FACULTAD DE EDUCACIÓN DE PALENCIA

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EMOTIONAL SELF-KNOWLEDGE COMPETENCE INTERVENTION IN AN INFANT EDUCATION BILINGUAL CONTEXT

INTERVENCIÓN SOBRE LA COMPETENCIA DE AUTOCONOCIMIENTO EMOCIONAL EN EDUCACIÓN INFANTIL EN UN CONTEXTO BILINGÜE

TRABAJO DE FIN DE GRADO EN EDUCACIÓN INFANTIL- MENCIÓN LENGUA INGLESA

AUTORA: MARTA RODRÍGUEZ GARCÍA-JIMÉNEZ

TUTORA: ILDA LAORGA SÁNCHEZ

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ABSTRACT

The aim of this academic work is to suggest a teaching proposal about emotions in English in two 5 years old classes of a Spanish bilingual school (Spanish-English). In this intervention there will be developed some aspects of the emotional self-knowledge competence defined by Bisquerra (2016) following a specific Methodology and within a Theory Framework. In addition, there will be a description of the results obtained when it was put in practise and a comparison between the results in the two classes. Taking into consideration all of these, some conclusions about the theme will be explained.

RESUMEN

El objetivo de este trabajo académico es sugerir una propuesta didáctica de intervención sobre emociones en inglés en dos clases de niños de 5 años de un colegio español bilingüe. En esta intervención se desarrollarán algunos aspectos de la competencia de auto-conocimiento emocional definida por Bisquerra (2016), siguiendo una metodología concreta dentro de un marco teórico. Además, se describirán los resultados obtenidos en la puesta en práctica y comparará entre los resultados de las distintas clases. Teniendo en cuenta todo esto, se explicarán algunas conclusiones sobre el tema.

KEY WORDS

Emotion, bilingualism, emotional competences, emotional self-knowledge and basic emotions.

PALABRAS CLAVE

Emoción, bilingüismo, competencias emocionales, autoconocimiento emocional y emociones básicas.

INDEX

1. INTRODUCTION

The origin of this academic work was the 5 years old pupils of Spanish bilingual school necessities as well as the context of the academic work needs which pushed to focus the purpose of the work in developing some emotional competence aspects. In addition, as the author of this work is a future infant education teacher in the English speciality, there will be a proposal of teaching intervention, which was turned to be an English emotional intervention which also develops English competence.

This academic work aim is to develop the following aspects within the emotional self-knowledge competence: relation between emotion and behaviour and different types of expression of emotion in a picture face.

It is important to emphasize, that this intervention is based in the emotional competences defined by Bisquerra. This definition involves elements which may coincide or not with the ones of other emotional competence definitions. The reason of choosing this definition is explained in Theory Framework section of this academic work.

The intervention, which last less than 3 weeks was put into practise in order to analyse the possible results, its effectiveness and to deduce some final conclusions about it.

Finally, the intention of this paper is to provide ideas to develop the mentioned competences as an answer of Spanish society current requirement of improving their language teaching system, and the increasing awareness of the importance of developing emotional competence nowadays.

2. OBJECTIVES

These academic work <u>general objectives</u> are:

- To develop bilingual learning (Spanish-English) content lessons focused in developing a different area than the linguistic. .
- To improve emotional self-competence in infant education.
- To avoid future conflicts related with the lack of emotional knowledge and resources.

In relation with the general objectives, these academic work specific objectives are:

- To develop English language in early ages throughout learning about emotions.
- To work through different English methodologies than the common ones to improve English learning.
- To provide pupils with strategies to recognise and express their emotions and the emotions of others.

3. JUSTIFICATION

3.1. TEACHER COMPETENCES [1]

In the following paragraphs some competences developed with the realization of this academic work are described.

<u>General competences</u> are reflected in Design section:

- Apply the knowledge of the different teaching-learning techniques in the practise in a professional way, showing the competences a teacher should have by critically analysing, planning and putting in practice the learning-teaching methods arguing reasonably the choice made.

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[1] Competences were translated from: plan de estudios de la carrera de Ecuación Infantil and CLIL competence grid.

- Developing an ethic compromise with the profession by promoting of democratic values, integral education and guarantying the same opportunities to each pupil without distinction of race, disability, gender or religion.

An integral education development involves all the aspects of a person, including their emotional one.

<u>English speciality competences</u> are reflected on Theory Framework section and Design section:

- Know the cognitive, linguistic and communicative basis of language learning.
- Plan foreign language teaching and assessment as well as choose, create, and elaborate and teaching strategies, types of activities and didactic resources.
- Know the infant curriculum and the foreign language curricular development inside communication area, following MCER guidelines, from a plurilingual and intercultural perspective.
- The most relevant indicators of CLIL competences which are reflected on Design section are:
- Can create cross curricular themes and related activities in cooperation with colleagues.
- Can support language learning in content classes.
- Can create safe environment that encourages experimenting with content, language and learning skills.

3.2. CONTEXT

School

The intervention took place in a state Spanish bilingual school which educates 3 to 12 years old children and has two classes per age group. The mother language in this school is Spanish and the second language is English.

School programmes in relation with educational competences

According with Culture, Education and Sport Ministry of the Spanish government (2016), two of the basic competences in Education are the "communication linguistic competence" and the "civic and social competence". The school in which the proposal took place,

developed two programmes between others, to improve these pupils' competences: emotions workshop and bilingual project.

The first one means to include half an hour per week with the support teacher developing emotional competence and the second one introduces bilingual section in primary so the school aim was to increment the exposition in preschool to the English language.

Preschool project

The intervention was while preschool section of the school was developing "Don Quixote" project and this benefits the put into practice of the proposal as it is so in lessons 4 and 6 in the description of the lessons.

Curriculum

As the aim of the intervention is to develop the linguistic and the social competence. The proposal is based in the infant curriculum and the British- Spanish integrated curriculum.

Space

The intervention took place in two different classrooms. These spaces are the English classroom which had a whiteboard in front of the carpet where the pupils usually sit, and the emotions classroom.

Previous knowledge

To fully benefit from the proposal opportunities of learning, it would recommend that pupils have the following previous knowledge:

- Pupils should have been used to Spanish tales and to their elements.
- Pupils should understand English vocabulary about basic actions.
- Pupils should have previous ideas about the basic emotions.

Before the intervention, the teacher in charge of the emotions workshop provide the pupils with opportunities to identified the basic emotions, the characteristic of a face expressing these emotions, the situations which make them feel these emotions, what these emotions makes them feel and they expressed the emotion in front of a mirror. In addition, they built emotions in empty faces and made some activities about linking some situations whit the resources which make them feel well.

Group characteristics

Both classes have pupils with significant difference of development level, and they were not used to an entire class in English.

A GROUP

Between the 20 pupils of this group it is important to take special care with a child with cochlear implant. There is also a girl from Canada which speaks and understands perfectly English and Spanish.

B GROUP

This class is more compulsive than the other one. On one hand, the activities they made are fluent because the majority of them want to participate but on the other hand, it is easy to waste time maintaining the order.

In addition, the pupils who had more level of development were the ones who were more compulsive. There are 18 pupils and three of them require special attention: a boy with Down syndrome and pica disorder, a boy with dyslalia and a boy with a behaviour disorder.

The pica disorder is a psiquiatric disease and the patient of it, eat non-nutritive substances as sand, pebbles, mud… It is important to take special care in avoiding this behaviour.

The boy with Down syndrome also has development delay consequence of its syndrome but is specially motivated by music and encouraging feedback.

He also was always exhausted by the classes after school break and did not participate in most of the school lessons. Nonetheless, it is considered good for him to stay in the class because he made good relationships with his peers and because if he did not pay attention to the activities he did not usually interrupt the class.

The boy with a behaviour disorder has a special necessity to understand the relation between emotions and behaviour and most of the time was trying to obtain the attention of the teacher.

Group necessities

Something that helped creating and adapting the teaching proposal was <u>building constructive relationships with the pupils.</u> This allowed knowing not only what the specials needs of some children were, but also the necessity of such pupils of improving their emotional self-knowledge competence. Some of the pupils had or would have emotional problems and needs self-knowledge improving intervention.

Moreover, the rest of the pupils as they form part of the society had this necessity. According to Palau (2014), one of the necessities of a child in current society is" the accommodation to the uncertainty". That means to maintain a good level of self-steem facing the environment changes. In order to reach that, pupils has to differentiate the things which can be modifiable by them and which not and to manage the emotions which produce this situations and perceptions. Consequently, pupils need a good emotional self-knowledge.

In addition, "Young children's emotional competence— regulation of emotional expressiveness and experience when necessary, and knowledge of their own and other's emotions—is crucial for social and academic (i.e., school) success" (Denham, Bassett and Zinsser). As well as for health, following Lucrecia Pérsico arguments (2016) in her book "Inteligencia emocional".

To sum up, the benefits of improving the self-knowledge competence are diverse as well as the emotions have several functions and afford to face daily live in the actual society.

On other hand, the current society is characterized by being global in which knowing some languages is very important to communicate and facilitate facing with cultural and professional obstacles as López (2011) said. So improving the knowledge of one of the most used language in the world would be benefit for children in the future.

4. THEORY FRAMEWORK

4.1. EMOTIONS THEORY FRAMEWORK

Multiple intelligences and emotional intelligence:

Nowadays, the Spanish educational institutions are growing concerned with the importance of the emotional aspect on a person's development.

However, this consciousness has started recently as it is reflected on the changes of the definition of intelligence along time.

It was not until Howard Gardner's multiple intelligences theory (1983) that intelligence started to be measured not only by linguistic, logical and mathematical capacities but by other five categories as well. He introduces the definition of seven intelligences: linguistic, logical-mathematical, spatial, musical, bodily-kinaesthetic, interpersonal and intrapersonal.

In 1995 he also included the "naturalistic intelligence" and in 1998 he defined "existential intelligence".

His proposal of different intelligences started to give prominence to some intelligence aspects which did not have the recognition they deserved until then.

Furthermore, the interpersonal and intrapersonal intelligence are the antecedent of the expression "emotional intelligence" as interpersonal intelligence is the ability to recognize and understand other people's moods, desires, motivations, and intentions; and intrapersonal intelligence is the ability to recognize and understand his or her own moods, desires, motivations, and intentions.

Although the expression "emotional intelligence" appeared previously, the term was formally defined in 1900 as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions"(Mayer and Salovey, 1900, p. 5).

Eventually, Mayor and Salovey (1997) introduced a final definition: "Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand

emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth".(p. 10)

Until that year, psychology studies separated 'reason' and 'emotion'.

However, present day neurological of the last 10 years as Perez-González and Pena said (2011), prove that "emotion and reason" are closely linked. "The old paradigm held an ideal of reason freed of the pull of emotion. The new paradigm urges us to harmonize head and heart."(Goleman, 1995, p. 30)

Finally, Daniel Goleman, promoted the use of the term and in current days, we are concerned with the importance of emotional intelligence so as to achieve success in life. He defined the emotional intelligence as "the ability to access to one's feelings and the ability to discriminate among them and draw upon them to guide behaviour" (Goleman, 1995, p.36).

Emotional intelligence vs emotional competences

However, in the world of education, the term "emotional intelligence" is not the most accurate. Following the arguments of Agulló, Guiu, Navarro, Cassà and Bisquerra (2010) it is better to use the word "emotional competences" in an educational context. They explained that "emotional intelligence is unique and refers to a general relatively stable emotionally intelligent psychological characteristic of the person who reports on the potential of this in order to behave in an emotionally intelligent way; while emotional competences are varied and refer to different levels of management or expertise of the person to face and perform specific emotional tasks generally observable by others". (Agulló, Guiu, Navarro, Cassà and Bisquerra, 2010, p. 50)[2] In instead of "emotional intelligence", which is something inherent, barely modifiable along life, "competences" can be developed by pupils with their teachers' support.

According to Agulló, Guiu, Navarro, Cassà and Bisquerra (2010), the real objective of an emotional education is to develop the emotional competences as a way to prepare and improve people's way of dealing with the daily life challenges contributing to social and personal wellbeing.

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[2] Translation from Spanish.

To sum up, people are born with an emotional intelligence. Nonetheless, the emotional education guides the development of people's emotional competences which will, therefore, build their emotional intelligence.

There are several definitions and classifications of emotional competences. Bisquerra and Pérez (2007) organized emotional competences in the following categories:

- Emotional regulation

The ability to manage emotions adequately by realizing about the relation between emotion, cognition and behaviour; having good confrontational strategies; producing positive emotion to reach one's wellbeing, etc.

- Emotional autonomy

It is a combination of elements which allow reaching a good personal self-management: self-esteem, positive attitude about life, responsibility, the ability to critically analyse social rules, the ability to look for help and resources, and emotional self-efficacy.

- Life and welfare competences

The ability to take appropriate and responsible behaviour to face successfully the all type of daily life challenges to provide satisfactory welfare experiences.

- Social competence

The ability to maintain a good relationship with others by controlling basic social skills, having effective communication, respect, prosocial attitudes, assertiveness, etc."

- Emotional self-knowledge

The ability to understand our own emotions and others' emotions including the ability to perceive the emotional atmosphere of a specific context. Within this competence are specified the following aspects:

  o Emotions' awareness: the ability to accurately perceive, identify and name our own feelings and emotions. It includes the possibility of having a multiple emotion experience and to recognize the inability to become aware

of one's feelings because of the selective inattention or unconscious dynamics.

- o <u>Naming the emotions</u>: the effective use of an appropriate emotional vocabulary and the usage of expressions available in a cultural context to designate certain emotional phenomena.

- o <u>Comprehension of the other's emotions:</u> the ability to accurately perceive others' emotions and feelings and to be empathically involved in their emotional experiences. It includes using the situational and expressive cues (verbal and nonverbal communication), whose emotional meaning has certain level of cultural agreement.

- o <u>Awareness of the interaction between emotion, cognition and behaviour:</u> The emotional states affect the behaviour and behaviour, in the emotion. Both can be regulated by the cognition. Emotion, cognition and behaviour are in constant interaction; consequently it is difficult to discern which goes first. People think and behave depending on their emotional state.

Emotions

Even though emotional awareness is the basis of the rest of the competences of a person's emotional intelligence. "The majority of us are quite concerned about the emotions' intensity or what produces them. The fact is that only a few of us know what emotion we are feeling" (Steiner, 2013. P. 59).[3]

According to the allpsy dictionary, the expression "emotion" means: "feelings about a situation, person, or objects that involves changes in physiological arousal and cognitions" (PVPC, 2016).

Neuroscience's studies situated the origin of the emotions in the primitive part of the brain. That means that emotions are inherent of human nature. Whereas, Steiner (2013)

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[3] Translation from Spanish.

confirmed: "the emotions change and they are built according to the experiences of our lives" (2013, p. 58). [4]

Steiner (2013) also claims that human kind needs emotions to survive, that they are instinctive answers to situations which demand an action.

Other characteristic of the emotions is that they are malleable. The environment is then, held responsible on the formation of the malleable aspect of emotions. The education that the environment provides will be crucial in the emotional development of the pupils.

"The emotional education starts from birth and it is present throughout our whole lives" (Agulló, Guiu, Navarro, Cassà and Bisquerra, 2010, p.8).[5] Humans develop their emotional competences since birth, surrounded by their family and later, surrounded by the formal educational institutions. Therefore, family and school are directly responsible for the emotional growth of children. "Towards the student learn and develop emotional and affective skills related to the intelligent use of their emotions they need an *Emotional Educator*" (Extemara and Fernández-Berrocal, 2004, p. 1)[6]

- Emotion classification

Bisquerra et al. (2015) claim that there is not a concrete emotion classification accepted, but there is an agreement between all the authors who made emotions classification on some basic emotions.

 "The basic emotions are those which have had an essential role in the organism's adaptation to its environment. There are universal emotions, which mean that they are present since birth, in all cultures and throughout history […] there are the emotions that people experimented with more frequency and for this reason, there are more well-known." (Bisquerra, Pérez and Garcia, 2015, p. 142). [7]

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[4] Translation from Spanish.

[5] Translation from Spanish.

[6] Translation from Spanish.

[7] Translation from Spanish.

In accordance with M. Marbán, J., Robledo, P., Diéz, C., García, J. and De Caso, A (2011) in the manual "Psicología del desarrollo para docentes" there are four basic or primary emotions: happiness, anger, fear and sadness.

In the book *Inteligencia emocional*, Lucrecia Pérsico (2016) defined these emotions:

- o Anger

It produces an increasing in the cardiac rhythm and the secretion of catecholamines, a hormone whose function is to quickly get the energy to fight or flee, and adrenaline, which causes increased alertness, that allow us to detect quickly any threat. "This hormonal secretion commands the limbic system to be prepared not only in the instant moment but, also remains on the guard for a possible sustained aggression."[8]

- o Happiness

It increases mental activity in order to eliminate negative feelings. It is not linked with significant physiologic changes but it makes people relaxed after feeling other emotions and to carry out any task without preoccupations.

- o Fear

"Fear appears in situations of danger and prepares the organism to fight or to escape".[9] Although it is an adaptive emotion could be negative if it is not managed well.

- o Sadness

This emotion produces the appearance of the necessity to cry. Crying liberates tensions and with the sadness' feeling put people in an emotional state which reduce their exposition to danger allowing them to plan future actions.

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[8] Translation from Spanish.

[9] Translation from Spanish.

In order to use the advantage of each primary emotion and manage the disadvantages, it is necessary a good emotional self-knowledge.

4.2. LANGUAGE THEORY FRAMEWORK

Krashen and Vygotsky theories, which provide the basis and reasons of the methodology used in the teaching proposal, are described in the following section.

Second language acquisition theory

Krashen (1982) defined the Second language acquisition theory supported by the following hypothesis:

- Acquisition-Learning distinction:

According to this hypothesis, second language acquirers have two distinct ways of developing ability in second languages: Acquiring language without being aware of it. (Acquisition); and Learning the language knowing about the formal knowledge of the language (conscious learning).

- The Natural Order Hypothesis:

The acquiring of grammatical structures has a natural order. First, pupils acquire naturally some grammatical rules and then others, in a concrete order. For example, "According to the natural order hypothesis, learners acquire the grammatical morpheme -ing before the morpheme third person –s" (British Council, 2016,).

- The Monitor Hypothesis:

The conscious learning function is to check and modify the productions of the second language. It is the monitor or editor of the second language whereas acquisition has the role of absorb the language and to produce it in a communicative way. On the one hand, acquisition learning works at the moment of the necessity of understanding and communicating and, on the other hand, conscious learning normally works before and after the communicative situations because it takes more time to correct and to think about language. Consequently, acquisition has a major role while learning a new language.

- The Input Hypothesis:

Krashen states (1982) that while acquiring language it is needed a previous knowledge or competence level of this language, which is given with the help of context or extra-linguistic information. The communication is only successful when there is enough level of competence and the input is understood. These provide the basis to produce language.

- The affective Filter Hypothesis

A variety of affective factors as motivation, self-confidence and anxiety affect the second language acquisition process. To facilitate second language acquisition and production it would be recommended to increase the motivation and the self-confidence and to decrease the anxiety.

Natural approach guidelines

According with the implications of the natural approach (NA), Krashen and Terrel (1983) proposed a natural approach to learn a second language, which can be summarized in the following points: the goal of the natural approach is to develop communication skills in a new language, production of a language is not possible without a previous comprehension of it and it would emerge naturally when the speaker is prepared to, if the pupils have just started to learn the new language, it is recommended that the learning activities are centred in acquisition and finally, it is recommendable to decrease the affective filter so as not to prevent the pupil learning acquisition.

The methodology which assumes all these conditions is the Total Physical Response, which is explained in the Methodology section.

Social development theory, Zone of Proximal Development and scaffolding learning

Lev Vigotsky (1978) proposed the social development theory: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). (p. 57).

Vigotsky claimed that the context around the child guided and strongly influence their development.

Taking into account this theory he create the term zone of proximal development (ZPD) in 1978 which involves directly the action of the social environment of the learner as the one how help them to increase their level of development.

The definition of the ZDP (1978) was one of the important contributions of Vygotsky to pedagogy: "the ZPD is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 33).

Finally, this term is the basis of the scaffolding learning, defined later in the Methodology section.

5. DESIGN

5.1 METHODOLOGY

Participative methodology respectful with the silent period

From now on, the methodology used in the teaching proposal will be explained. Following the suggestions about putting in practice the emotional education recommended by Bisquerra et al. (2010), the methodology will be fundamentally a practical and participative one. Consequently, the approach chosen is experiential which is considered important for early age children.

Despite of the participatory nature of the proposal, the infants will not be forced to share or express their intimacies or express their emotions. It is important to respect and wait for the expression of their emotions so as to promote an adequate emotional development. Therefore, to protect such an intimacy the teacher will not make reference to specific personal stories.

To facilitate both the unforced expression of the emotions and the oral expression of them in English it is necessary that the teacher provides a secure and comfortable

atmosphere, lowering the affective filter, in which all children are respectful towards the language productions of others and in which the teacher encourages affectively such expressions by giving encouraging feedback.

According to Bligh (2016), the silent period is a stage that young language learners (bilingual learner between 3 or 6 years old who is in the first phase of leaning English as a second language) obligatory pass, in which they do not understand this language. This is a normal phase in the developing of a child and it is completely different from pathological mutism.

Taking into account this, and the 2nd and the 3th Krashen principles (defined in the Theory Framework section) the actuation of a teacher should be respectful with the level of development of the pupils. Therefore, the teacher would not force the pupils to participate in the activities. The activities are motivated enough for the children that they would want to voluntary participate.

CLIL methodology

The term CLIL (Content and language integrated learning) was coined in 1994 by David Marsh who defined it as "development of a special approach to teaching in that the non-language subject is not taught in a foreign language but with and through a foreign language." (European Commission, 2006, p. 7).

The teaching proposal is an intervention which both tries to provide learning about self-knowledge of emotions topic as well as the development of English language. To achieve that aim an approach of the methodology "Teaching Content Through English" was put into practice. According with the British Council (2015) says, this methodology is a motivated way of learning a second language because pupils can use the language with a real purpose.

Bilingual methodology

With the intention of developing the linguistic intelligence and competence in early ages, this unit plan follows some of the suggestions of *"The integrated curriculum for the infant stage"* which was made in accordance with the *DECRETO 122/2007, de 27 de diciembre, por el que se establece el currículo del segundo ciclo de la Educación Infantil en la Comunidad de Castilla y León.*
The integrated curriculum recommends:

- Using English in the entire lesson without translations.

- Teaching through topics. This provides a meaningful context where is possible to use English in the whole session. The topic worked on the teaching proposal is "Myself", specifically "Their emotions and how these can be expressed".

- Developing literacy skills by motivating the pupils to become interested readers and writers. In the unit plan the basic emotions words will be presented in different ways to allow children to understand them. In addition, the unit sessions 3, 5 and 6 will proportionate interesting opportunities to read by using visual tales as resources.

The integrated curriculum claims the importance of the acquisition of oral skills and the natural integration of listening, speaking, reading and writing skills to create a strong support for the development of reading and writing. Therefore, the presence of listening and speaking in the teaching proposal will be given importance by developing:

- Daily Routines as a beginning and finishing song or the emotions box, with an adequate material and actions. Also the teacher would have a repetitive structured input as routine which will encourage pupils to produce orally because they would be sure about the answer.

- Picture books and Storytelling with repetitive structure and feelings which would be compared and analysed all together in the class, and which will be motivated thanks to the good dramatization of the teacher and the opportunities of participation for the children.

- Games, Music and Movement

As Mash (2015) explains, music has a lot of benefits for children. They need to move, and songs facilitate the expression of their movements and emotions.

Besides, the Total Physical Response (TPR) through games and instructions which are developed in the entire teaching proposal, allow the child to move.

- Bilingualism in the school

One of the characteristic of this academic work is that it proposes the introduction of the English language outside the English class. The intention is to benefit the pupils with the bilingual atmosphere that creates the fact, that inside the school, different people besides the English teacher use this language.

- To develop pupils reading skills, the lessons are characterized by:

  o Good choice of texts, especially books, Teacher acts as a model of how to use a book,

  o Making Books Accessible by taking care that every pupil could look at the book comfortably and displaying the book in an adequate height that they could see.

  o Providing Structured Reading Activities by playing a Word bingo based on topics (lesson 4), matching words with the adequate picture, filling the sequences of a book (lesson 6)….

  o Using the class wall displays to facilitate an example of how to write the key words to help the pupils.

Total Physical Response

The TPR method was created by Asher (1969):

> Consists basically of obeying commands given by the instructor that
> involve an overt physical response. The instructor, for example, says "stand
> up"   and the class stands up. The commands become more complex as
> syntax into the form of a command. Students speak only when they are
> "ready",   which usually occurs at around 10 hours of instruction, and
> consists of student   commands. (Krashen, 1982, p.20).

Using this method the teacher does not force the pupils to speak lowering the affective filter and being respectful with the 'silent period'.

Cooperative learning in the lesson 4th

D. Johnson, R. Johnson and K. Smith (1982) of the cooperative learning centre described the cooperative learning as one which is developed when students work in big or small groups to reach the same objective, increasing their own and the other pupil's learning.

Moreover, Johnson et al. (1982) distinguished between formal cooperative learning groups, informal cooperative learning groups and cooperative base groups.

- In formal cooperative learning groups "students work together for one or several class sessions to achieve shared learning goals and complete jointly specific tasks and assignments" (D. Johnson, R. Johnson and K. Smith, 1982, p. 8).

- Informal cooperative learning groups:

   Students work together in temporary, ad hoc groups that last for only one discussion or class period to achieve joint learning goals. Informal cooperative learning groups are used to focus student attention on the material to be learned, create an expectation set and mood conducive to learning, ensure students cognitively process the material being taught, and provide closure to an instructional session. (D. Johnson, R. Johnson and K. Smith, 1982, p. 8)

- Cooperative base groups are:

   Long-term groups (lasting for at least one semester or year) with stable membership whose primary responsibility is to give each member the support, encouragement, and assistance he or she needs to progress academically and develop cognitively and socially in healthy ways. (D. Johnson, R. Johnson and K. Smith, 1982, p. 8).

According to the *cooperative learning organization*, the benefits of this type of learning are that students make more effort in achieving their learning goals, improving the quality of their relationships and increasing the psychological health.

The teaching proposal was made for a group of pupils who have not practiced before cooperative work in class. In order to develop the benefits of this methodology, an informal cooperative activity was introduced in the lesson 3.

Scaffolding learning methodology

Wood, Bruner, and Ross (1976) claim that:

> Scaffolding process enables a child or novice to solve a problem, carry out a task or achieve a goal which would by beyond his unassisted efforts. This scaffolding consist essentially of the adult "controlling" those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence. (p. 90).

According to the definition of ZPD, the role of the teacher in the process will be sharing knowledge with the learner to bridge the space between what they know and what they do not know.

The teaching proposal design is characterized by the increasing of difficulty session by session.

Consequently, the second session is more difficult than the first, and it is not possible to do the session appropriately without the knowledge that the first session provides. Correspondingly, the 4th session pupils need the abilities and knowledge developed in the previous sessions: 1, 2 and 3.

At first the teacher offers some knowledge which in the next sessions she/he does not have to emphasize because the pupils already have knowledge of it.

Moreover, Scaffolding will be used for learning inside the session itself.

For example, in the fourth session of the Design, the teacher guides the children to search the differences and similarities of images of faces expressing the same emotion. But Later, in the same session, the pupils would play a dominoes game in which they by themselves make that comparison.

Assessment

- Self-assessment

Some of the techniques put into practice following the suggestions of the Spanish-British curriculum are:

- Share with the pupils the learning objectives. Each session is designed to make a review of the previous ones.

o Give adequate feedback. Throughout nonverbal and verbal encouraging language or, in the third session, the pupils check each other's productions by guessing the emotion the others groups made.

o Offer improving suggestions. The teacher valued who children are doing the activity well putting him as example. In addition in lessons 5 and 6, the teacher offers more solutions to emotional problems different of the pupils' ones.

- Learning process assessment.

The teacher observed the learning evolution of her pupils following these techniques suggested by the Spanish-British curriculum:

o Taking photos to the final productions of the pupils.

o Registering in evaluation sheets the level of assessment each pupil reached in each lesson (Annex 1: Evaluation sheets).

o Creating material with the function of evaluation tool. For example, the "emotions book" of the lesson 6 evaluates the knowledge reached in the previous lessons or the domino in lesson 4 which evaluates the learning of this lesson and the previous ones.

5.2. TEACHING PROPOSAL

Along this section the characteristics of the teaching proposal and the results of it put in practise will be explained. It was entirely develop by the two groups of 5 years old children and by a group of 4 years old.

5.2.1. Objectives

The teaching proposal objectives are linked with the whole academic word ones and are:

- To acquire basic vocabulary about emotions and parts of the face.

- To realize about the different ways of express a basic emotion in a picture face.

- To be conscious about the parts of the face which are relevant to express a basic emotion.

- To be aware about the voluntary and involuntary reactions which produce an emotion.

- To realize about the solutions to these reactions.

5.2.2. Description of the teaching proposal

To design the following teaching intervention it was necessary to <u>cooperate</u> with the English teacher and with the teacher which was in charge of the emotions workshops so as to adjust at their planning and in the British and emotion programme.

The main challenge in the Design of the teaching proposal was to create activities appropriate for <u>the different levels of the pupils</u>. The different level of assessments and the methodology used facilitated the consecution of this objective. Nonetheless the children with Down syndrome levels of assessment of the entire teaching proposal were different from the ones of their classmates. Taking into account his characteristic mainly did the intervention before the school break. In addition, all the lessons of the teaching proposal had songs as it is explained below.

Others pupils which need more attention was the one of the cloquear implant who needs the teacher check of that he is following the class, the boy with dyslalia to whom the teacher emphasises the encourage feedback to his oral productions and the boy with behaviour disorder.

Finally, the teacher actuation with the bilingual girl was to give her the responsibility of command and guide the activities in which she would probably did not learn anything new, only with the orientations of the teacher. Consequently, she had the opportunity to learn and to feel as the protagonist, allowing the rest of the pupils to have more opportunities to participate. Normally she answered the entire question but in the leader role she let the pupils and classmates do that.

Other challenge was that pupils were not used to have a complete lesson in which the teacher only speaks in English. In addition, they did not have fluently speaking English so the teaching proposal had to be clear and visual.

The teaching proposal has duration of 6 sessions of 30 minutes each one. It took place along three weeks besides the initial idea was to do it in 2 weeks because it appeared unexpected events and situation which push to readapt the schedule.

The proposal was developed both in English and in Emotions class (Annex 2: Emotions workshop and English class schedules) besides lesson 4 with group B which took place in the psychomotricity time because the appearance of unexpected events. Consequently, the lessons were designed to put into practise in all the classrooms.

Connection between the materials and the contents were made as consequence of keeping all the materials of each lesson inside the "emotions box". At the beginning of the lesson the teachers showed the emotions box and take the material from it so as to create a routine which allow pupils to predict what are they going to learn. In addition and initial and a goodbye song was sung and danced at the beginning, and at the end of the lesson to reach this objective.

The emotions box also was a motivational material which tries to produce intrigue about the materials of each session. The same function has the material inspired in the School project (lessons 4 and 6).

Not only is important the material it is also important the spatial organisation of it, for this reason it was always in an adequate height in front of the class which allows pupils to see them.

Finally, another characteristic of the intervention is the group organization: the pupils made a semi-circle in front of the wall in which the materials and the teacher are. This disposition allows pupils to pay attention to the teacher and the rest of the children.

Summary of the lessons

The images of the sessions materials and development are in Annex 3: Sessions.

- Lesson 1: Emotions in English

In this activity it is presented an image of an emotion while the teacher named it orally and showed a sign with the name of the emotion. Then, she did the same with the rest of the emotions.

Later, each student had to put a similar emotion picture (little circle with the draw of an emotion) in a box which has written the name of the emotion.

Then, the children caught the same images from the floor, but only that ones the teacher commands. They put them into the corresponding box, this time without the help of reference images example.

Materials: Sad, angry, happy and scared emoticons pictures (the way of

representing these ones was familiar for the children); emotions` box, sad, angry, happy and scared plasticized words; four boxes each one with one of these words written; sad, angry, happy and scared; and 20 or more little circles with the same emoticons showed before.

For this session it was used some emoticons images the pupils were worked before with, so as to emphasise in lesson 4 that there are different representations of an emotion.

The spatial organization of the materials was: the example emoticons pictures in the wall with their corresponding name above each other and the boxes where below them in a bank. The box order was different from emoticons example so as to make the pupils read or compare the words of the box and the ones of the example pictures.

- Lesson 2: Build a face

The story "Go Away Big Green Monster" was told. Then, the pupils put the parts of the face on the monster face one by one following the instructions of the teacher. Finally, the teacher moves different parts of the face of the monster and asked the pupils about the emotions it has.

Materials: Emotions´ box. "Go away big green monster" book, different parts of the face of the monster of the story and eyebrows and blu tack.

The tale chosen was used by other teachers to work fear but in that case it allowed a review of the parts of the face vocabulary. Pupils who could not remember these contents had the opportunities to learn it because it repeats each part of the face

one by one. Furthermore, the repetitive structure of the book involves all the pupils in guessing the next part of the face.

Then, fulfilling the face of the monster was another opportunity to the children which have more difficulties with this contents to try to learn and to demonstrate that they had learned as well as it allows the teacher to introduce other part of the face which the book did not had, the eyebrows. These one have an important role in the face expression of the emotions and pupils must understand which them are, as the rest of the parts of the face to do the next lesson.

- <u>Lesson 3: Making an emotion in a face in groups</u>

The teacher makes groups and explained that they must assemble reading the materials provided, a face with the emotion written. After that, the other groups had to guess the emotions made by their partners.

> <u>Materials</u>: Emotions box.; 6 faces with different word written: sad, angry, happy and scared; 6 bags with the word "eyes" written and, inside, different types of eyes; 6 bags with the word "eyebrows" written and, inside, different types of eyebrows; 6 bags with the word "mouths" written and, inside, different types of mouths; and blu tack.

Each group of pupils had a one bag with eyes, one with eyebrows and another with mouths in instead of had 32 big one bags or containers for all the class so as to do not produce a conflict and give fluently to the lesson.

The parts of the face were only these three because there are the ones which determined the expression of an emotion.

The emotions that each group made were also prepared. So the clever ones had "scared" although the groups could have difficulties in making and agreement on in making the face had "happy" which is an easier emotion to represent.

> The reason of making groups for putting into practise this activity was that the children were not used to work so much in groups and cooperative work..

The groups were groups of 3 and they were previously planned taking into consideration group characteristics (p): in group A, the clever ones were mixed with

the pupils which had more learning difficulties. At the contrary, in group B, the group was made gathering together the most compulsive and clever ones in the same groups and the shyest all together in other groups so as let participation opportunities to each pupil.

- Lesson 4: The same emotions, different types of representation

To start the lesson, the images with their name on a sign of the 1st session were presented again. The teacher showed a "Don Quixote face" and moved different parts of his face asking the emotion expressed and repeating the name of the parts of the face moved. The teacher moved only one part of the face until asking. In some case she eliminated parts of the face which are no directly involves in express an emotion and asked the pupils again about the emotion of Don Quixote.

Each student had received an image which represented the emotion in a different way. Then, they put it in turns next to the images example. After that, all together compare the images and finally played a domino of emotions with different types of expression and the name of the emotions.

Materials: Emotions box; sad, angry, happy and scared emoticons pictures; sad, angry, happy and scared plasticized words (these are the materials of the first lesson; different pictures with the same emotions represented in different ways; and emotions dominoes with different types of expression of the same emotion.

The reason of using the character Don Quixote was to catch the children attention, as it was the main character of the project of the moment, as it was in lesson 6. Moreover, it could have been any character but different than the monster of lesson 2. The intention is to emphasise that even Don Quixote, the monster or whoever express the same emotions changing in the same way the same part of the face.

- Lesson 5: Tales about the relation between emotion and behaviour

The teacher told some stories looking for pupils participation, repeating some gestures, guessing the emotions and finding solutions for the stories. She told one by one each page of the tale in order and put it in the wall in order.

Finally, all together did a comparison about the changes of the situations according to the emotions and all together decided which story and emotion is the favourite of the class. The teacher ended the activity encouraging them singing and dancing with her a "happy" song in relation with the "happy" tale and with the solutions offered: playing with friends.

Ending the lesson with that song provides a practical example of the emotions that they were supposed to feel.

Materials: "First day stories."

This was a completely homemade material. It consists on four similar tales about four emotions (one emotion each tale) and with four different background colours. These stories have all the same structure and were formed by separated pages. The reason of linking a colour with each emotion story was to make them more visually clear.

The material of this session was created taking as base the control of emotions suggestions of the collection of books of Trace Maroney "Feeling series". The situations were invented because it was difficult to find a tale which was adequate to teach the relation between feeling and emotion and having a reaction. Create part of the tales, also had the advantage that it can be the same tale but with different emotions and reactions and to choose the type of situation which are more adequate for the class. In this case, it was chosen a daily life context which is more significant to pupils and which was easy for them to recognise.

To end up, the spatial organization of the tales in the wall was in a way that the same situations of the different emotions tales were belong and above of each other. To make this possible the material had to be designed using the same number of pages and the same structure and situations.

- Lesson 6: The emotions book

In turns, the pupils were encouraged to include the image they wanted in different parts of the story that was in this order: characters, setting, conflict, emotion, reaction and solution.

Once the book was completed, the resulting story was read by the children. This activity allowed children to choose what will be the emotion which a situation produce, choose a

logic reaction to this emotion and choose a solution to the situation and its reaction. While doing this activity pupils show what they had learned in the previous lessons.

Materials: Cardboard with six spaces in which are written: characters, place, conflict, emotion, reaction and solution (at least three pictures of each term are collocated in the correspondent space of the cardboard) and the "Emotions book".

The Emotions book was also invented in order to adequately check all the knowledge learned before. It has in each page a space in blank with name of one of the term and only few short sentences. The pupils had to choose one of the pictures of one of the terms of the cardboard and put it on the correct space. The teacher guided the pupils to fulfil the spaces so they thought about which the more logic option is. To do that the teacher read the sentences of each page and commanded the pupils to fulfil the space of the page read.

As materials in session 4, the project of the school is used as motivated element and children had the option to choose Don Quixote elements between the cardboard pictures. The rests of the elements were characters, places, emotions… that they had previously worked with. For example, the other characters were the monster off session 2 or the main character in session 5; place or settings were places they learned previously in English lessons; the solutions were the solutions showed in lesson 5….

The design of the book was inspired in ordinary brochure design so as to show the sequence of story when open it completely. The teacher started showing and commanding the pupils to fulfil only the first page, then only the second page and finally only the third one. Then, she read the story created until page 3 and show the 3 pages to the pupils in order to make them think about which picture would be the adequate to give coherence to the story. She did the same with the rest of the pages and finally opened it showing all the spaces of the book fulfilled.

When the lesson ended the book were put empty and open in the wall next to the cardboard so as to allow children to create their own stories when they had time.

6. RESULTS

The effectively of the teaching proposal is described mentioning the results of each characteristic of the teaching proposal one by one in the same order as the teaching proposal.

The teaching proposal was put into practise in two groups of 5 years old simultaneously so the results will be a comparison of the similarities and the differences between the both classes. In addition some of the lessons were put into practise also in a group of 4 years old children in order to show their different reactions as they were younger.

- The initial idea was to centre the activities in the self-knowledge competence contents, which not includes the expression of the emotions. However, it was necessary the teacher expressed the emotions nonverbally with the face to facilitate the children understanding the concept.

- All the children reach the basic objectives of the intervention but the child with Down syndrome. He was absent in so much lessons and he does not pay attention to the rest of the lessons.

In classes with children with needs an especial attention it is necessary an adaptation. Nonetheless, in some cases it is not enough and it is necessary a support teacher inside of the class who adapt more individually some activities and supports the development of these children.

- Although some pupils complained at first of not understanding and demanded the lessons to be in Spanish they enjoyed and participated in them and when the learning during the lesson was checked it showed that they perfectly understand.

- Instead of the schedule changes, the lessons were near enough in time for the pupils to remember easily the previous ones. The readaptation was a success because the maximum aspects which can change the intervention were taking into account and possible alternatives were thought.

Planning with enough time and detail allow the teacher to readapt the lessons to the new situations or necessities and to avoid unexpected situations which can negatively affect the teaching-learning practise.

- The feedback the pupils gave was that they understood all the lessons and what were expected from them whereas they did not reach all the levels of attainment.

- A clear and visual material as well as an adequate input and language and non-language targeted is fundamental for the understanding of the pupils about the contents and about what is expected from them in any English activity.

- When the pupils' teacher starts to sing the initial song and shows the emotions box the pupils immediately started to dance and sing with her and to comment with their partners than now there were going to do emotions in English. The initial song also had the advantage that prepares children emotionally to the lessons: when a child comes unhappy, sad… without a learning aptitude, they usually changed their mood and predisposition singing and dancing the initial song.

The introduction of routines motivates the pupils and predisposes to learn and specific thematic.

- The emotions box and materials inspired in Don Quixote resulted as motivated as planned. Don Quixote materials took the attention of the children immediately and the emotions box produces the curiosity expected.

Using simple material in an adequate way could create an intrigue and motivated atmosphere in the class.

- The spatial organization was as it was supposed, important in the teaching–learning process. The teacher could not check the understanding of the children correctly in lesson 1 until she changed the order of the boxes in lesson because she realised that the pupils were taking into account more the order than the name of the emotion.

The materials and their spatial organization could change completely the same activity changing the objectives of it.

- The group organization resulted adequate: each pupil could see and hear properly the lessons and in lesson 3 all the children participate in their group.

The group organization determined the fluently of an activity and that every pupil has the same opportunities.

• Pupils were motivated to work in groups in lesson 3 and in general the faces they made were correct. They argument their opinions give commands and work cooperatively. They also realized that they only need some parts of the face to express an emotion whereas they were surprised because they expected to have all the parts of the face the3y has learn in the previous lessons.

• Lesson 1 was easy for most of the 5 year old pupils but 4 years old children needed more time as the majority do know how to read.

To design an activity it is necessary not only to take in account the individual characteristics of a child also the objectives appropriate for their actual cognitive development. Some activities could be adapted facilitating more guidance, changing the activity, providing more supporting material… However, sometimes which it is necessary to readapt, are objectives of the activity.

• A group has more difficulties than B group in reach the second level of attainment of lesson 2, which is related with oral production in English, than group B.

Not only there are individual differences and age groups differences but also between two groups of the same age in the same school are differences which affect the individual development.

• It took the attention of the author of this academic work that whereas in previous classes children have more problems in distinguishing between feeling angry and sad and had no difficulties in identify what expression is gesture expressing someone, they had problems in represent and identify fear in a face picture and sometimes to differentiate it from anger.

There some emotions which pupils identified and represent best. Between the primary emotions some of them are easier than others. In addition it looks that the identity of the expression of the emotions, which is something with children work until since they born, is something more developed than, for example represented it in a paper which is something that children only develop if the environment encourage working it specifically.

- In lesson 3 some groups of both A and B group try to put all the parts of the face in the face instead only the needed and most of them did not read the name of the bags looking inside for guessing what there are directly.

The material and their organisation are fundamental to make pupils understand what is requiring from them in an activity.

- In lesson 4 some children started not only to pronounce individual words in English as they were used to, but also to use easy grammatical structures as: "it is similar".
- In lesson 6 some children were motivated in A group to read the book instead of doing it the teacher.

7. CONCLUSIONS

- It has no sense to separate the emotions knowledge of its expressions. The emotional expressions have an important role in daily live so it is important to have it present in any emotional intervention.

- It is difficult to teach other domain content throughout English in some cases in infant Education. There are pupils who need an especial attention and everyone has a different context with influence directly in their learning. If the materials, its organization, the organization of the groups, of the schedule, the readaptation of the level of assessment, the methodology… are adequately planned it is easier. However, in the author opinion, having more infant teachers specialised in English teaching who introduce the English in the class could facilitate individualism learning. Nonetheless, it would be easier nowadays in Spanish schools that every infant teacher of a school cooperates in order to introduce English in activities for all the school guided for the English specialist.

- Although there are multiple classifications of the emotional competences, pupils need to develop all the aspects which form the emotional intelligence. It means that, this intervention is not effective if there is not simultanesly a development of the other emotional competences. Self-knowledge competence is the first steep to reach the other ones as is reflect on Theory Framework but it is not enough.

- A completely foreign language class may produce insecurity and anxiety in the pupils. To decrease the affective filter, clear and visual materials and explanation of the teacher are fundamental.

- Emotional self-knowledge competence are not developing equality by the environment of a child and pupils have more difficulties because of they evolutive characteristics development, that are difficult form them. It is needed more investigations and educational interventions about these aspects to provide children with opportunities for a complete development of their emotional self-knowledge competence.

- Some second language acquisition methodologies are more effective in encouraging pupils to produce more complete oral language and to develop the ability of doing that as well as with the reading skills.

- The teaching proposal was completely include in the school activity and programmes. However, it could be less effective if there are not more similar interventions in the course because the objectives, like learning English through content classes or developing reading and oral skills in English with other methodologies are not completed in that way.

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9. ANNEXES

ANNEX 1: EVALUATION SHEETS

These are the evaluation sheets of group B.

Lesson 1

Pupil	Assessment criteria		
	Find the similar word.	Identify the name of the emotion with its meaning (by choosing the correct image).	Identify the representation of the emotion with the written word without any support, only reading.
1.	Yes	Yes	Yes
2.	Yes	Yes	Yes
3.	Yes	Yes	Yes
4.	Yes	Yes	Yes
5.	Yes	Yes	Yes
6. *			
7.	Yes	Yes (with help)	No
8.	Yes (with help)	Yes (with help)	No
9.	Yes (with help)	No	No
10.	Yes	Yes (with help)	Yes
11.	Yes	Yes (with help)	No

12.	Yes	Yes (with help)	Yes (with help)
13.	Yes (with help)	Yes (with help)	No
14.	Yes (with help)	Yes (with help)	Yes (with help)
15.	Yes (with help)	Yes (with help)	No
16. *absent			
17. *absent			
18.	Yes	Yes	Yes
19.	Yes	Yes	Yes

Lesson 2

Pupil	Assessment criteria		
	Identify and communicate verbally in English the emotion of the monster.	Identify and communicate verbally in English when the emotion of the monster changes or not.	Identify and communicate which parts of the face changes the emotion of the monster and in which position.
1.	Yes	Yes	Yes
2.	Yes	Yes	Yes
3.	Yes	Yes	Yes
4.	Yes	Yes	Yes

5.	Yes	Yes	Yes
6. *absent			
7.	Yes	Yes	Yes
8.	Not verbally	Yes	Not all
9.	No	Yes	No
10.	Yes	Yes	Yes
11.	Yes	Yes	Yes
12.	Yes	Yes	Not all
13.	Yes	Yes	Yes
14.	Yes	Yes	Yes
15.	Not verbally	Yes	Yes
16. *absent			
17. *absent			
18.	Yes	No	No
19.	Yes	Yes	No

Lesson 3

Pupil	Assessment criteria		
	Identify the parts of the face and the emotions.	Read the words.	Put the correct parts of the face in the correct position to make the correct emotion.

1.	Yes	Yes	Yes
2.	Yes	Yes	Yes
3.	Yes	Yes	Yes
4.	Yes	No	Yes
5.	Yes	No	Yes
6. *absent			
7.	Yes	No	Yes
8.	Yes	No	No
9.	Yes	No	Yes
10.	Yes	No	Yes
11.	Yes	Yes	No
12.	Yes	Yes	Yes
13.	Yes	No	Yes
14.	Yes	Yes	Yes
15.	Yes	No	No
16.	Yes (with help)	No	Yes
17.	Yes (with help)	No	Yes
18.	Yes	Yes	No
19.	Yes	Yes	Yes

Lesson 4

Pupil	Assessment criteria		
	Identify the emotions in different types of representation of the emotion.	Identify the similarities and the differences between the expressions of different emotions.	Identify the similarities and the differences between the different expression the same emotion.
1.	Yes	Yes	Yes
2.	Yes	Yes	Yes
3.	Yes	No	No
4.	Yes	Yes	Yes
5.	Yes	Yes	Yes
6. *			
7.	Yes	Yes	Yes
8.	No	Yes	Yes
9.	Yes	Yes	No
10.	Yes	Yes	Yes
11.	Yes	Yes	Yes
12.	Yes	Yes	Yes
13. *	Yes	Yes	Yes
14.	Yes	No	Yes
15.	Yes	Yes	Yes

16.	Yes	Yes	No
17.	Yes	Yes	Yes
18.	Yes	Yes	No
19.	Yes	Yes	Yes

Lesson 5

Pupil	Assessment criteria		
	Make the gestures related with the emotion.	Identify an emotion with an action.	Suggest solutions to the stories.
1.	Yes	Yes	No
2.	Yes	Yes	Yes
3.	Yes	Yes	No
4.	Yes	Yes	No
5.	Yes	Yes	No
6. *			
7.	Yes	Yes	No
8.	Yes	No	No
9.	Yes	No	No
10.	Yes	Yes	No
11.	Yes	Yes	No
12.	Yes	Yes	No

13.	Yes	Yes	No
14.	Yes	Yes	No
15.	Yes	Yes	No
16.	Yes	No	No
17.	Yes	No	No
18.	Yes	Yes	No
19.	Yes	Yes	No

Lesson 6

Pupil	Assessment criteria		
	Identify the emotion which produces some situations.	Identify the behavior when someone feel an emotion or choose a coherent solution.	Make a coherent story in the emotion book.
1.	Yes	Yes	Yes
2.	Yes	Yes	No
3.	Yes (with help)	Yes	No
4.	Yes	Yes	No
5.	Yes	Yes	No
6. *absent			
7.	Yes	Yes	No
8.	Yes	Yes	No

9.	Yes	Yes	No
10.	Yes	Yes	Yes
11.	Yes	Yes	Yes
12.	Yes	Yes	Yes
13.	Yes	No	No
14.	Yes	Yes	No
15.	Yes	Yes	No
16.	Yes	Yes	No
17.	Yes	Yes	No
18.	Yes (with help)	Yes	No
19.	Yes	Yes	Yes

ANNEX 2: EMOTIONS WORKSHOP AND ENGLISH CLASS SCHEDULES

Emotions workshop schedule

	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
09:15-09:30	APOYO 3 AÑOS				
09:30-10:00	T.E. (4B)	TIC (5A)	TIC (3B)		TIC (4B)
10:00-10:30	T.E. (5A)	TIC (5A)	TIC (3B)	T.M. (4A)	TIC (4B)
10:30-11:00	TIC (3A)	TIC (5B)			PSICO (3A)
11:00-11:30	TIC (3A)	TIC (5B)	T.M. (5A)	T.M. (3A)	PSICO. (3B)
11:30-12:00	T.E. (3B)	T.E. (3A)	PSICO. (4A)	PROYECTO	PSICO. (5A)
12:00-12:30	RECREO				
12:30-13:00	TIC (4A)	T.E. (5B)	APOYO (3A)	PSICO. (5B)	PSICO. (4B)
13:00-13:30	TIC (4A)		APOYO (3A)		
13:30-14:00	T.E. (4A)		APOYO (3A)	T.M. (3B)	T.M. (5ª)
14:00-14:15	APOYO 3 AÑOS				

English Schedule

	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
09:15-09:30			4A		5A
09:30-10:00			4A 5B		5A
10:00-10:30			5B		3A
10:30-11:00			3A		3B
11:00-11:30			4A		4A
11:30-12:00			4B		4B
12:00-12:30	RECREO				
12:30-13:00	5B		5B		
13:00-13:30	5B 5A		5A		
13:30-14:00	5A		3B		
14:00-14:15	4B		4B		

ANNEX 3: SESSIONS

Picture 1: Emotions box.

Picture 2: Lesson 1 emotions boxes.

Picture 3: Lesson 1 example images with its name

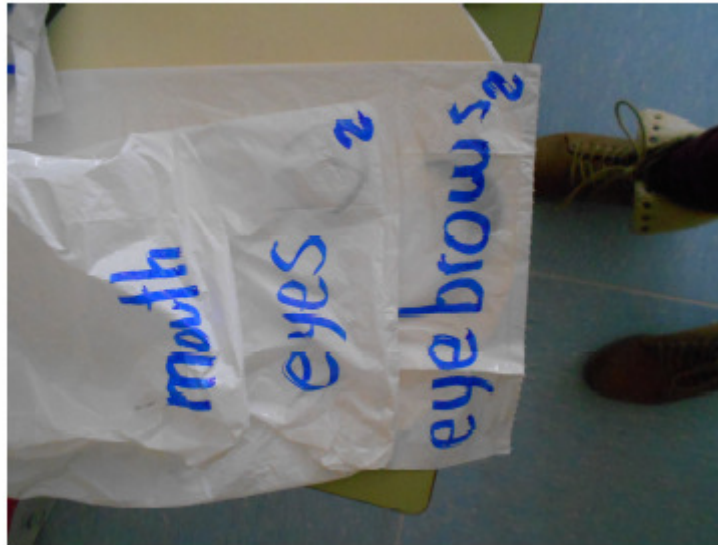Picture 4: telling "Go away Big Green Monster" tale in lesson 2.

Picture 5: Building monster's face in lesson 2.

Picture 6: Parts of the monster's face in the floor in lesson 2.

Picture 7: Face elaborated by a group of pupils in lesson 3.

Picture 8: Bags with parts of the face in lesson 3.

Picture 9: Don Quixote sad face in lesson 4.

Picture 10: First part of lesson 4.
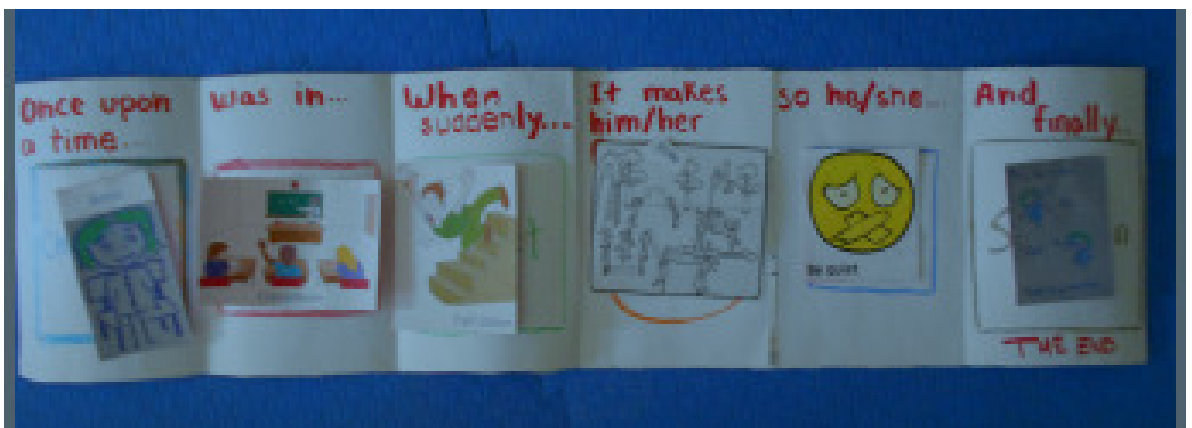
Picture 11: First part of lesson 4.

Picture 12: Emotions dominoes in lesson 4.

Picture 13: "First day" stories in lesson 5.

Picture 14: Emotions book empty in lesson 6.

Picture 15: Emotions book filled in lesson 6.