Aragonese Curriculum for ESO (ORDEN ECD/489/2016, 26th May).

In what follows, in Section 2, I will focus on the main purpose of the present Dissertation and its subsidiary objectives, and how they are connected to each other. Section 3 is devoted, in the first place, to the justification and curricular substantiation of my teaching proposal: this includes a brief account of the theories, approaches and principles that have been followed and taken as a guide throughout the development of the proposed Learning Unit; in the second place, Section 3 will deal with the methodology that I have followed for completing this Dissertation. After this, I will describe the didactic proposal and it will be critically analysed. Finally, I will draw relevant conclusions, identify limitations of my proposal and suggest avenues for future improvement.

## **2. Purpose and Objectives**

The main aim of this Dissertation is to raise awareness of the importance of emotional education in our schools. Together with this, I intend to delineate an original and engaging teaching proposal that allows for the active development of emotions in the EFL classroom, while offering students the opportunity to engage in communicative activities that revolve around the issue of expressing emotions and are aimed at enhancing their fluency. Schools' daily coexistence supposes constant interaction with different people and situations that provokes countless emotions. If we are aware of the existence of those emotions and, particularly, if we are also guided when it comes to managing them, the environment in schools will be more respectful and peaceful. According to Keefer et al. (2018), "when schools embrace and support the emotions of their students and educators, they create a climate where people feel secure, appreciated and inspired" (p. 173). In other words, if students share their emotions with the class and are able to listen to their classmates' stances and sympathise with them, they will be likely to feel more at ease when using the L2 with a communicative purpose. Apart from this main aim there are also some subsidiary objectives directly connected to the aforementioned primary purpose which are mentioned and briefly explained below.

The first subsidiary objective is the use and improvement of cooperative techniques. As was observed in the class in which I carried out my student teaching during my placement period, students tended to work individually and competitively, potentially developing a feeling of isolation for both the student and their peers. Hence, the



cooperative techniques that are going to be integrated in my proposal aim to establish rapport among students, in order for them to achieve their goals more easily through structured collaboration. In addition, these techniques foster student-centered lessons. For this reason, my unit plan aims to make students the protagonists of their process of learning by encouraging them to actually express their ideas and share them with their classmates.

The second subsidiary objective is the design of a teaching proposal that follows CLT principles (e.g. Richards, 2006) and that takes into account the affective dimension of learning and communication. In this unit plan, communication is a means of achieving two essential goals. Firstly, it gives students the possibility to express their emotions, feelings and difficult situations. Secondly, it enables students to gain fluency while expressing real-life functions, such as expressing their emotions when seeing a video and comparing them to those of their classmates.

The third and last subsidiary objective, and one that is sought throughout the development of this learning unit, is the increase of students' motivation and participation. Hence, I have followed Dörnyei's framework of L2 motivation (1994) for the design of my teaching proposal. Drawing on Dörnyei's tripartite framework of motivation, it is my contention that, at a learner situation level, this unit aims to decrease students' anxiety when using the L2 and, therefore, increase their self-confidence. Ultimately, it is sought that students feel the need to complete the tasks in order to achieve a goal: in Gardner's words, they have a "need for achievement" (in Dörnyei 1994: 279). At a learning situation level, I have tried to make the course-specific components motivational by including topics and activities that are interesting and relevant for students. In order to strengthen the group-specific motivational components, this unit aims to enhance the group's cohesion through the use of cooperative techniques.

### **3. Justification, substantiation and methodology**

#### **3.1. Justification: Description of the problem**

The school in which I spent my Placement period was a private with public funding school located in the "Actur" area, in Zaragoza. The "Actur" is a middle-class neighborhood

with a medium socio economic profile. The school's identity is supported in three fundamental pillars: personalised student care; inclusiveness; and growth as a person. With regard to the English language, the school has its own English academy and promotes immersions and student contact with native English-speaking countries. Moreover, the EFL teachers in this school regularly follow courses on innovative methodologies, so they are aware of the CLT principles that have been followed for the design of the unit plan presented and analysed in this Dissertation. There was a specific programme, included in the "Plan de Convivencia" aimed at fostering students' and teachers' cooperation that inspired me to design a teaching proposal on emotions. Every student chooses a teacher who will be their counselor throughout the course, guiding and helping them to solve problems, doubts or difficulties regarding not only the academic field but also the personal lives of students. In fact, as pointed out before, I was told that many students were living in very difficult, personal situations and had quite complicated lives. This initiative makes students feel more supported and valued in their school.

Specifically, in the English class which I observed and worked with there was little cohesion among the group. In order to compile some useful data that helped me both to learn better the class at which I was going to teach and to design my teaching proposal, I did some note-taking that is reflected in Appendix 4.11. As can be seen in the notes that I took, most of the activities that they did in the EFL classroom were individual and students did not feel the need of working together to achieve a common goal, that is, they did not have a need for achievement (Dörnyei, 1994). Moreover, it can be perceived that there are very few people in the classroom that participate as volunteers and, usually, these people are always the students. However, when other students are asked some questions directly, they are able to answer correctly. Therefore, students may feel afraid of being judged by the teacher or their peers. In addition, students showed that they needed to be helped emotionally. Actually, in the answers to an online questionnaire, (see Appendix 4.12) that included questions about students' own feelings and whether they felt supported and helped as well as questions about the effect that emotions had regarding their class participation, it was devastating to realise the following: many of them felt that their families are not supportive enough when they are suffering; they normally hide their emotions; and, finally, they feel that they cannot trust anyone to ask for help (see Appendix 4.12). The answers to this questionnaire were taken into account for the design of my proposal, and will be commented on in Section 3.

The second problem was the little use of ICT. Students had *iPads* and the school was equipped with computers and projectors but they were not very well integrated in the lessons. For instance, teachers devoted no time for letting students prepare the *PowerPoint* presentations that they had to make as an assessment task in their subjects. According to some of the teachers, the reason was that they actually wasted time when they used their *iPads* in their lessons. Students tried to access websites that did not have anything to do with the lesson tasks. Therefore, the solution was to avoid them as a general rule.

Taking into account the aforementioned problems, I tried to develop a learning unit that, firstly, helps destigmatise emotions and mental health issues with the use of the English language as a means to achieve it and, secondly, includes the use of ICT in an enriching, constructive and responsible way. In what follows, there will be a theoretical and curricular substantiation that has been followed for the design of my teaching proposal on how to express emotions in the L2.

### **3.2. Theoretical and curricular substantiation**

There is a bulk of literature on how to deal with emotions in the classroom and, more specifically, in the EFL classroom. Similarly, the Aragonese curriculum for ESO (2016) makes reference to the importance of emotions in both its general and specific provisions. In this section, I will present my selection of theoretical and curricular references to the issue of emotions that have helped me design my teaching proposal. For practical reasons, I will divide this theoretical and curricular framework into different subsections: (i) socio-emotional learning in the classroom; (ii) how to teach emotional education in the EFL classroom; (iii) Communicative Language Teaching; and (iv) importance of the use of ICTs in the EFL classroom.

#### **3.2.1 Social-Emotional Learning in the classroom**

According to the web of the World Health Organisation, “close to 800 000 people die due to suicide every year, this is one person every 40 seconds. Many more attempt suicide. Suicide occurs throughout the lifespan and is the second leading cause of death among

15-29 year olds globally” (World Health Organisation, n.d). The seriousness of this data contrasts with the fact that the management techniques regarding emotions that are given to teenagers almost does not, if at all, exist. Suárez (2012: 189) claims that “la Inteligencia Emocional es un factor protector tanto de la ideación como de intentos suicida, estudiando sujetos víctimas de una situación estresante”. Therefore, it is essential to embrace emotional intelligence in the classroom as a way of preventing situations of stress and depression that may lead to health illnesses or even attempts of suicide.

The changes and processes that teenagers overcome make them more susceptible subjects to suffer health illnesses such as anxiety or depression. Guembe and Goñi (2004:10) state that:

Se puede decir que el adolescente se encuentra encinta, porque lleva en su interior un ser que ha de nacer a la vida adulta. No nos extrañe, pues, que se sienta raro, que no sepa lo que pasa, que tenga “antojos” y cambios de humor, que sufra. Debe obrar un auténtico parto, largo y doloroso, y dar a luz a ese hombre o mujer que lleva dentro. Quien está a punto de nacer por segunda vez es él mismo, pero debe nacer a una nueva etapa. De ahí el desconcierto, la inseguridad, la incertidumbre.

Certainly, adolescence is a stage in which students undergo a series of physical and emotional changes that translate into repeated changes of mood ranging from euphoria to depression. As pointed out in the quotation above, students feel more self-conscious and, to a greater or lesser extent, insecure and incapable of openly expressing their emotions for fear that they may be judged. Therefore, in the context analysed in this Dissertation, in the EFL classroom, they will be likely to avoid participation and cooperation because they will feel that their classmates might laugh at their use of English or that they will reject any type of help. This shows that there is no group cohesion, in Dörnyei’s words (1994), which affects negatively on students’ motivation.

Following these statements, we need to understand that teenagers should be more emotionally prepared when they are facing all those changes. However, it is possible that the attention that is given to emotional education in some families and at some schools concerning this issue is in general, non-existent. Therefore, there should be some emphasis on the issue of the emotions of adolescents in both the classrooms and outside them in order to raise awareness on why teenagers undergo drastic emotional changes. But what are the exact reasons that lead to a teenager feeling so desperate? It is obvious that teenagers have always represented a difficult sector in our society. Nowadays, teenagers are facing particularly challenging situations. Buendía et al. (2004) establish

some reasons that could explain the situation that teenagers are dealing with. The first one is teenagers' compulsion to consume the latest products on the market. We live in a time where teenagers are bombarded with slogans and ideas that force them to think that their lives are based on consuming the latest fashion trends. Secondly, they establish family breakdowns as another reason. The instability that is found in an increasing number of families is directly affecting teenagers who feel lonely and unprotected seeing how their nuclear family is broken apart. The helplessness that teenagers feel during this hard stage of their lives makes them feel despair and abandoned without receiving any psychological help being in these surroundings.

It is quite clear that families play an important role in this position. But are we, as educators, responsible for the mental health of our students? According to Goleman (2005), "as family life no longer offers growing numbers of children a sure footing in life, schools are left as the one place communities can turn to for correctives to children's deficiencies in emotional and social competence" (p. 205). That is, schools should be a place where students find room to express their emotions and to be supported by educators and also by classmates who are undergoing similar situations.

The recognition of the importance of emotional intelligence (EI) is relatively new not only in schools but also in other fields. In fact, according to Cassidy and Eisa (2008:4), Edward Thorndicke (1920) is recognised as the first psychologist who used the term "social intelligence". Also, according to them, it was Gardner with his influential work on Multiple Intelligences which brought about this issue. When referring to Gardner, Cassidy and Eisa (2008) claim that Gardner proposed a model that included both intrapersonal intelligence (knowledge of self and ability to self-regulate effectively) and interpersonal intelligence (knowledge, skill, and ability to interact-or manipulate-others). Once the need of teaching emotions has been identified, in the next subsection there will be a brief description of how emotions should be dealt with in the classroom and, more concretely, in the EFL classroom.

### 3.2.2 How to teach emotional education in the EFL classroom

The teaching of emotions and how to deal with them in a society where these are hidden and embarrassing, that is, where we tend to pretend that everything is fine with a fake

smile while we are actually struggling inside, is a very challenging task. In Goleman's (2005) words "this daunting task requires two major changes: that teachers go beyond their traditional mission and that people in the community become more involved with schools" (p. 68). This means that educators should pay attention to their students' emotions and be prepared to support them when necessary, and that parents should collaborate with schools by, for example, addressing teachers whenever their children are showing high levels of anxiety or depression. However, at some times students find it difficult to share their emotions with teachers or their peers. This difficulty is increased by the fact that some teachers might not feel comfortable dealing with this type of content in their lessons or even the students' parents might consider that this topic is private and should not be treated in schools where their children are supposed to be learning literature or how to solve an equation. The problem is that the teaching of content is not the only concern of teaching: if emotions are neglected in the classroom, students may find it difficult to learn the contents of a subject and, eventually, to achieve the objectives that have been set at the beginning of the course. With respect to this, Bloom (2016: 32) quotes Elias (1997) as follows:

The question we need to ask is this: If children are struggling academically because other issues are occupying their minds, will giving them more academics help? Or do we want to educate them to deal effectively with their feelings, needs and relationships so that they can absorb the academics?

Since there are issues external to the subjects that occupy students' wandering minds, there should be room for students to speak about their worries and aspirations. If students feel comfortable about sharing their emotions and learn how to manage them, they will be likely to achieve their goals and not get distracted or demotivated. When trying to design a programme that embraces the expression of emotions and that can be beneficial for the students' acquisition of skills and learning of the contents, the guidelines provided by Keefer et al. (2018: 174) could be considered: they claim that a Social Emotional Learning (SEL) program "integrates the teaching of emotional skills, such as identifying, labelling, and regulating emotions, in the traditional curriculum of reading, writing, and arithmetic". Therefore, apart from teaching contents related to the subject itself, this program embraces the expression of emotions in all the subjects. Furthermore, they maintain that "by helping students to be caring, responsible, self-regulated, and pro-social, SEL programs also play a role in supporting children's school readiness and academic success" (Keefer et al., 2018: 174). Having marked the importance of dealing

with emotions in the classroom, it is time to focus on the relationship between CLT and the expression of emotions in the L2.

### 3.2.3 Communicative Language Teaching

The main goal of the CLT approach is to use the language for effective communication, that is, L2 speakers make use of a number of knowledge and strategies in order to understand and produce meaning. When students are able to use the L2 to express meaning fluently, they are communicatively competent. The Aragonese EFL curriculum for ESO (ORDEN ECD/489/2016, 26th May) explicitly mentions that communicative competence comprises three components: “*La competencia comunicativa engloba varios componentes: el lingüístico, el sociolingüístico y el pragmático*”. As specified in the Aragonese EFL curriculum for ESO, linguistic competence includes categories such as syntax, lexis, spelling and phonology; sociolinguistic competence comprises different registers and dialects, as well as markers of politeness and social relationships; pragmatic competence refers to the actual use of the language to express a certain message or intention. With regard to pragmatics, Richards establishes that communicative competence is related to “knowing how to use language for a range of different purposes and functions” (2006:3). Throughout this learning unit, students’ communication regarding their emotions is sought after. Therefore, this approach fits with the development of EI. Additionally, one of the descriptions that Brandl (2005: 5) uses when speaking about communicative competence includes words such as “interpret”, “social behaviours”, “appropriate” and “involvement”. This goes hand in hand with the sociolinguistic and pragmatic dimensions of communicative competence. Therefore, communicative competence is directly connected to the emotions, attitudes and situations that we interpret or enact.

Another CLT principle that goes in accordance with emotional education is the role that teachers and students play in the classroom. In both cases, teacher-centred lessons are pushed to one side for paving the way towards situations where students and their learning processes are protagonists. Richards (2001: 5) speaks about the role of teachers in this approach by expressing that “CLT entails a new set of roles for the teacher, thus becoming a counsellor, a monitor, an assistant, rather than the source of grammatical knowledge or the source of exercises”. Therefore, the teacher is an assistant, and not the

only source of meaning. Also, Savignon (2001: 14) claims that in CLT “listeners and readers no longer are regarded as passive. They are seen as active participants in the negotiation of meaning”. Therefore, it is essential that students take the initiative to express their emotions and share them with the classroom, being the protagonists and benefiting from the numerous opportunities that they will have to express their emotions in the L2 and to receive feedback accordingly.

As I have already mentioned, CLT is an approach that goes in accordance with EI basis. Therefore, the lessons should deal with the expression of meaning that is relevant for students and that they can connect to their daily life. Apart from that, cooperative work can be useful for the development of social and emotional skills, since students “work together to accomplish shared goals and seek outcomes that are beneficial to all [...] The result is that the group is more than a sum of its parts, and all students perform higher academically than they would if they worked alone” (Johnson and Johnson, 1999: 68). Therefore, when students work together for the achievement of a common goal, students enrich their knowledge by sharing their opinions and knowledge with their group mates and ultimately, succeed in the completion of the activities.

When using cooperative techniques, students are not only improving their academic results but also learning and contributing to create a respectful and safe environment in the classroom. In addition to that, there are studies that show that this methodology works in both theory and practice in the classrooms. For example, Jacob (1999) explains that, in cooperative learning, “learners are active agents in the process of learning (p. 71)”. When students feel useful and “active agents”, as Jacob explains, they are engaged and motivated: if they are engaged in the context of the EFL classroom, their eagerness to participate and, eventually, their communicative competence, will boost. Actually, Norris et al. (in Brandl 2008: 8) point out:

The best way to learn and teach a language is through social interactions. [...]they] allow students to work toward a clear goal, share information and opinions, negotiate meaning, get the interlocutor’s help in comprehending input, and receive feedback on their language production. In the process, learners not only use their interlanguage, but also modify it, which in turn promotes acquisition.

Therefore, if there is group cohesion and students actively engage in the expression of their ideas with their classmates, they will make use of strategies that help them negotiate



meaning and receive feedback accordingly and eventually, they will be successful in developing communicative competence at the levels of reception and production.

With regard to what aspects of the English language should be included in a unit plan dealing with emotions, I have integrated the four skills when designing the lessons. According to Oxford (2001) “all the language skills might nevertheless be present in the tasks in each book. In this way, students have the benefit of practicing all the language skills in an integrated, natural, communicative way” (p. 88). This quotation highlights the benefit of practising all the skills in an integrated a communicative way, so the inclusion of all four skills will guarantee the students’ improvement of their communicative competence. In this context, students will develop their listening skills while watching a video (see introductory lesson in Appendix 3) or their speaking skills while sharing the reactions to that visual material with the group. Similarly, they will also express their emotions in written form (see Lesson 5 in Appendix 3) and will read short texts about the topic itself (see Lesson 2 in Appendix 3). The inclusion of the four skills in a lesson plan may bring about the need of using ICTs in the classroom with a view of including material that is both appealing and useful for students, such as videos or blogs. Therefore, in the next subsection there will be some final remarks related to the importance of ICTs in the EFL classroom.

#### 3.2.4 Importance of the use of ICTs in the EFL classroom

The Aragonese Curriculum of ESO points to the importance of using ICTs in the EFL classroom. First of all, it highlights the role of the digital competence as one of the key competences. Subsequently, the development of the digital competence can enrich other competences such as the sense of initiative and entrepreneurship, since students will be able to search for useful information about different topics by themselves. While searching for this input, they will also learn to learn. Regarding the role of digital competence in the EFL classroom, the Aragonese curriculum refers to digital resources in the following terms:

Recursos a través de los cuales se puede obtener información y conocimiento o como soportes naturales de los textos orales o escritos que el estudiante habrá de producir, comprender y procesar, por lo que la competencia digital se entiende como parte sustancial de la competencia comunicativa y, por ello, ambas

contribuyen a su desarrollo mutuo [...] La clase de inglés es un entorno ideal para aprender el uso autónomo, crítico y responsable de las TIC.

The quotation makes reference to the EFL classroom as an ideal space for learning how to learn, being more autonomous and using the ICTs, which are key competences that have been previously mentioned in this subsection. Also, these resources aim to foster communicative competence, since the variety of material in the L2 that can be found on the Internet offers students many opportunities to improve their L2 competence. The Internet is a rich source of authentic material, and Brandl (2008: 13) establishes authentic material as an important element when achieving a proper communicative environment in the classroom: “it can be achieved through the use of a wide range of materials, authentic and simplified, as well as the teacher’s maximum use of the TL”. In addition to that, as previously mentioned, Savignon (2001) suggests that one of CLT principles is based on new student roles. They are the centre in their own learning process and are aware of it being active participants. The use of ICT can be a good tool in order to help students show and analyse their output using different platforms unto which students can upload their work and make it visible.

Having said all this, this section highlights the importance of dealing with the expression of emotions in the EFL classroom because it helps students become more self-aware and develop communicative competence when they are exposed to the foreign language and use it. To ensure meaningful communication, all the four skills should be integrated, and the use of ICTs will offer students useful and varied material to practice them. The following section will focus on methodology that I have followed for the design of the unit that will be presented and discussed in Section 4.

### **3.3. Methodology**

The problematic situation that this learning unit deals with had been in my mind for a long time. During my placement period I had the opportunity to affirm that schools need a change regarding EI and cooperative work since I detected these problems as I have already mentioned. As I thought it could be an effective and innovative proposal, I started thinking of how I could design a learning unit that could solve these issues.

To start with, I gave students a questionnaire to give my assumptions weight and to check how those students in particular felt concerning emotions and feelings. After that, I decided to design a unit plan that could ensure an increase in the students' self-awareness and participation, with the goal of achieving communicative competence in mind. I decided to base my lesson on the theoretical principles of different authors that have been mentioned in section 2. Firstly, I found in Goleman's *Emotional Intelligence* (2005) a very useful guide as well as Gardner (1993), Suárez (2012) or Guembe and Goñi (2004). Secondly, in terms of CLT I followed Richards (2006), Savignon (2001), and Brandl (2005, 2008), and it is these works that I have found incredibly helpful when connecting CLT principles to social-emotional learning importance. Regarding cooperative work I have paid special attention to Johnson & Johnson's principles (1999), which proved very useful in order to realise how important is for students to work together for the achievement of a common goal.

As far as the questionnaire (see Appendix 4.2) is concerned, students completed it in the first minutes of the introductory lesson (see Appendix 3). This questionnaire had a diagnostic function: to assess whether students look for help when feeling negative emotions and to identify the reasons why students show lack of participation. The most relevant items for the design of my proposal were the ones related to the search for help and cooperation (questions 4 and 5) and the ones related to participation (questions 6 and 7), so it is these results that have been presented in Appendix 4.12. Regarding the students' answers to these questions (4-7), in question 4 there is a high percentage of students who seek no help when feeling depressed (35%), while 40% do it in few occasions. However, question 5 shows that 45% of students are always supported by their families when being in need of help, so one of the causes why students are reluctant to search for help may be related to the atmosphere of the classroom. This hypothesis is confirmed by question 6, in which 70% of the students acknowledge feeling embarrassed by what their classmates might think if they decide to participate in the classroom. Furthermore, more than half of the class (55% of the students) refuses to participate even if they know the answer. Therefore, the majority of students decided not to resort to their teachers or their classmates when needing support and refused to express how they felt. Most of them felt uneasy when being asked questions because they did not want to be laughed at or judged, and therefore refused to participate in the classroom. In order to foster the students' expression of emotions and their participation in the EFL classroom,

I have designed a unit that enables them to share their feelings aloud with the rest of the class, to reflect on their own emotions and those of their classmates, and to use the language communicatively in order to express their emotions. This unit plan will be briefly presented in the paragraphs below and will be discussed in detail in Section 4.

Concerning the unit plan that is here introduced, I have divided it into six different lessons being the first and the last one an introduction and a final reflection consecutively. In order to design these lessons I have taken into account the assumption by Norris et al. (in Brandl 2008: 8) that “the best way to learn and teach a language is through social interactions”, as has been mentioned in Section 2 above. All the lessons include several skills and social interaction with the other students or the teacher. In other words, all the lessons include texts, listening activities, vocabulary or activities working on writing skills and all of them have the same purpose: communication and social interaction. Moreover, these skills and activities are not included in an isolated way; they are complemented by each other.

The lessons will be implemented in two weeks, since they have four English lessons per week. Before the unit is actually implemented, one day will be left for the consolidation of some contents that students had been working on previously. The lessons have been designed to be implemented one after another and closely in time since all of them are connected to each other and it is important to follow the unit leaving the shortest amount of time possible between every lesson. Since the lessons revolve around a topic that is relevant for students, I expect them to be engaged, dynamic and enthusiastic about it. I have chosen the topic not only to solve a problem but also because, in my opinion, students will feel interested as it is related to their personal lives and their environment. Dörnyei (1994: 13) asserts that “interest, is related to intrinsic motivation and is centered on the individual's inherent curiosity and desire to know more about him or herself and his or her environment”. Therefore, when students reflect on their subjectivity and on their relations with their environment, they may feel more motivated and want to learn more.

As it has been mentioned, another problem to solve was the use of ICT. All the lessons include activities that encourage students to use ICT in an effective and responsible way. They will have to upload all their work to the website *Padlet* and, therefore, they are using ICT while contributing to their learning development.

This learning unit will be evaluated at the end of the implementation. All the activities and materials that students upload on *Padlet* will be checked in order to see if they have achieved the main objectives of the unit. The evaluation of social-emotional learning is a more difficult task. However, their attitude in the class with their classmates and themselves will be a guide that will be useful. In addition to that, at the end of the sessions, students will be given a self-assessment chart (Appendix 4.10) in which they will analyse their weaknesses and strengths and will develop their self-awareness. Apart from checking if students have achieved the main objectives, during the final session they will also receive a questionnaire in which they will express their own opinion about the lessons taking into account the methodology and the teacher's role. They will give their own opinion and will have the possibility to put forwards suggestions of improvement for future lessons.

#### **4. Didactic Proposal**

##### **4.1. Theme and context**

The unit plan that will be discussed in this Dissertation is entitled *How do I know myself and the others?* and it aims to fulfill the main objectives that have been detailed in Section 2, that is, (i) to raise awareness of the importance of emotional education in the EFL classroom and (ii) for students to express their emotions while developing communicative competence in the L2. As has been said in Section 3, I have divided it into six different lessons (see Appendix 3), being the first and the last one an introduction and a final reflection consecutively. In this way, students are encouraged to activate their previous knowledge on the topic and are gradually introduced to relevant, specific vocabulary (e.g., Lessons 1 and 2) and language functions that can be of great help for the attainment of this unit's main objectives.

Bearing in mind Johnson and Johnson's ideas on cooperative work (1999), this teaching unit seeks the active engagement of students in working together towards a common goal. Therefore, this unit includes group activities (e.g. learning tasks in Lessons 3 and 5, see Appendix 3) in which the students' discussion of their ideas in group may enrich their L2 knowledge and enable them to succeed in the completion of the lessons.

The advantages that students get from the use of cooperative work are related to the development of their critical thinking skills and the active participation of the students in their own learning process through social interaction and cooperative techniques (e.g. “Think, pair, share” in the Final Reflection, Appendix 3).

Regarding the use of ICTs, I have included at least one in every lesson. The activities that I have included in which students have to use their *iPad* have been designed taking into account topics and situations that are interesting for students, so that they feel motivated and involved in that they are doing. For example, in every lesson students will have to upload their results to *Padlet*. Apart from that, they will learn how to use the website *Canva* in order to create a poster and they will be familiar with the use of QR codes in a vocabulary activity. The use of these apps in the EFL classroom enables them to develop digital competence, since students are required to use their basic competences in technology and exploit them to the full so that the results of their activities can be visible for the rest of the classroom. As students follow all the steps to successfully upload their results, they also develop a sense of initiative and entrepreneurship that proves that they are capable of taking responsibilities on their own.

Concerning the contents of the academic year, students were familiar with the use of modal verbs but it was the first time they were introduced past modal verbs. I esteemed that the use of past modal verbs would be important for students because it enables them to perform functions such as making inferences in the past. Furthermore, as they actively think about possible reasons why a certain person is feeling sad (learning task in activity 3), they also develop their critical thinking. Therefore, I created a *Kahoot* exercise in order to help students to connect their prior knowledge to new concepts and structures and, mainly, for them to start thinking about how they can use their linguistic repertoire in order to speak about emotions, which is the main concern of this unit. Later on, students will be able to express a wider range of emotions and also their opinions about what their classmates have said, that is, to show agreement or disagreement. Once more, they are developing not only their communicative competence and their ability to reflect on emotions and express them, but also their critical thinking.

#### 4.2. Contribution to the Key Competences

The LOMCE Curriculum is characterised by being competence-based (section 7 of the general provisions of the ORDEN ECD/489/2016, 26th May). Actually, it highlights the importance of using methodologies that foster the development and acquisition of those competences: “*Además del análisis interno de la materia se debe reflexionar sobre la aportación al desarrollo de las competencias clave*”. In the LOMCE curriculum for ESO, these key competences are formulated as seven: *communicative competence, 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*. Following the curricular regulation, my teaching unit contributes to the development of key competences, as will be demonstrated in the following paragraph.

First of all, my teaching unit is aimed to develop *communicative competence*. Throughout the lessons students are encouraged to use the language in a meaningful way, that is, all the lessons include activities in which students have to understand the language and use it for a purpose. From the very beginning, they interact with their classmates in groups, with the rest of the class and with the teacher in debates and discussions that potentially promote and enhance their communicative competence, since students are given the chance to develop the three components of communicative competence: for example, they may develop linguistic competence throughout Lesson 2 by becoming familiar with lexis related to emotions that they will use for a functional purpose in the following lessons; moreover, students are required draw on and develop their sociolinguistic competence in the discussions and debates (e.g. introductory lesson), since they are supposed to respect their classmates’ turns and to express their opinions respectfully; finally, by performing functions such as agreeing or disagreeing and making inferences in the past, students potentially develop their pragmatic competence, therefore being able to use the language for a purpose.

As to *digital competence*, all the lessons aim to make use of ICT for students to share the results of their activities online and, primarily, for them to search for resources that can expand their knowledge of the L2. For example, all the lessons include the use of *Padlet*; the second lesson is devoted to vocabulary acquisition and students get familiar with the use of QR codes that they have to decipher using their iPads; during the fifth

lesson, students use the website *Canva* to create a poster and the use of digital tools is not only developed among the students; finally, the teacher is also using *YouTube* to get materials and *Padlet* to check students' work. Therefore, the Internet becomes a useful tool aimed at making students more independent when it comes to searching for material and apps that will enhance their competence in the L2.

As far as the *learning to learn competence* is concerned, one of the key elements of social-emotional education is self-awareness. This aspect is directly connected to this competence. Throughout this unit plan students reflect on their learning process and this can be seen, for example, in the pre-task of Lesson 2: in this pre-task, students work in groups of 4 and share their ideas about certain feelings and emotions that were explained in Lesson 1. By sharing their impressions with their groupmates, students do not simply listen to them, but reflect on the other students' opinions and are able to challenge their assumptions. This is a useful way of learning, since students find new ways of gaining knowledge about emotions and about the L2: instead of passively listening to the teacher, they are able to share ideas and to enrich their points of view by cooperatively working in groups. This also helps them to be more autonomous and liable since cooperative work develops positive interdependence and they will realise that they need to be efficient and responsible.

Regarding *social and civic competences*, this unit plan fosters not only the acquisition of contents but also the abilities and attitudes that help them to acquire social and civic competence. The use of cooperative work is very beneficial regarding this competence. Students are working in a respectful environment with their groups and they learn to respect and accept differences with their classmates. Cooperative groups require active and responsible students who work conjointly to achieve a shared objective.

Additionally, this unit contributes to the students' development of a *sense of initiative and entrepreneurship*: the lessons are based on activities that foster independence, making decisions and challenging previous assumptions, as has been explained in the paragraph devoted to the *learning to learn competence* with respect to the pre-task in Lesson 2. Students are continuously encouraged to give arguments about their opinions. The importance that this unit plan gives to emotions and its control is also connected to this competence. Cooperative work is also a very helpful tool since it develops students' confidence, motivation and dynamic interaction.



As for *cultural awareness and expression competence*, the activities and tasks that students have to complete include material that shows situations and problems that young people share all over the world. They will have the opportunity to realise that the same difficulties that they might be facing are the same as other teenagers' from different countries. This fact helps them to understand that, although there are different countries and cultures, all of us share situations that in a way connect us and make us treat other people respectfully.

Finally, this unit contributes to the development of *mathematical competence and basic competences in science and technology*. In spite of the fact that the mathematical competence is not included in this teaching proposal, the topic of the learning unit is directly connected to competence in science because it is related to health, in particular, mental health. Throughout the lessons the students get aware little by little of the importance of mental health in our lives and how it can affect us.

#### **4.3. Objectives**

The learning objectives of my teaching unit (see Appendix 1) take into account the characteristics and needs of the types of students present in the class. These objectives are aligned with the specific evaluation criteria for 4<sup>th</sup> year ESO as concreted in the Aragonese EFL curriculum for ESO and adapted to this unit's topic and communicative nature (see Appendix 5). Apart from the main objectives of the unit as a whole, there is a list of objectives within each of the lessons. In order to formulate both the main objectives and the specific learning outcomes for each lesson, I have taken into account Allen's framework for a variable focus syllabus (in Finney 2002), which divides objectives into three types: (i) *structure/function* objectives; (ii) *function/skills* objectives; (iii) *task/theme* objectives. The first type places great emphasis on structure and functions, and aims to introduce learning strategies; the second type targets specific functions and is applied through task-based and problem-solving activities; and the third type focuses on learning processes and strategies to encourage creative language use. In this unit, the three types of objectives that are distinguished in Allen's framework are included, since this enables students to attain the main objective of the unit: to use the language communicatively in order to express their emotions in the EFL classroom. Therefore, by trying to reach the objectives that have been formulated, students not only acquire the basic structures to express their emotions and their opinions about them, but they also

familiarize with strategies to solve the problems in the tasks and, primarily, with tools that will enable them to use the language creatively and for a purpose: explaining how they feel about a certain situation and be able to justify their stance.

#### **4.4. Contents**

The contents (Appendix 2) of this learning unit have been unpacked from the LOMCE Aragonese Curriculum for 4<sup>th</sup> year E.S.O, and suited to this learning unit's emphasis on emotions and to its heavy communicative components. All the four general types of contents specified in the EFL curriculum (oral comprehension, oral production, written comprehension and written production) are covered in this unit. Within each of these four sections, some of them have been selected in accordance to the topic and context of the unit plan, since there is no room to cover all the contents listed in the specific provisions in one single unit. In this unit, the main types of contents covered are as follows: abilities and comprehension strategies, abilities and production strategies, sociocultural and sociolinguistic aspects, communicative functions, syntactic and discursive structures, and oral and common use lexis.

#### **4.5. Sequencing of Activities**

The activities of this learning unit have been distributed in six lessons (Appendix 3). The first one consists of an introduction to the unit plan and the last one a reflection of the same. Every lesson and, therefore, every lesson's activities are interconnected and all of them are related to the importance of emotions. I have considered this unit as a process similar to the one that a person can emotionally go through: First of all you detect or recognize what or how you are feeling, then apart from your own feelings you also have to take into account people around you; how to control your emotions to achieve successful social skills and how other people might feel. The next step is to familiarise students with negative feelings and situations and normalise them and finally, to understand that, although we might feel down at certain points of our lives, there is a positive side and that we are surrounded by people who can help us and we can also help people who are around us.

As to the type of activities chosen for the lessons, I have decided to design tasks in which students work individually or in group towards the achievement of a goal. Actually, these

tasks enable students to familiarize with the topic of emotions and, primarily, to express them to the full in the L2. For students to fully attain the main objectives of the unit, the sequencing of the tasks included in the lessons takes into account Willis' (1996) framework for designing task-based lessons: according to this framework, lessons will be divided into three parts: a pre-task activity that establishes the outcome of the central task and prepares students for its subsequent completion; a during-task phase that centers around the task itself and in which students will pursue the attainment of the main goal; and a final task that entails a following-up on the task performance, therefore enabling students to go beyond their performance in the task. In the paragraph that follows, there will be a brief description of the activities and tasks that are included in my lessons.

During the introductory lesson, which is devoted to the familiarization of the students with the topic, there is a pre-task in which students reflect on some questions related to emotions. These questions are preliminary to a task in which students have to write a brief review of a short film on emotions. In Lesson 1, the activities are devoted to knowing their own emotions and giving a name to the feelings they are experiencing. Primarily, in this lesson students are introduced to new vocabulary that will be useful for the next lessons. For example, the second lesson, "*Let's call a spade a spade*" deals with the importance of knowing how and what we feel. One of the activities that they have to carry out is to find QR codes that are hidden around the school. Students have a list of new vocabulary and every QR code has a definition. Every student working with their groups has to connect the meaning to the words. In this way, this activity introduces the vocabulary, fosters the use of ICT and also promotes cooperative work. Lesson 2, called "*You are getting on my nerves!*" deals with the management of other people's emotions. Throughout our lives we have to face situations in which we have to take into account not only how we feel but also how other people feel. For example this lesson's learning task consists of a listening activity where students are told statements that give them advice on how to develop their social skills. Lesson 3, called "*Feeling blue*", focuses on negative situations and emotions. It helps students understand that they are likely to undergo difficult moments at some point in their lives, and gives them the opportunity to reflect on how to overcome them. The tasks in this lesson show students different images which will be used in order to encourage students to predict why the people from the images show negative feelings. Lesson 4, "*Every cloud has a silver lining*", focuses on positive emotions and shows students that people around them might also undergo their own difficult situations, students' subsequently developing their empathy. In addition to that,

students work on their writing skills at the same time that they use the grammar structures that they have learnt in the course of this unit for a functional purpose, therefore trying to attain the communicative goal of the unit: to use the L2 in order to express emotions. The last lesson is devoted to a reflection on the whole unit in order to promote thinking skills in our students and make them aware of what they have been learning. They will use the *Compass Visible Thinking Routine* so they can reflect on what they have learnt and at the same time they can give suggestions that the teacher can use for future implementations. There will also be an open question (“Have you changed your mind about feelings and emotions?”) and students will use the cooperative technique “Think, pair, share” in order to express their ideas and how they have felt about this unit.

#### **4.6. Material**

One of the elements that Dörnyei (1994: 10) suggests in order to increase the attractiveness of the course content is the use of authentic material. As we already know the fact that students feel attracted by the material and the tools we use in our lessons is paramount for their motivation. Therefore, the materials I have chosen (Appendix 4) take into account students’ interests, age and situations. The design of lessons that include authentic material is a difficult task since you have to tailor them to the students’ needs. However, the results make a difference. The topic of the learning unit supposes additional difficulties since teenagers are sometimes reluctant to express their emotions or they do not give them the importance that they have. The use of material such as textbooks or worksheets that follow more traditional methodologies or are far from being communicative could mean a deterrent when it comes to get them involved and motivated. Conversely, if the lessons are introduced in an interesting and fun way, students will get more involved and encouraged. Therefore, I have made use of *YouTube* videos (e.g., Lesson 4) and a Kahoot exercise (e.g., Lesson 3) so that students can start working on the activities from the very beginning of the class and that they can be motivated and eager to complete the tasks and hence attain the main objectives of each lesson and of the unit as a whole.

All the materials have been chosen trying to fulfill one of the main objectives of this unit: useful communication. Therefore, all the lessons include tasks that foster communicative situations in which students express their feelings and whose opinions are taken into account. For example, in lesson 5 they watch two videos about teenagers and

work on them in order to develop awareness of other people's emotions and critical thinking and, mainly, in order to express their opinions about them in the L2. In order to make them more visually attractive I decided to use *YouTube* videos about teenagers so students would feel more identified and would connect directly with the activity. I started looking for videos that conveyed the idea that every lesson includes. In addition, I took into account the students' English level. Apart from that, I have designed worksheets with the website *Canva* in order to create more attractive materials that were also directly connected to the videos I was working with.

Regarding ICT, I have made use of technological tools in all the lessons. For example, all the lessons include the use of the website *Padlet*, in the second lesson students make use of their *iPads* and QR codes, in the fourth lesson students will carry out a *Kahoot* exercise and in the fifth lesson they have to create a poster using the website *Canva*. This use of ICT is aimed at fostering students' digital competence in the EFL classroom, and its advantages have already been discussed in section 4.2.

As can be seen, the materials that I have designed and the tools I have included increase students' motivation and engagement and develop their creativity and their thinking skills, therefore taking into account Dörnyei's framework of L2 motivation (1994) both at a learner level situation and at a learning level situation.

#### **4.7. Evaluation Criteria**

According to the LOMCE Aragonese Curriculum, the learning unit should include an evaluation (Appendix 5) that is continuous, formative and integrative that supposes an instrument for improvement. I have given special importance to the formative aspect. For this reason, I have decided to include an introductory lesson where students are explained the objectives, what and why they are going to learn, what is expected from them and how they are going to be evaluated. In addition to that, at the end of the unit students are given an activity (Appendix 4.10) in which they are able to evaluate the achievement of the unit's objectives making the student protagonist of their own learning process. The cumulative aspect is also taken into account and that is why all the tasks that the students carry out throughout the unit are given importance. The interest and participation that students show in the class is also an aspect to be considered. As can be seen in Appendix 5.2, a chart has been included in order to show in a clearer way how the evaluation process

is after taking into account the LOMCE Aragonese Curriculum and the importance of the Key competences.

Focusing on the evaluation chart (Appendix 5.2), speaking skills will be evaluated with a 30% of the total mark. As it has been mentioned before, all the lessons include activities in which students have the opportunity to develop and improve their oral communication. Therefore, the teacher will have the opportunity to make notes while students are participating in debates and sharing their opinions about the topic presented in the throughout the different lessons. Fluency is given more value than accuracy since the main objective is to achieve students' communication more than to make them learn certain grammar structures. Since speaking is more complex to be evaluated than writing or listening, a rubric (Appendix 5.3) has been designed in order to guide the teacher while evaluating students.

Listening and writing receive a 10% each one. All the activities that students have to carry out will be collected by the teacher to check if students have understood the information given in the videos used for listening activities and also if they can properly express their ideas when they have to focus on writing skills. Reading will not be evaluated since there are not specific activities devoted to this skill.

All the tasks that have been designed for this learning unit will count a 20%. Teacher will collect all the worksheets and will also check *Padlet* where students will have uploaded their results. In this way, the teacher will be able to check the involvement of the students with the tasks and that all of them have been solved.

Vocabulary and grammar will be evaluated together being a 10% of the grade. In order to evaluate them, the teacher will check the tasks that students have been carrying out and will take into account the use of the new vocabulary learnt throughout the lessons as well as the grammar structures.

Finally, the remaining percentage will go to general aspects of the students' learning process, such as their attitude individually and working cooperatively, participation and their engagement in the lessons. In order to evaluate these aspects a chart has been included (Appendix 5.2).

The first and last lessons will not be taken into account for the evaluation but the introductory one is essential since students will be explained all the percentages and the importance of every aspect that has been taken into account. The idea is that students

understand that their attitude, the way they are in class and how they work with their peers is also taken into consideration.

## **5. Conclusion**

To conclude, this cross-curricular didactic proposal is based on the importance of social-emotional education in our lives, and makes use of the CLT approach for students to be able to express their emotions with fluency. This unit has been designed following different principles regarding not only EFL aspects but also how feelings and emotions affect in teenagers. The fact that emotional issues still create on students a feeling of embarrassment or fear of being rejected is worrying and dangerous. The amount of young people who suffer from mental illnesses should be a compelling reason to confront this topic. However, schools do not normally provide the aid necessary to help students deal with and manage their own emotions and even the reactions and feelings that other people may go through. The way students manage their emotions directly affects classroom environment as well as their peers. Concerning SEL, I have designed lessons that foster student expression, cooperative work and that promote student-centered situations. These elements are crucial in terms of SEL since the development of social and emotional skills are mainly sustained on self-awareness and empathy. If we counted on more tools to develop social-emotional awareness, many conflicts that take place in the classroom could be avoided or more easily solved.

As has been mentioned, CLT and cooperative techniques are directly connected to SEL. For this reason, the lessons that I have designed are based on those two elements. The tasks that are proposed include objectives based on communication and cooperation, thus students are given the opportunity to express themselves and develop their empathy by working in groups and establishing interdependence. The fact that students feel comfortable and safe with their own emotions is essential in their personal development and the communication in English has been presented as a means to give voice to those emotions.

I had the opportunity to implement all the lessons as the course English teacher gave me three days per week to develop the learning unit. However, some of the tasks

and materials that appear throughout the lessons could not be used. Students were not familiar with the website *Padlet* and due to the brevity of the implementation and the fact that they would not use it during the rest of the course, the results and answers that students had to upload on *Padlet* were collected in writing. Another tool that had to be eliminated was the website *Canva*. During the last lesson, students were supposed to create a poster in groups that included positive messages. However, I only had 30 minutes this day since their teacher wanted to review some grammar structures that they had previously worked on. Therefore, the lack of time led to difficulties in the complete development of this didactic proposal. Nevertheless, the students' responses to my teaching proposal were very positive and their participation increased noticeably. It was the first time they had contact with SEL in the classroom and they enjoyed the moments when they could tell others about their own experiences, how they have felt in different situations and give advice on how to deal with different problems that teenagers may find in their lives. The fact that they were using ICT during the lessons was also a very encouraging element. The use of technological tools in most of the lessons was new for them and they found it motivating.

Finally, this proposal is innovative, beneficial and fosters motivation and encouragement in students. Including SEL throughout the academic year should be promoted by every school in order to ensure that students are given the necessary tools and help not only to improve their current academic situations, but also to guarantee a bright future.

For future implementations, timing and classroom issues should be taken into account a lot more. There are many occasions where students get distracted in the lessons, which can lead to loss of time thus having less time to complete the tasks given. Apart from that, this learning unit should be included in the academic year in order to implement it with enough time and develop all the advantages that students and teachers can benefit from.



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<https://www.youtube.com/watch?v=lbTFZ8cvHo4> (How divorce affects children)

<https://www.youtube.com/watch?v=UsW5nMfyo6c> (Listening about socialising)

## 7. Appendices

### Appendix 1- Objectives

Main aims of the unit
<ul style="list-style-type: none"><li>- Orally narrate anecdotes about emotions</li><li>- Express their opinion about the content of the recording on emotions in a debate with the whole group</li><li>- Write a film review about a short film on emotions</li><li>- Describe pictures of people that show negative emotions</li><li>- Make predictions about why the people in the pictures are feeling unhappy</li><li>- Reach an agreement in groups on what advice they would give to overcome a negative emotion</li><li>- Orally narrate situations from their lives in which they felt happy or sad, and how they overcame a negative emotion</li><li>- Write a letter to an imaginary friend who is living a difficult situation</li><li>- Give advice in order to help people overcome a negative emotion</li></ul>

At the end of each lesson students will be able to:

Introductory Lesson
<ul style="list-style-type: none"><li>- Provide short answers to general questions about both their emotions and the importance of emotions in their daily life</li><li>- Express their opinions as to the importance of emotions with the rest of the classroom</li><li>- Agree or disagree with the opinions their classmates share about whether an emotion is important or not</li><li>- Write a brief review of a short film about emotions</li></ul>

First Lesson: *Let's call a spade a spade*

- Guess the meaning of the idiom “let’s call a spade a spade” by gathering previous knowledge on the topic of emotions
- Use an idiomatic expression that refers to an emotion by orally telling anecdotes in which that idiom fits
- Reaching an agreement in groups on the definition of a word on emotions
- Create in groups a theatre-like role play with the words students have learned about emotions

Second Lesson: *You are getting on my nerves!*

- Guess the meaning of the idiom “you are getting on my nerves” by gathering previous knowledge on the topic of emotions
- Make predictions about the contents of a recording on emotions by reading short excerpts from the text that is going to be listened to
- Express their opinion about the content of the recording on emotions in a debate with the whole group
- Decide whether some statements of the listening on emotions are true or false
- Narrate orally situations from their lives that make them feel identified with some statements about emotions

Third Lesson: *Feeling Blue.*

- Guess the meaning of the idiom “feeling blue” by gathering previous knowledge on the topic of negative emotions
- Use an idiomatic expression that refers to an emotion by orally telling anecdotes in which that idiom fits
- Describe individually and in groups pictures of people that show negative emotions

- Use the perfect modal verbs of deduction in order to make predictions about why the people in the pictures are feeling unhappy

Fourth Lesson: *Every cloud has a silver lining.*

- Guess the meaning of the idiom “every cloud has a silver lining” by gathering previous knowledge on the topic of positive emotions
- Reach an agreement in groups on what advice they would give to overcome a negative emotion
- Orally narrate situations of their own experience in which they managed to overcome a negative emotion
- Identify the main ideas of two *YouTube* videos about teenagers who are undergoing a difficult situation
- Write a letter to an imaginary friend who is living a situation similar to the ones shown in the two *YouTube* videos
- Use the modal verbs of deduction to make predictions about how the imaginary friend may be feeling
- Use the modal verbs of advice in order to help an imaginary friend overcome a negative emotion

Final Reflection

- Reflect on their own learning process, seeing their weaknesses and strengths.
- Express their opinions about their learning process with their classmates and the teacher.
- Create a poster using *Canva* to share their reflections on their learning process and make their learning visible

## Appendix 2 – Contents

### **Contents**

#### **Abilities and comprehension strategies**

- Understanding general and specific information in short videos about both positive and negative emotions in teenagers
- Understanding the main ideas in a script of a short video about emotions with the aim of predicting its content
- Activation of previous knowledge about the topic of emotions by providing words about the topic or reading statements or idioms related to it

#### **Abilities and production strategies**

- Composition of written texts: a review of a film about emotions and a letter to a friend who is living a difficult situation
- Participation in debates on the importance of emotions

#### **Sociocultural and sociolinguistic aspects**

- Non-verbal language as a tool to recognize emotions in a video
- Interest in the use of the foreign language to share emotions with people that may have undergone similar situations and to challenge pre-concepts and stereotypes

#### **Communicative functions**

- Descriptions of pictures that show people with negative emotions
- Expression of an opinion about a short film on emotions
- Make predictions about why the people appearing in different pictures are feeling unhappy
- Give advice to overcome a negative emotions
- Narrations of anecdotes and situations in which people felt a certain emotion (positive or negative)

**Syntactic and discursive structures**

- Perfect modal verbs of deduction (e.g. *must have been*) in order to make predictions about why people are feeling unhappy
- Modal verbs of advice to help people overcome a negative emotion

**Oral and common use lexis**

- Vocabulary about positive and negative emotions
- Idioms related to emotions (e.g. *feeling blue, getting on someone's nerves*)





## Lesson 2: Let's call a spade a spade!

Teacher's Guide	Activity Description	Interaction Pattern	Timing
Pre-Task Activity and critical input	<p>During this lesson students will work on vocabulary about feelings and emotions. Sometimes we do not know how to express what we are feeling or we do not find the appropriate words.</p> <p>Ss try to guess the meaning of the lesson's title. After giving some ideas they can look for it on the Internet. Ss give examples of situations where they could use the expression. After that, T asks students ideas that they gathered during the previous lesson and all together brainstorm and T writes them on the whiteboard.</p> <p>T asks Ss to work in groups of four associating words or ideas that they would connect to the feelings and situations that were explained during the previous lesson and add those words to the ones that they have been gathering and are written on the whiteboard.</p>	<p>T-Ss</p> <p>Ss-Ss</p>	10'
Learning Task	<p>T explains Ss that with their groups they will have to play a "QR hunt". (Appendix 4.4) There are several QR codes hidden around the school. When Ss scan the code a definition will appear and they will have to match words with their definition. T gives Ss a map per group and a vocabulary worksheet (Appendix 4.5) for each member of the group. Ss go with their groups to find the QR codes and work together finding the codes and completing the vocabulary sheet. Every member of the group has to show their worksheet completed to the teacher.</p>	<p>T-Ss</p> <p>Ss-Ss</p>	20'
Post-Task Activities	<p>After having found all the definitions and once the words are connected to them, T explains Ss that they have to choose two words per group and prepare a brief theatre that they will film. With this activity Ss will assimilate vocabulary in a more efficient way and will understand it within a context and not as an isolated list of words. After that, Ss upload their videos to <i>Padlet</i>.</p>	<p>T-Ss</p> <p>Ss-Ss</p>	25'
Verification/Error Correction	<p>T checks if Ss have connected words and meaning correctly on their vocabulary worksheet.</p>		



## Lesson 4: Feeling blue.

Teacher's Guide	Activity Description	Interaction Pattern	Timing
Pre-Task Activity and critical input	<p>This lesson is about sadness and moments when we feel down. Ss try to guess the meaning of the lesson's title with the help of the teacher. T gives examples of situations that contain that idiom in order to help Ss to guess the meaning within a context. Once they have understood the meaning, Ss think with their shoulder partner examples where they could use the expression.</p> <p>In order to activate prior knowledge there will be a <i>Kahoot!</i> exercise about modal verbs connected to the topic of the learning unit.</p>	<p>T-Ss</p> <p>Ss-Ss</p>	20'
Learning Task	<p>Once they have finished the <i>Kahoot</i> exercise, Ss have activated their previous knowledge about the grammar this lesson includes.</p> <p>T shows Ss a picture and makes predictions using modals of deduction in the past. For ex: This person looks sad, she must have had a bad experience/She might have failed an exam/She can't have had a good day. After several examples Ss will deductively get the structure used with past modal verbs. T repeats with more pictures but also asks Ss to participate. Once Ss show that they have assimilated the structure and the use of the verbs, Ss form groups of four and T gives them different pictures so they can do with their groups the same they have been doing with the teacher but in a more independent way. Ss work together and make predictions about the pictures. T helps and guides them while they are working in groups and Ss can ask them doubts if they have any about the new grammar structure.</p>	<p>T-Ss</p> <p>Ss-Ss</p>	25'
Post-Task Activities	<p>Once they have had time to make predictions, Ss share them with the other groups and they can decide which predictions are better. After that they upload the predictions they have made with their groups to <i>Padlet</i>.</p>	Ss-Ss	10'
Verification/Error Correction	<p>T pays attention to the use of the grammar construction and if the verbs they are using are appropriate depending on the certainty of the prediction.</p> <p>T can check <i>Padlet</i> in order to see if Ss have assimilated the structure.</p>		

**Lesson 5: Every cloud has a silver lining.**

Teacher's Guide	Activity Description	Interaction Pattern	Timing
Pre-Task Activity and critical input	<p>During the first minutes of the lesson T asks Ss if they have any doubts about the previous lesson and tries to solve them giving them more examples or explanations.</p> <p>This lesson is about positive thinking. Ss try to figure out the meaning of the lesson's title. T gives them examples with context to make it easier.</p> <p>T asks Ss to think of situations where they felt more negative and then how it was solved, how they felt better or the help they received. Ss in groups of four make a list of positive attitudes or advice that could be helpful in difficult moments. Ss share with the other groups and T.</p> <p>T introduces Ss the website <i>Canva</i> and explains to them that they will use it to create a poster with positive messages.</p>	<p>Ss-T</p> <p>T-Ss</p> <p>Ss-Ss</p> <p>T-Ss</p>	15'
Learning Task	<p>T will distribute a worksheet per group (Appendix 4.9) that contains a <i>YouTube</i> link that leads to two different videos about teenagers who are struggling. One of the videos is about how a teenager feels when their parents are getting divorced and the second one is about a depressed teenager.</p> <p>In groups of four Ss will watch a video per group with their iPads and will complete the worksheet. After that they will have to write a letter to an imaginary friend who is living a difficult situation, related to the ones from the videos or a different one. In that letter they will have to make predictions about how that friend must have felt using the grammar structures that they learnt during the previous lesson. They will also use modal verbs of advice that they already know from previous years.</p>	<p>T-Ss</p> <p>Ss-Ss</p>	35''
Post-Task Activities	<p>Once they have completed the worksheet the worksheet and the letter, every group uploads their result to <i>Padlet</i>.</p> <p>After that, T explains to them that they will have to create a poster fostering positive thinking</p>	T-Ss	15'
Verification/Error Correction	<p>T walks around the working groups in order to solve doubts about vocabulary or grammar that Ss need while they are completing the worksheet and writing the letter. T can also check the letter Ss have uploaded to check possible grammar mistakes.</p>		

## Final Reflection

Teacher's Guide	Activity Description	Interaction Pattern	Timing
Final Reflection	<p>During this lesson the teacher will give students the opportunity to reflect about what they have learnt.</p> <p>Students will use a visible thinking routine (Compass Points Appendix 4.10) to guide students during their reflection. With this activity Ss are not only reflecting on their own learning process but also giving T suggestions about the lessons clarifying weaknesses and strengths that the T can take into account for future implementations. After that, Ss will share their opinions with the rest of the class.</p> <p>Finally, during the last part of the lesson students will work in groups on their posters using the website <i>Canva</i></p>	T-S  Ss-Ss	55'



## Appendix 4- Materials

### 4.1. Notes

⊕ Observation 4° ESO A BILINGÜE 11/04/18

① Grammar - Reported Speech

- teacher → explica → Ejercicios. →
- alumnos → copian de la pizarra → Hacen ej individual.

la profesora deja algo de tiempo (5' +/-) (fotocopias) para que completen las fotocopias (si leen) → la prof. pide voluntarios → no muchos contestan. (2/3 chicas todo el rato)

\* Si la profesora les pregunta ("obliga") a participar si que contestan y correctamente

② Reading -

Van leyendo todos por orden. NO VOLUNTARIO.

- Mala pronunciación
- No hacen mucho esfuerzo x pronunciar mejor.
- Algunos se bloquean / quedan callados

⊕ 4° ESO A Bil. 13/04/18

① Rephrasing de condicionales → fotocopias. → En 5' cuantas pueden hacer. Profesora lo cronometra.

- Corriegen en voz alta.
- Hay alumnos que NO PARTICIPAN NUNCA.
- les preguntan "a dedo" y saben hacer las frases.

② VOCABULARY.

lista de vocabulario que la profesora exhibe en la pizarra.

- Palabra en inglés y al lado la traducción → tradicional.
- Speaking? → Hablan de cosas de clase / colegio en inglés.

## 4.2. Questionnaire

---

### **Emociones 4 E.S.O**

Puedo expresar como me siento \*

Sí/No

Presto atención a mis sentimientos \*

Sí/No

Aunque me sienta triste mantengo una visión optimista \*

Sí/No

Cuando me siento deprimido/a busco ayuda \*

Sí/No

Encuentro apoyo en mis familiares cuando lo necesito \*

Sí/No

Siento vergüenza por los comentarios que podrían hacer mis compañeros/as si participo en clase \*

Sí/No

Prefiero no participar en clase aunque sepa la respuesta por lo que puedan decir de mí \*

Sí/No

Mis profesores/as tienen en cuenta mis emociones \*

Sí/No

Me siento escuchado y ayudado por mis profesores/as cuando expreso mis emociones \*



### 4.3. Short-Film Review

## Short Film Review

What's the title of the short?  
-----

What do you think the title means?  
-----

What kind of emotions is the girl feeling?  
-----

What does the black monster represent in your opinion?  
-----

How does the girl defeat the black monster?  
-----

In your opinion, what does this short want to convey?  
-----

Have you ever felt that you couldn't control your emotions?  
-----

Give some advice about how to control negative emotions:  
-----

Time to share!



#### 4.4. Quick Response Codes (QR)



#### 4.5. Vocabulary Worksheet

### Emotions Vocabulary

List of Words:

Furious: \_\_\_\_\_

Depressed: \_\_\_\_\_

Prejudice: \_\_\_\_\_

Tolerance: \_\_\_\_\_

Ups and  
Downs: \_\_\_\_\_

Suicide: \_\_\_\_\_

Anxiety: \_\_\_\_\_

Reckless: \_\_\_\_\_


#### 4.6. Excerpts from the listening transcription

The first step is to label our own failures rather than labeling situations or other people. We should say things like “I feel angry instead of this is a ridiculous situation.

In terms of language we express thoughts by saying “I feel like” or “I feel as if” but for feelings we say I feel and then a feeling word, an adjective, happy angry frustrated. Next we should take more responsibility for our feelings.

We should ask ourselves questions like how would this person feel if I do this and of course it is not enough to respect the feelings of others we have to show others that we care. We do this through empathy and understanding.

#### 4.7. Listening Worksheet


**LISTENING ACTIVITY** 

Which words have you been able to recognise?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

 **Check with your shoulder partner!**

**Decide whether these statements are true or false.**

It's better to say "I'm unhappy" than "this situation is getting on my nerves" T / F

Thoughts and feelings are expressed differently T / F


Telling someone "you are making me feel jealous" is correct T / F


We should think about how other people might feel T / F

Our own feelings are more important than other people's feelings T / F

It is important to think in a positive way T / F

If someone doesn't like you, insist and try to make them like you T / F

 **Check with your shoulder partner!**

**What do you think about these statements?** 

## 4.8. Making predictions

### Making Predictions



What do you think of when you see these pictures?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Make predictions about what might have happened.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## 4.11 Websites

*Kahoot!* <https://create.kahoot.it/details/emotions-modal-verbs/f641eba2-7f6e-4070-88b6-c86c00e80849>

*Padlet* <https://padlet.com/dashboard>

*Canva* <https://www.canva.com/>

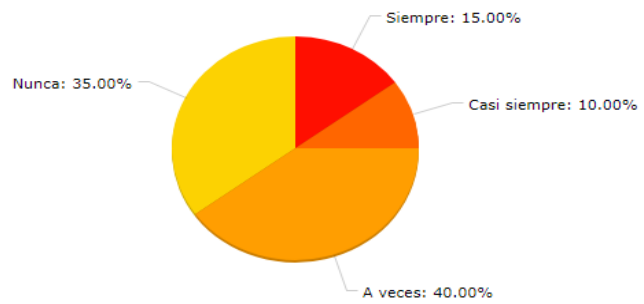
## 4.12. Questionnaire Results

### 4. Cuando me siento deprimido/a busco ayuda \*

[.png](#) [.pdf](#) [.xls](#)

Número de participantes: 20

- 3 (15.0%): Siempre
- 2 (10.0%): Casi siempre
- 8 (40.0%): A veces
- 7 (35.0%): Nunca

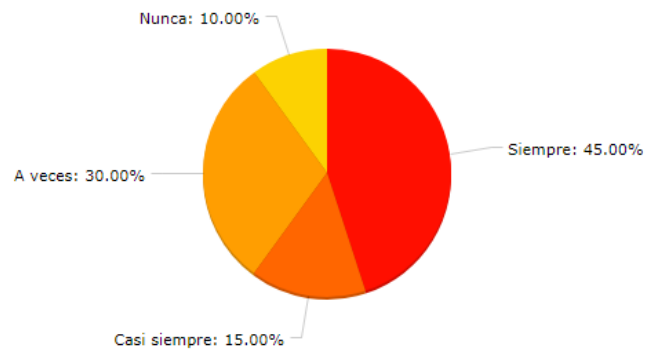


### 5. Encuentro apoyo en mis familiares cuando lo necesito \*

[.pn](#)

Número de participantes: 20

- 9 (45.0%): Siempre
- 3 (15.0%): Casi siempre
- 6 (30.0%): A veces
- 2 (10.0%): Nunca

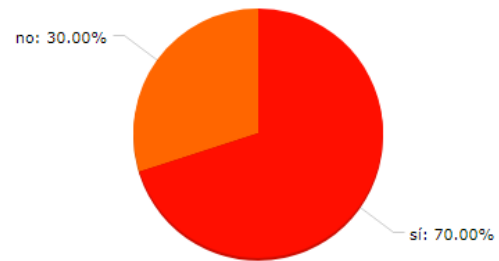


6. Siento vergüenza por los comentarios que podrían hacer mis compañeros/as si participo en clase \*

Número de participantes: 20

14 (70.0%): sí

6 (30.0%): no



7. Prefiero no participar en clase aunque sepa la respuesta por lo que puedan decir de mi \*

Número de participantes: 20

11 (55.0%): sí

9 (45.0%): no





## **Appendix 5 – Evaluation**

### **5.1. Evaluation criteria unpacked from the LOMCE Aragonese Curriculum**

Crit.IN.1.1 To understand the specific and general information and the most important details from brief and medium-length videos about emotions such as short films, or *YouTube* videos, and be able to recognize in these videos the common lexicon of emotions.

Crit.IN.1.2 To know and use, for the comprehension of the videos, socio-cultural and sociolinguistic aspects related to their previous knowledge of the topic of emotions, being able to resort to anecdotes from their own experience and other people's.

Crit. IN.2.1 To produce brief oral messages or of medium length, in different registers in which students express their agreement or disagreement as to different emotions and relate them to their own experience, being able to perform functions such as making inferences about why people show a certain emotions and being able to give them advice so that they can overcome a negative emotion.

Crit.IN.4.1. To produce a brief letter coherently and with a clear structure about daily topics in which students try to give a piece of advice in response to a negative emotion that a certain person is expressing.

Crit.IN.4.2 To incorporate to the elaboration of texts socio-cultural and socio-linguistic knowledge related to interpersonal relationships and social conventions in different life areas, selecting and contributing necessary information for a successful expression of their emotions and opinions with the needed courtesy and showing a good attitude and confidence with the use of the written language.

### **5.2 Evaluation Chart**

<b>KEY COMPETENCES</b>	<b>EVALUATION CRITERIA</b>	<b>ASSESSMENT ACTIVITIES AND TOOLS</b>	<b>MARKING CRITERIA</b>
CCL-CMCT-CD- CAA-CSC-CCEC	Crit.IN.1.1 Crit.IN.1.2	Worksheet where students answer different questions.	10%
CCL-CMCT-CD- CAA-CSC-CIEE- CCEC	Crit. IN.2.1	Observation in class with help of a rubric (Appendix...)	30%
CCL-CMCT-CD- CAA-CSC-CIEE- CCEC	Crit.IN.4.1 Crit.IN.4.2	Worksheet with writing purposes.	10%
CCL-CMCT-CD- CAA-CSC-CIEE-	Crit.IN.1.1 Crit.IN.1.2 Crit. IN.2.1	Resolution of the tasks showing effort and interest.	20%

CCEC	Crit.IN.4.1 Crit.IN.4.2		
CC - DC - LLC – SCC - SIEC		Checklist that evaluates participation, attitude, cooperative work.	20%
CCL-CMCT-CD- CAA-CSC-CIEE- CCEC	Crit.IN.1.1 Crit.IN.1.2 Crit. IN.2.1 Crit.IN.4.1 Crit.IN.4.2	All the tasks where students show a good command of the language with the use of new vocabulary and structures.	10%

### 5.3 Oral skills chart

<b>Name:</b>	<b>Excellent (2.5)</b>	<b>Good (1.5)</b>	<b>Fair (0.5)</b>	<b>Needs to improve(0)</b>
<b>The student is able to transmitt the information clearly and coherently.</b>				
<b>The student shows a fluent use of English minding pronunciation and intonation.</b>				
<b>The student avoids grammar mistakes when transmitting the message.</b>				
<b>The student is able to participate in a debate sharing their opinion and agreeing or disagreeing with other opinions.</b>				

## 5.4 Attitude Chart

	The student shows a positive attitude.	The student actively participates in class.	The student works efficiently and respectfully with their cooperative groups.	The student use the ICT responsibly and usefully.
Name				
Name				
Name				
Name				
Name				
Name				
Name				