

# **Emotional Intelligence in Secondary Education EFL classes through audiovisual materials**



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**Universidad de Valladolid**

**Facultad de Filosofía y letras**

Máster en profesor de Educación Secundaria Obligatoria y  
Bachillerato, Formación Profesional y Enseñanza de Idiomas

**Author: Teresa Mateos Neila**

**Tutor: Fernando Javier Colomer Serna**  
**Department: Departamento de didáctica de la lengua**

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## **Resumen**

Este trabajo se centra en el desarrollo de un programa que sirva para aumentar la Inteligencia Emocional de alumnos de Educación Secundaria. La propuesta presenta un modo en el que los profesores pueden ayudar al crecimiento personal de los alumnos a la vez que aprenden y practican Inglés. El programa está pensado para que se use como una guía sobre la cual los profesores pueden hacer ajustes según crean necesarios para crear un programa que se ajuste de la mejor manera a las necesidades de sus alumnos. El foco de atención de este programa reside en los ejemplos de materiales presentados para que se usen cuando se implemente el programa, puesto que se ha considerado que esos materiales pueden hacer que los alumnos conecten con ellos más fácilmente independientemente de si los conocían de antes o no.

## **Palabra clave**

Inteligencia Emocional, Educación Secundaria, materiales audiovisuales, Inglés como segundo idioma o idioma extranjero, canciones, videos, imágenes, habilidades

## **Abstract**

This paper focuses on the development of a program to increase Emotional Intelligence in Secondary Education students. The proposal presents a way in which teachers can help their students' personal growth at the same time as they learn and practice English. The program is planned to be used as a guide where teachers can make adjustments when they see fit in order to make the best program that suits their students' needs as much as possible. The main focus of the program rests in the examples of materials presented to use when implementing the program, since it has been considered that those materials could get the students connect with them more easily whether they knew them before hand or not.

## **Key words**

Emotional Intelligence, Secondary Education, audiovisual materials, English as a Second or Foreign Language, songs, videos, images, skills

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# 1. Introduction

Developing Emotional Intelligence (EI) at schools has become a subject that has had much interest in recent years, and that has people trying to prove its relevance and importance. There are some discussions on whether trying to boost people's EI will affect their daily lives and/or improve them. People who study EI, defend that those who are emotional intelligent will have a more fulfilling and successful life since they believe that EI it is composed of different skills that can be learned.

There are some online coaching and training courses where professionals guide people through the development of their EI by using a personalized program based on each individual's needs. There are as well some proposals on how to develop EI in classes and each one is different from the others. The question remains on whether those proposals are the correct ones, or even if there is only one way to develop EI at schools.

Based on the variety of proposals, there does not seem to be just one correct way to develop EI in class since there are different aspects that can be developed and different ways in which they can be addressed.

This paper presents an example on how to develop certain aspects of EI. The focus of the proposal is on the materials selected to develop the EI; by using audiovisual materials (meaning in this case images, videos and audios) the students could be able to improve their EI through a visual and audibly impact that will be a new aspect for them since they will only be asked to watch and listen and then share opinions. Since the materials are all going to be in English, this could also encourage students to start listening to more music in English and watching things, also in English.

For that purpose, four stages that could be developed in class have been suggested, each one focusing on different elements of the EI. Several examples of activities for each stage have been included, along with varied guides of materials that could help carry out said activities in the class. Each activity is explained so the goal of each one can be understood, along with the materials so that what they entail and how to use them can be known. By providing examples of activities and materials, teachers will have the option to find and create more if they wish.

The proposal is created to be developed in English as a Foreign Language (EFL) classes, so that the students besides developing their EI will also be working on their English Language skills.

It is not the purpose of this paper to present a complete program to develop EI in a class; it is however centered on the proposal of examples of activities that can be carried out to help students be more emotionally intelligent and especially on the selection of different materials that can be used for each activity. The program is intended to work as a guide for teachers who wish to develop their students' EI, and that using it as a base, implement it the best way according to their students' needs and capabilities.

## 2. Theoretical foundation

### 2.1 Common European Framework of Reference

The CEFR (2001) sets a common way to measure the level of the different skills speaking, reading, listening and writing, people has to acquire when learning a language. By setting this standards it also helps develop syllabus, curriculum, textbooks, etc. that can be used universally and that will have the same guidelines students learning a new language need to develop. The project started developing in 1991 and it was finished and presented officially in 2001 by the Council of Europe. It proposes three group levels; each one divided it two levels, which grade the language proficiency level of the different students.

A Basic users	A1
	A2
B Independent users	B1
	B2
C Proficiency	C1
	C2

Table 1: Reference levels

The CEFR promotes international co-operation and can eliminate barriers between professionals working in Education since it provides a general grid that everyone could follow when teaching languages.

### 2.2 Communicative Competence

The organic law of education 8/2013 passed on December the 9th (in advance LOMCE) which modifies the organic law of education (LOE) 2/2006 passed on May the 3rd gives priority to the development of then oral skills. We are also going to take into account. The Order EDU 362/2015, passed on May the 4th, which establishes the development and implementation of the Secondary Education in the region of Castilla y León for this proposal.

The Communicative Approach in Foreign or Second Language Teaching starts from a theory of language as communication. The goal of language teaching is to develop what

Hymes (1966) referred to as “communicative competence”. There are several theories on this subject, and different professionals who created models on how people learn a language.

- Firstly, Chomsky (1957) said that linguistics could not do much to help language teachers. He proposed a model that defended that in order to study a language, people would need to turn away from a real usage where the actualization of grammar is partial, interrupted and canceled due to other concerns and look to the previous knowledge of grammar that every speaker has and that has nothing to do with the social situation in which they find themselves.
- Then we have Hymes (1966), who criticized Chomsky’s model and suggested that the linguistic competence is a sub-division of a bigger communicative competence. For him, language is a type of communication that should involve mastery of different codes such as gesture, position, non-verbal communication, etc., and it varies depending on the situation and the people.
- There are also Canale and Swain (1980) who said “it is common to find the term ‘communicative competence’ used to refer exclusively to knowledge or capability relating to the rules of language use and the term ‘grammatical (or linguistic) competence’ used to refer to the rules of grammar” (p.5). It could be said that they considered that two clearly defined and distinct subcomponents of communicative competence existed. They use “the term ‘communicative competence’ to refer to the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of the rules of language use” (p.6)
- And then there is Savignon (1983) who said that “communicative competence is a dynamic rather than a static concept. It depends on the negotiation of meaning between two or more persons who share to some degree the same symbolic system. In this sense, then, communicative competence can be said to be an interpersonal rather than an intrapersonal trait” (p.8). For her, the communicative competence of native speakers, although it can be very well developed, is relative.

Associate competence with communication brings in some aspects of performance. When we talk about communicative competence in the context of language teaching or learning we are really talking about communicative performance. Especially when we talk about aims and about specifying them for teaching and learning purposes, we are interested



mainly in performance. Hence in all these discussions, there has been a distinction between competence and performance, which tends to become blurred and the exact meaning of the terms used is difficult to determine.

## 2.3 Skills

In order to use a language effectively we need to have a number of different abilities. Four major skills can be identify, and the aims of language teaching course are very commonly defined in terms of these now five official skills:

- Listening
- Reading
- Writing
- Speaking
- Oral interaction (conversation)

These skills, when used, are usually implemented in combination ones with others, and, therefore, should be introduced when teaching a language. The only thing to consider is how to include them in the lessons, and when to teach each one.

The skills can be grouped depending on if they are part of the written word or the spoken word.

- **Written word:** In here, reading and writing can be found. It is very easy to teach these two skills at the same time or in a correlated way. There are different ways to address them in class, but the important thing is to develop each of these skills fully when teaching, focusing on different elements depending on the students' level. According to Stovall (1998), reading should be an activity with a purpose and there are different ways in which a person can read. These ways should be taught in class for which the teacher could focus on teaching reading to learn the language, reading to understand the content or reading to acquire a cultural knowledge or awareness while developing different types of activities. When talking about writing, there should be noted that depending on the students' age the type of writing the teacher should expect will need to be different. Secondary Education students should be able to write short texts and the higher the level is, they should be able to write longer text, whether they are

letters, opinion essays, summaries of a text they read, etc. At this age, the writing should have a clear structure where ideas are clearly displayed.

- **Spoken word:** Listening and speaking can be found in this group and it is very easy to find them addressed and taught at the same time in the lessons since they are connected. As with reading, there can be found different ways to address listening in class depending on what is the focus, whether it is the language or the content. As for speaking, there are also different areas that can be developed, the teacher can focus on the language the students use when speaking (the use of grammar, the use of different vocabulary, the accuracy with which they speak, etc.), on the cultural aspects of the speaking (the respect of the speaking turns, the circumstances in which the conversation is taking place, etc.) or just the speaking to maintain a conversation not looking at language or the situation, just making the students speak and express themselves, hence focusing on the students' fluency when speaking. It is important to help students develop this skill by creating authentic practice that will prepare them for when they find themselves in real-life situations.

Nowadays, in many cases, when language teachers find themselves having to teach a class with many students, developing speaking becomes something that is done sporadically and they only focus on developing the other skills, but it should not be like this. Teaching speaking is as important as teaching the other skills, and even though it may seem more difficult to develop in class, it is the teachers' job to create an environment where students feel comfortable when speaking. This will help them in the long run since they will find themselves speaking without even realizing they are speaking in another language.

## 2.4 Emotional Intelligence Theories

The first theories on Emotional Intelligence (EI), also known as Emotional Quotient (EQ), appeared in 1990, and from that moment many people started writing about it.

John Mayer and Peter Salovey started talking about EI and described a basic model for it called the "four branch model" whose key concepts are "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions so as to promote both better emotion and thought" (1997).

Mayer and Salovey, along with Peter Caruso, stated that

Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships, and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them (Mayer, Caruso, & Salovey, 1999, p. 267).

Their ideas could be summarized in the following diagram:

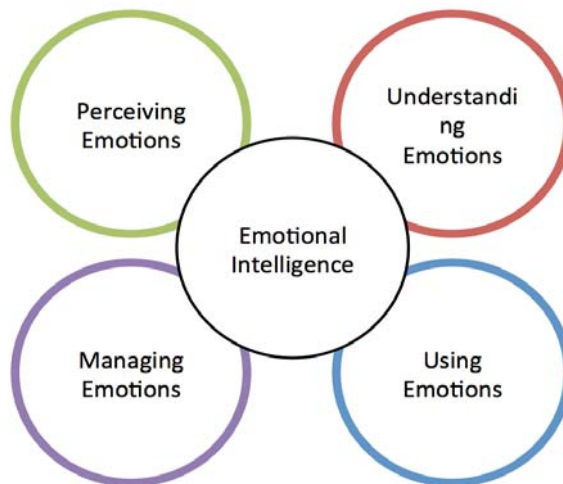


Diagram 1: Emotional Intelligence

Later, Daniel Goleman, known in the field of psychology and pedagogy, studied in depth the EI on the basis of the model proposed by Mayer and Salovey. He defined IE as “the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotion well in ourselves and in our relationships (Goleman, 1998, p. 317).” He proposed a model for EI revolving around five different areas, commonly known as EI components (Goleman, 1995), depending on if they are related to oneself or to others:

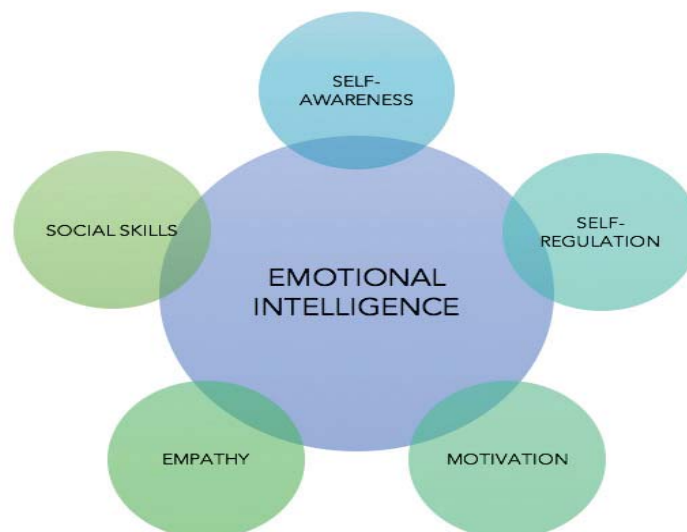


Diagram 2: Emotional Intelligence components

- **Self-awareness.** According to Cherry. K (2019) this is the ability to identify and understand your own emotions and their effect on others. Being self-aware means that you can perceive your own emotions and acknowledge your emotional reactions to different situations. Those who are self-aware can also see a link between their behavior and their emotions.
- **Self-regulation.** Besides consciously knowing your emotions and the effect they may have in others, people must also be aware of how to manage those emotions and when and how to use them. No one should hide what they feel; they would just have to know the appropriate moment to express it. People who can regulate their own emotions are usually flexible and able to adapt to changes easily.
- **Social-skills.** This component refers to the capacity to interact well with other people. In order to do that, the knowledge that someone has about their emotions and how to use them, needs to be taking into account daily when interacting with others.
- **Empathy.** This component is considered essential to EI, and it refers to the ability of knowing what other people is feeling. However, it is not just the recognition of those feelings, but also how someone reacts to the other person's emotions. People are always going to react in different ways when they see others. If, for example, someone is crying, people who see that person crying will react to that based on what they can see; some may try to cheer that person up, some others may treat them kindly, others may just sit next to that person to keep them company... Being empathic means being able to understand someone else's emotions and in order to be empathic, a person has to know their own emotions; for if they don't understand themselves they will not be able to understand others.
- **Motivation.** This refers to the own motivation, the internal motivation. People who are emotionally intelligent do not need external factors to do things, they find the interest from within and they do thing because they know they will feel good doing it, but they will not necessarily get something from the outside.

## 2.5 Difference between Emotions and Feelings

The terms “feelings” and “emotions” are usually mixed up and people used them as if they were synonyms when they actually are two different things.

Hampton (2015) on emotions, states that, “[they] precede feelings, are physical and instinctual. Because they are physical, they can be objectively measured by blood flow, brain activity, facial micro-expressions and body language.” On the other hand, she considers feelings to be

A mental portrayal of what is going on in your body when you have an emotion and are the byproduct of your brain perceiving and assigning meaning to the emotion. Feelings are the next thing that happens after having an emotion, involve cognitive input, usually subconscious and cannot be measured precisely. (Hampton, 2015)

Based on this, it can be said that feelings and emotions are irrational and they are based on the subjective way in which people perceive different situations. The emotions evoke a physical response, while the feelings originate in the minds. First come the emotions, and then the feelings appear as a response to the emotion caused by an external stimuli.

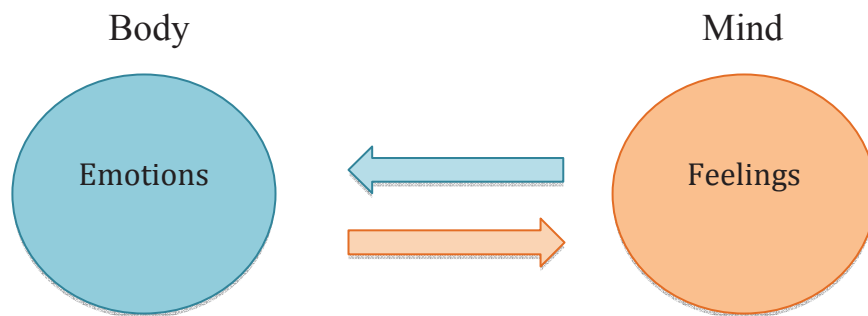


Diagram 3: Emotions and Feelings

According to Hampton (2015) there are basic emotions that everyone experiments, but the feelings they cause on each individual are different, because they are based on each person’s own experience. While emotions may last for a little time, the feelings that come from those emotions can last forever.

## 2.6 Teaching Emotional Intelligence to teens

Nowadays there are some studies and proposals on the study of Emotional Intelligence (EI) in class that consider it a key point in students' education. While some people argue that this is not an important subject and that it does not need to be developed in class, the truth is that it can be found all around. Developing EI in class can help students understand their feelings, but it goes beyond that since it can also help understand someone else's feelings by just looking at their faces. Every person deals with their feelings in various ways and perceives them differently, but there are those who have difficulties reading other's facial expressions or identifying what someone is trying to say based on the tone they use when speaking, therefore misunderstanding the situation. Including EI in a class does not mean that the students will turn into experts on the matter and that they will have a total understanding of emotions, their own or others', it can however help them understand and manage those emotions and their behavioral response to them.

According to Whitaker (2018), EI should be taught at schools with all the students, from the moment they start in kindergarten up to when they are in High School. In truth, it should not stop there, because every person might need at some point in their life, help when dealing with feelings and emotions no matter how old or young they may be. When teaching EI in class what the teachers should be, is very careful when selecting materials for their classes because it should be adequate for the students' age and maturity.

There is a program nowadays supported by Yale Center for Emotional Intelligence called RULER (2013) that

Teaches the skills of emotional intelligence — those associated with recognizing, understanding, labeling, expressing, and regulating emotion...

RULER creates schools that are true safe harbors for our children. It does this by developing emotional intelligence in students from preschool to high school and in all adults involved in their education: school administrators, teachers, and support staff. Parents also participate in training so that they can reinforce the emotional skills that students learn at school. Our approach gives a unique depth and consistency to social and emotional learning that empowers school leaders and teachers to create a genuinely safe space for students to learn and grow.<sup>1</sup>

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<sup>1</sup> The webpage for the RULER program can be found at <http://ei.yale.edu/ruler/ruler-overview/>

This program is focused on creating emotionally intelligent people that will benefit from developing their EI their whole life, since it focuses not only on the students, but also on the people that works for the school and the students' parents.

Moore (2019), defends that teaching EI in class helps students deal with the different things they have to face on a daily basis such as exams, things that may happen at home, possible problems with friends, at school, etc. And even though adults can also benefit from developing their EI, it is important to develop it with teens since they are the ones who will constitute the future's working people and we all could benefit from them being emotionally intelligent. She proposes different ways in which EI can be developed in class, such as:

- Active listening through an interactive dialogue with the students.
- Self-awareness exercises by talking about “internal dialogues”
- Mindfulness and/or meditation by reflecting on their feelings at that moment.
- Assertiveness by creating dialogues where students ask something to others.

There are different ways to develop EI in class and there can be found numerous proposals, but it can be said that this is becoming something that more and more people are trying to include when teaching in order to have more complete students, that know not only the contents that need to be taught, but that also know themselves and how to socialize with others.

## 3. Design

### 3.1 Proposal

This paper presents a proposal on how to work The Emotional Intelligence in Secondary Education EFL classes through the use of audiovisual materials. With this proposal students will develop their Emotional Intelligence as well as work on the learning of a second language, since it has been designed to be carried out during English lessons.

It is important to develop student's Emotional Intelligence because it will help their personal development. By working this topic in class, teachers can help students have a deeper knowledge of themselves and maybe be more aware of their own emotions while at the same time learning English.

As seen previously, Emotional Intelligence has five different components (Goleman, 1995), but this proposal will not develop all of them, it will focus on the aspects related to identification and recognition of their own emotions (self-awareness); identification, recognition and responses to others emotions (empathy) and the management of their own emotions (self-regulation). By carrying out this proposal in an English class the students will work with materials that are in English and they will have to express themselves, their thoughts and emotions in English. This will be a new way to learn and to use a second language in a real way. Since the students will be expressing what they feel and their own opinions, some of them may find themselves speaking more freely. The focus will not be in accuracy, especially with the youngest students, but on participation, whether it is spoken or written. With the oldest students their spoken participation should not be mandatory since they may feel self-conscious and they can feel uncomfortable sharing their feeling (although it should be the teacher's job to make the class a safe environment where everyone should feel they can share anything with no judgment) but they will have to write whatever the teacher asks of them and then give them the opportunity to share it out loud in case anyone wants to. The teacher will have to get the students feel comfortable enough, independently of their age and specially those who are shy and find it difficult to participate regularly, to take part in the classes since the main focus of the activities carried out in the proposal are speaking ones, where the students will have to talk among them and with the teacher and discuss their thoughts and opinions.



By doing this, even though the students will be using English language in class, they will be practicing how to use the language in real life situations since they will have to use it as they would use their native language. This will help them develop their skills in a way that is similar to the one they will face when using the language outside of the classroom.

The ideal program would be developed throughout the whole Secondary Education. It will be divided in four different stages that should be carried out on every course, it will be the teacher's choice to decide how many lessons will be needed for each stage.

These stages will have different activities with a level of difficulty that will have to increase depending on the course and level of the students. These activities are mainly planned to be spoken activities carried out in big group, for which the best disposition of the students in the class should be in a semi circle so that the students can look at each other when they share their opinions and emotions. Since they will be watching videos the students will have to be facing the board where the videos will be shown, so the class needs a smart-board or a panel and a projector. In order to complete the activities, the students will need their notebooks with them so that they can write down some notes regarding what they are seeing in the videos, what the material means to them, what they hear, etc. depending on what the teacher asks of them. The notes they take will help them later when the teacher asks them to share their opinions. In order to make the students aware of their progress throughout the program, the notes they took through every stage could be gathered to form a sort of journal that they could look at after finishing the program and read to get a sense of their evolution from the very first activity to the last.

This proposal could be a program developed either through a whole school year or as a trimestral program and it does not present a maximum number of sessions that would be dedicated to develop the program, but there should at least be four in order to work each stage. There is another stage (training stage) that should be carried out at the beginning of the program, but it does not necessarily need to be done every year. This stage serves as an introduction of the project and will help the students know how to express themselves, specifically when to use the words "feelings" and "emotions" properly.

This proposal presents each activity with different materials that can be used to develop them and also work as an example for the type of materials that could be used in each one.

The idea of this proposal is not to get the students be proficient on how to handle their emotions or on how to coexist with someone else because they know exactly how that person is feeling, it is however intended to serve as a way to make students be more aware of themselves so that they can have a better understanding of their own emotions and their reactions to the world that surrounds them.

On the other hand, it is neither trying to have students who can express themselves perfectly in English but that have more experience speaking in front of people in that language. This program can help students be more aware of their own emotions, and make them see that it is normal to feel things differently than others and that there is nothing wrong with sharing and/or showing emotions. Since the students will be talking about their emotions, the teacher could get to know them better and read their moods easier, by observing how they respond to the different activities and their attitude towards what the teacher asks of them.

**Proposal and example of activities and materials**

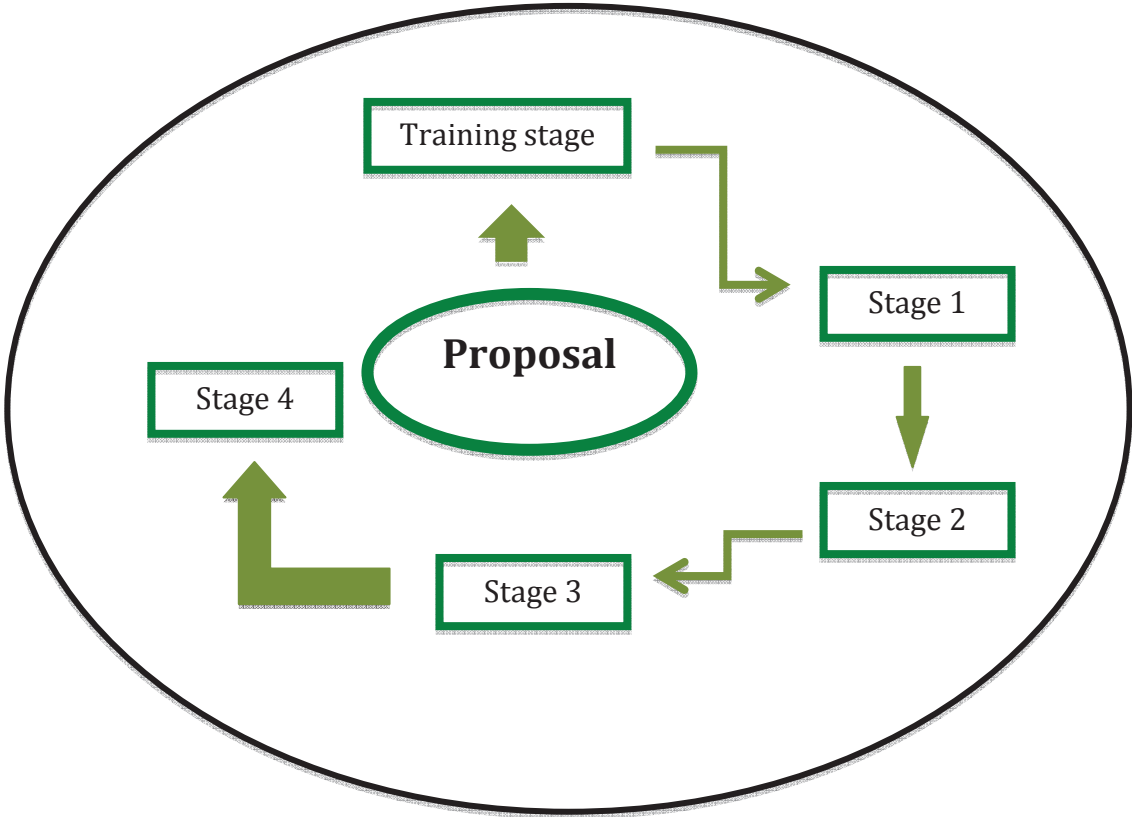


Diagram 4: Proposal

## 3.2 Stages

### 3.2.1 Training stage

This is an optional stage that, at the very least, should be done on the first lesson the first two times the program is developed with one class.

It focuses on the identification of the meaning of “feeling” and “emotion”.

In this stage, the teacher would have to set the context of the program to the students and explain the differences between the words “feeling” and “emotion”. By explaining this to the students, they will be able to identify which word to use when completing the activities. In order to develop this part, the teacher will present the students the meaning of both words and examples of when to use each one.

#### Training stage possible activities and materials

##### **Activity one:** Emotions VS Feelings

The teacher will write this diagram on the board, or present it on a Power Point using the smart board or the projector:

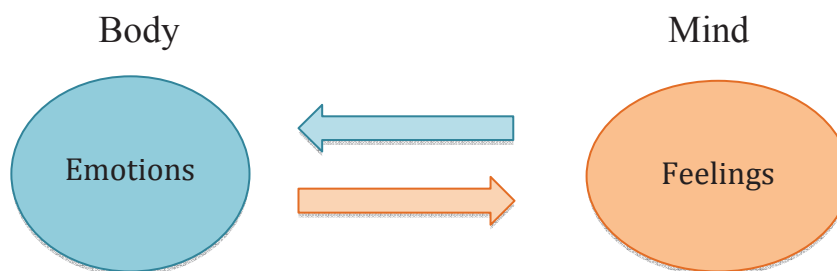


Diagram 3: Emotions and Feelings

Afterwards, the teacher will explain what is the difference between one and the other and give examples of each one. To make sure the students understand the differences the teacher can divide the class in two groups, one will be “feeling” and the other will be “emotion”. They will then make an auction, the teacher will have to say either a feeling or an emotion and the groups will have to decide if that word belongs to what their group is or not. The teacher will let the students some time to decide whether that word is theirs or not. Then, they will start auctioning in order to buy the word (this will be done by saying numbers that either the teacher offers or the groups come up with). After some time the teacher will close the auction of that word making the group that offered the highest number the winner of it. The teacher will do this with a few words (there should be the same number of words that

belong to either emotions or feelings) and when the words are finished the class will review if what they bought actually belongs to them or not. To decide who wins, they will look at the words each group got right and the ones they got wrong; the wrongs will be subtracted from the rights and the group with the highest score will be the winner, in case of a tie, the group with the least number of wrongs will be the winner.

Example:

Team Feelings

3 correct words

1 wrong word

Team Emotions

5 correct words

3 wrong words

The difference in each team is 2, but since “Team Feelings” made only one mistake, they would be the winners.

### 3.2.2 Stage 1

It focuses on the identification/recognition of emotions by observing images.

In order to develop this part, the teacher will present the students different images that will represent certain emotions. The images used on this stage must present very clear emotions within a small context; they can't be ambiguous pictures that can cause confusion about what emotion they are representing. The goal of this stage is to get the students acquainted with the different emotions and how to say them in English.

#### Stage one possible activities and materials

##### **Activity 1:** Name the emotion

The teacher will show the students different images and they will have to identify which emotions are being presented in them. Once the students know the emotion the image is trying to present, they will have to say out loud the answer. The teacher can make this as a small completion or a game in order to engage the students.

Below are some examples of images than can be used and the emotion they represent. The first six examples should always be included since they are the ones known as “the six basic emotions”. There are also examples of two extra ones.

After all the images have been presented, more images of the same emotion can be shown to the students for them to identify.

Depending on the student's level the teacher will have to select the appropriate images and emotions that will be addressed in class.



Image 1: Surprise

**SURPRISE**

**HAPPINESS**



Image 2: Happiness



Image 3: Sadness

**SADNESS**

**FEAR**



Image 4: Fear



Image 5: Anger

**ANGER**



**DISGUST**

Image 6: Disgust



**LOVE**

Image 7: Love



**EXCITEMENT**

Image 8: Excitement

**CONFUSION**



Image 9: Confusion

### **Activity 2: Mimic**

This is a game that can be played as a follow up activity from the previous one. Here the students will be given papers with the name of an emotion written and then they will be asked to represent it using mimic; the rest of the class will have to identify it and say out loud what emotion their partner is acting out.

It can be done as a big group activity, or the class can be divided in small groups.

### **3.2.3 Stage 2**

It focuses on the identification of emotions in others (empathy), also by observing images.

This stage is an extension of the previous stage. It focuses more on the empathy since the students will have to observe more to be able to identify the emotion the person in the image is feeling. While the images used on the previous stage needed to present a very clear emotion, the images used in this part should be more ambiguous. In these images the emotion presented will not be clear and it should generate doubts and hopefully a small debate or at least an exchange of opinions. These images should come from a video, so that after the students say what they recognize the teacher can show them the context from which it was taken. Another option for the selection of the images can be the use of a close up capture of a bigger image so that at the beginning they only see a small part and then they can see the whole image.

The goal of this stage is to get the students to see that there is more to emotions than just what they see at first sight, that other factors affect on how someone may be feeling.

#### Stage two possible activity and materials

##### **Activity 1: Faces, faces everywhere!**

This activity focuses on empathy.

The teacher will show the students different images and they will have to identify which emotions are being presented in them. Since the images will not show a very clear emotion the teacher will have to get the students to share what they can identify from the image. Once they have shared their opinions the teacher will show the context from which the image was obtained, whether it was from a video or from a bigger image. It can be done as a group activity, where each group will have to decide what emotion is being presented.

- Example “The Greatest Showman”



Image 10: The Greatest Showman

Since this image comes from a clip from the movie “The Greatest Showman”, after the students share their opinion, the teacher will have to show them the part of the video from which the image was taken (the whole clip would not be necessary, a small part would suffice).

The video [“The Greatest Showman | "A Million Dreams" Full Scene with Hugh Jackman | 20th Century FOX”](#) by [Fox Family Entertainment](#) is where the image appears and it is a clip from the movie “The Greatest Showman”. Playing it from 1:44 to 3:04 would be enough for the students to get the context of the image and to understand the situation in which it occurred. The whole clip could also be used.

The scene belongs to the beginning of the movie, it is a musical movie and there is a piece of one song in the clip and a full song. The scene from the image is where the main character, a poor boy, goes with his father to a rich man’s house to help him while he makes a tailored suit for said man. At this moment in the movie the main character is a kid and in there he meets the rich man’s daughter, also a child, who is being taught how to be a Lady. At one moment the boy makes the girl laugh causing her to spill the tea she was drinking. Because of that, the rich man, the girl’s father, scolds her but before he gets to say too much the boy says that it was his fault, for which the man slaps him. The image is the face the girl makes when she sees her dad slapping the boy for just making her laugh. The time frame of the clip suggested to use shows the scene in the rich man’s house up until the moment the rich man leaves the room with his daughter and the poor boy looks at his father with tears in his eyes, showing his reaction to what just happened.



- Example “The Hunger Games”



Image 11: The Hunger Games



Image 12: The Hunger Games

The images are taken from the movie “The Hunger Games” which is an adaptation of the book by the same name. The teacher could explain a little about the plot of the movie so the students (in case they don’t know it) can understand better what is happening in the clip. The students don’t need the plot of the movie to identify the emotions from the images, however the teacher could tell some of it before playing the video.

The video “[The Hunger Games \(1/12\) Movie CLIP - I Volunteer as Tribute! \(2012\) HD](#)” by [Movieclips](#) is where the images appear and it is a clip from the movie “The Hunger Games”. The clip should be played from the beginning until 2:06.

The scene appears very early on in the movie. It’s the moment when the tributes from each district are being selected to participate in The Hunger Games. The scene shows the

selection in District twelve, which is the District the lead character belongs to. There is a woman on the stage and she calls a girls name, while she is going up to that stage the lead character, Katniss, starts screaming and then she says she volunteers as tribute. Once she goes up to the stage the audience learns that she was the little girls sister and that she chose to participate on the Games instead of her.

Both images represent the fact that Katniss is really shocked because of what happened while the other woman seems rather happy, or at least fine with it.

- Example “The Lord of the Rings”



Image 13: The Lord of the Rings

The video “[I will take it](#)” by [Joseph Cashell](#) is where the image appears and it is a clip from the movie “The Lord of the Rings: The Fellowship of the Ring”. The whole clip should be played.

In this scene the characters are arguing trying to decide who takes the ring to be destroyed since no one really wants to do it for it is a dangerous mission. Suddenly, while everybody is arguing, one of the characters volunteers to take it and the image presents the face of one of the other characters when hearing the other’s offer.

- Example “Peter Pan”



Image 14: Peter Pan

The video “[Peter Pan \(2003\) - 'Flying' Scene](#)” by [.□□-: ✧ :- Beth -: ✧ :-□□ .](#) is where the image appears and it is a scene from the movie “Peter Pan. The entire clip could be used, or at least from the beginning until 0:59.

In this scene Peter is trying to convince Wendy to go with him to Neverland and leave everything she knows behind, since she just learned her parents want her to grow and move from the room she shares with her siblings.

- Example “Friends”



Image 15: Friends

The video “[Friends - Smart little girl and Joey](#)” by [Favorite Videos](#) is where the image appears and it is a scene from the episode “The One with Princess Consuela”, season ten episode fourteen, from the TV-show “Friends”, the clip could be played from the beginning, but playing it from 1:20 up to 3:02 would be enough.

In this scene one of the main characters is talking with a little girl, and then he is seen talking with two other characters that tell him that the little girl is not real. The image represents the moment he is told that.

- Example “Into the Woods”



Image 16: Into the Woods

The video “[Into the Woods Movie CLIP - To Grandmother's House \(2014\) - Emily Blunt, James Corden Musical HD](#)” by [Movieclips Coming Soon](#) is where the image appears and it is a scene from the musical movie “Into the Woods”. The whole clip should be played.

This scene belongs to the prologue of the movie, and in it, Little Red Ridding Hood is telling the Baker and his wife that she has to go visit her grandma but she is not really happy about it. The scene presents the mixed feelings the girl has about going to her grandmother’s house.

### 3.2.4 Stage 3

This stage will be focused on self-awareness and self-regulation.

In this part the teacher will present students different clips from movies or TV-shows. Various activities can be developed for this stage depending on the material used and the intention with which they will be used. Some clips will have the same scene several times

with different music and the students will have to analyze how the sound affects the perception of the scene and what it is trying to transmit to the viewers and what does every different scene provokes in them. Other scenes will be played firstly without any sound and then with the sound, the students will have to say if the scene changes for them from one option to the other and what does the scene provokes in them. Another option is the use of a scene where only by observing the people in it, the students can know what is happening and they can say what does that scene means to them.

It is important to know that not every student will feel the same, some scenes will probably provoke nothing on some of them and the goal is to get them, and help them, express what is it that they are getting from the situation they observe.

### Stage three possible activities and materials

#### **Activity 1:** How music changes a scene

This activity focuses on self-awareness.

For this activity, the teacher first will explain the students what the activity is and what they will have to do. Afterwards the teacher will play a video of a scene from a movie with the original music so the students can say what that scene means to them, what is it trying to communicate to the audience. Once they have done that the teacher will keep playing the video, where it shows the same scene but with a different music and the students will be able to see how one same scene can transmit different things just by changing the music and they will have to say what this new scene generates on them. The teacher will keep doing this with the other examples on the video stopping it after every example to discuss it with the students. To carry out this activity, the students should have freedom to speak whenever they want, but the teacher will have to try and get as many students as possible to participate.

Here are some examples of videos for this activity:

The video "How Music Changes a Scene" by Youtuber's Creative Sound Effects is a scene from the movie "Corpse Bride" where the music changes the mood of the scene and how the audience perceives it.

This video is the scene from the movie where the main character is running through a forest and the Corpse Bride is chasing him. The scene appears two times, the first time has the original score and it is a sort of scary scene, while the second one has a different score making the scene a comedic one.

The video “How Music can Change a Film” by shelley craig is a scene from the movie “Pirates of the Caribbean” that shows Jack Sparrow’s character introduction with different music.

In this scene Jack Sparrow appears on the highest part of the boat as it sails. The scene appears five times, the first and the last one are the original, with a score that makes it triumphant and victorious, the other versions are scary and foreboding, comical and sad and thoughtful. Before each one starts there is a scene in black and it says what the next scene will be.

The video “How Music Can Change a Scene - Lord of the Rings” by Bee Bluesman is a scene from the movie “The Lord of The Rings” where the music changes the mood of the scene and how the audience perceives it.

In this scene three of the main characters are running through the mountains. The scene appears seven times, each one with a different sound. The first and the last scenes have the original score; the second one are just steps that go at the same rhythm as the steps the characters take; the third one has the score from the end of the movie “Big Fish” and it is a sort of relaxing scene; the fourth one has the score from “Mission Impossible” and it makes it seem as if they are completing a very difficult mission; the fifth one has the song “Yakety Sax” used in the “Benny Hill” show and it makes the scene a comedic one; the sixth and last one has the music from “Chariots of Fire” and to those who have seen the movie it reminds them of the part of that movie where that song appears.

### **Activity 2:** How’s the scene?

This activity focuses on self-awareness and self-regulation.

For this activity the teacher will play different clips from movies or TV-shows where the scene alone seems to be a specific type of scene, but the music changes it into something different.

The teacher will play a scene from a movie without the sound, and the students will have to decide what type of scene it is (sad, happy, scary, etc.) based on what they can see. Once this is done, the teacher will play the scene again with the sound and the students will see if what the scene meant to them or transmitted to them the first time is the same as what they got from it after watching it the second time. It can be done as a individual activity, like the

previous one, or it can also be a group activity where the students divided in groups will decide the type of scene it was and then sharing it to see what the other groups thought.

Here are some examples for this activity:

- The video “[Hooked On The Feelings \(Guardians Of The Galaxy\) Scene](#)” by [Bành kiến Đường](#) is scene from the movie “Guardians of the Galaxy” and when played with no sound it means and transmits something different than when it has the music. This clip should be played from the minute 2:44 until the end.

In this scene the main characters have just been arrested and the process they go through while they are prepared to become inmates is shown. Without the sound this scene seems like a serious one, but since the song is an upbeat one, it turns it into a comedic one.

- The video “[Guardians of the Galaxy Vol. 2 - Yondu arrow killing scene \[HD\]](#)” by [MadGeorge](#) is a scene from the movie “Guardians of the galaxy Vol. 2. This is a battle scene so the class in which it could be used should be selected carefully, although the classification for this movie was PG-13. This video can be played from beginning to end.

This scene occurs when some of the main characters are escaping from imprisonment from other characters in a space ship. They scape by killing the people that captured them, there is no physical battle because one of the characters uses a device that he can controls with his mind by whistling and that goes around the ship ending the conflict and preventing the physical fight. This scene with no sound seems like some type of tragic scene, but the music doesn’t match the scene and with music the scene is more comical.

- The video “[Favorite Pixar's Up scene ever - Ellie and Carl's relationship through time, Sad scene](#)” by [xXJEashXx](#) is a scene from the movie “Up” where it tells the story of two of the characters. This scene is different from the others because what the scene tries to communicate is the same with and without the sound.

This scene shows the life of two characters, there are no words only images and music. This is a good scene to use in the class because when using the scene with no music the students see the story and how it evolves and maybe some of them feel connected to them, however the score used in this scene accompanies the scene perfectly and it helps understand exactly what is happening to the characters and it gives more meaning to it.

### **Activity 3: Watch people**

This activity can introduce the students to empathy, although the main focus of it will be self-awareness and self-recognition.

For this activity the teacher will use videos where the expression of the actors can tell a lot of what it is happening on the scene.

The teacher will play the scene and ask the students what is their opinion on what is happening on the scene, how is it addressed and how does it make them feel.

- The video “ER's 50 most powerful moments 40-30” by Surgtech1321 contains several scenes from the TV-show “ER”, but the one that should be used in this case is one that belongs to episode six from season seven called “The Visit”. The clip should be played from 16:55 to 18:24. There should be noted that the scene shows how someone is operated on and there is blood, so it may not be suitable for all ages.

In this scene one of the character’s nephew has been shot and is being treated, but he doesn’t make it, he dies. Then the patient’s uncle goes to the waiting room to tell his sister what happened, but she realizes what he is going to tell her before he even says a word.

- The video “Buffy tells Dawn that Joyce is dead” by Angela Kirkland is a scene from the episode “The Body”, season five episode sixteenth, from the TV-show “Buffy the Vampire Slayer” where the mother of the main character dies. The whole clip can be played but playing it from 0:54 until the end could be enough.

In this scene the main character, Buffy Summers, goes to tell her little sister that their mother just passed away. This scene in particular shows how just by watching someone, another person can know that things are not going well. In this scene Buffy is not really able to tell Dawn, her sister, that their mother died but even though Buffy is not really saying what happen, the audience can see how Dawn is realizing something it is not right just by looking at Buffy’s face.

### **3.2.5 Stage 4**

This stage will be focused on self-awareness, self-regulation and empathy.

In this part the teacher will present different materials to the students in the form of songs, lyrics of those songs and videos of the same (whether they are video clips or live



performances). The students will have to watch and/or listen and then analyze what the material presented generated in them. As in the previous stage, it is important to be aware that every student is different and they understand things in various ways so the teacher cannot expect them to infer the same message, they have to be free to feel whatever it is they are feeling and express that without judgment from anyone. There are several activities that can be developed for this stage, depending on the material and the purpose of its use. The first activity will use two different versions of the same song; the second activity will use videos where the students will have to say what they can observe and what they feel watching it (if anything); and in the last activity the students will either listen to or watch a video clip of one song, and then they will watch a live performance of that same song but a different version of it.

This is the last stage of the program, and by the last activity the teacher will see if the program helped the students develop their emotional intelligence and if their use of the English has improved a little, at least on the way they express their thoughts, opinions and emotions.

#### Stage four possible activities and materials:

##### **Activity 1:** The version's corner

This activity focuses on self-awareness.

For this activity the teacher will use two different versions of the same song where, even though the lyrics are the same, each version can transmit something different to the person who listens to it. It should be done as a big group activity, where the students will share their ideas with the whole class.

The teacher will give the students papers with the lyrics of the song so that they can understand what the song is saying. The teacher will talk with the students about the lyrics, ask them if they know the song and what type of song they think it will be (sad song, upbeat song, slow song, happy song, etc.), then the teacher will play one of the versions (preferably the original). When the song finishes, the teacher will discuss with the students whether their ideas were correct or not, what they thought of that song (if they liked it, if they knew it...) and how the song made them feel. After the sharing, the teacher will explain to the students that they will listen to another version of that same song and will proceed to play the video. Once the song finishes the teacher will again talk with the students to know their thoughts on this version, the differences they found between one and the other and how different each song made them feel, what emotions did each song evoke in them. Depending on the versions

chosen, the videos will have a live recording so they should be shown to the students when that version of the song is being played.

The goal of this activity is to get the students see differences in what both versions are trying to transmit when using the same lyrics.

- Example Sweet Dreams (Are made of This):

- Original version by Eurythmics

- Cover by Emily Browning

The teacher will first give the students the lyrics for the song:

Sweet dreams are made of this

Who am I to disagree?

I travel the world

And the seven seas,

Everybody's looking for something.

Some of them want to use you

Some of them want to get used by you

Some of them want to abuse you

Some of them want to be abused.

Sweet dreams are made of this

Who am I to disagree?

I travel the world

And the seven seas

Everybody's looking for something

Hold your head up

Keep your head up, movin' on

Hold your head up, movin' on

Keep your head up, movin' on

Hold your head up

Keep your head up, movin' on

Hold your head up, movin' on

Keep your head up, movin' on

Some of them want to use you

Some of them want to get used by you

Some of them want to abuse you

Some of them want to be abused.

Sweet dreams are made of this

Who am I to disagree?

I travel the world

And the seven seas

Everybody's looking for something

Sweet dreams are made of this

Who am I to disagree?

I travel the world

And the seven seas

Everybody's looking for something

Sweet dreams are made of this

Who am I to disagree?

I travel the world

And the seven seas

Everybody's looking for something

Sweet dreams are made of this  
Who am I to disagree?  
I travel the world

And the seven seas  
Everybody's looking for something

Then this will be played in class:

The video "[Eurythmics - Sweet Dreams \(Are Made Of This\) \(Official Video\)](#)" by [Eurythmics](#)

After this song has been played, the teacher will play the following:

The video "[Emily Browning- Sweet Dreams](#)" by [Mermaid Motel](#).

The original version of the song and the cover are very different and they could mean something different for each student, which is what the exercise is looking for.

- Example "Teenage Dream":

- Original version by Katy Perry

- Cover by Darren Criss in the TV-show Glee

This example is a little different from the one before, because in this case the students should watch the video of Darren Criss singing the song in the show instead of just listening to the cover version.

The teacher will first give the students the lyrics for the song:

You think I'm pretty  
Without any make-up on  
You think I'm funny  
When I tell the punch line wrong  
I know you get me  
So I'll let my walls come down, down  
  
Before you met me  
I was alright  
But things were kinda heavy

You brought me to life  
Now every February  
You'll be my valentine, valentine  
  
Let's go all the way tonight  
No regrets, just love  
We can dance until we die  
You and I  
We'll be young forever

You make me feel like I'm living a,  
teenage, dream  
The way you turn me on  
I, can't, sleep  
Let's runaway  
And don't ever look back  
Don't ever look back

My, heart, stops  
When you look at me  
Just, one, touch  
Now baby I believe  
This, is, real  
So take a chance  
And don't ever look back  
Don't ever look back

We drove to Cali  
And got drunk on the beach  
Got a motel and  
Built a fort out of sheets  
I finally found you  
My missing puzzle piece  
I'm complete

Let's go all the way tonight  
No regrets, just love  
We can dance until we die  
You and I  
We'll be young forever

You make me feel like I'm living a,  
teenage, dream  
The way you turn me on

I, can't, sleep  
Let's runaway  
And don't ever look back  
Don't ever look back

My, heart, stops  
When you look at me  
Just, one, touch  
Now baby I believe  
This, is, real  
So take a chance  
And don't ever look back  
Don't ever look back

I'ma get your heart racing  
In my skin-tight jeans  
Be your teenage dream tonight

Let you put your hands on me  
In my skin-tight jeans  
Be your teenage dream tonight

You, make, me feel like I'm living a,  
teenage, dream  
The way you turn me on  
I, can't, sleep  
Let's runaway  
And don't ever look back  
Don't ever look back

My, heart, stops  
When you look at me  
Just one touch  
Now baby I believe

This, is, real

So take a chance

And don't ever look back

Don't ever look back

I'ma get your heart racing

In my skin-tight jeans

Be your teenage dream tonight

Let you put your hands on me

In my skin-tight jeans

Be your teenage dream tonight (tonight,  
tonight, tonight)

The teacher will then play this video:

“Katy Perry - Teenage Dream (Official)” by Katy Perry.

After this song has been played, the teacher will play the following:

“GLEE - Teenage Dream (Acoustic) (Full Performance) (Official Music Video)” by Being part of something special, makes you special! ♥.

In this video the version of the song and also what happens on the video is what makes it different from the original. The scene presents a moment in the show in which one of the characters, Blaine, sings a song to his boyfriend, Kurt. As the scene shows, the song Blaine sings is the first he sang when he met Kurt for the first time. At this point in the show the couple is living apart because of their studies and Kurt realizes while Blaine is singing that something is not right with Blaine, but neither him, nor the audience knows exactly what. The teacher could explain this to the students too after they share their opinions to give them context for the scene, but it is not entirely necessary.

Using this material can also be an introduction for the next activity, since part of what the students will do is try to guess what happens on the video or why, or what is the people on the video feeling.

- Example “Take on me”:

- Original version by a-ha

- Cover by cast of the TV- show “The Magicians”

This example is as the one before, the students should watch the video of the cover from the TV-show, and not just listen to the song.

The teacher will first give the students the lyrics for the song:

We're talking away	In a day or two
I don't know what	Oh the things that you say
I'm to say I'll say it anyway	Is it live or
Today's another day to find you	
Shying away	
I'll be coming for your love, okay?	Just to play my worries away
	You're all the things I've got to remember
Take on me, (take on me)	You're shying away
Take me on, (take on me)	I'll be coming for you anyway
I'll be gone	
In a day or two	Take on me, (take on me)
	Take me on, (take on me)
So needless to say	I'll be gone
I'm odds and ends	In a day
I'll be stumbling away	
Slowly learning that life is OK	(Take on me, take on me)
Say after me	(Take me on, take on me)
It's no better to be safe than sorry	I'll be gone (take on me)
	In a day (take me on, take on me)
Take on me, (take on me)	(Take on me, take on me)
Take me on, (take on me)	(Take me on, take on me)
I'll be gone	(Take on me)

The teacher will then play this video:

[“a-ha - Take On Me \(Official Music Video\)”](#) by [RHINO](#).

After the song has been played and the teacher will play this one:

[“the magicians; take on me”](#) by [theprincessandthepie](#).

This video has a scene from the TV-show “The Magicians”. The students should not need back-story from the show to understand what is happening in the scene, just by watching it and listening to the song, not even understanding the lyrics, they can guess the situation. The important thing is to get the students to share their feelings, what they get from the songs and also what they think is happening in the second clip and why they think that.

These last two materials can act as an introduction for the next activity.

**Activity 2: Watch it!**

This activity focuses on self-awareness and empathy, depending on the material used.

For this activity the teacher will show the students a video where the students will have to listen to the song and watch the video.

Since depending on the material the activity can be somewhat different, the explanation for the activity will be after the explanation of the material, but they should all be done as brig group activities.

The teacher will play this video to the students:

“The Greatest Showman Cast - This Is Me (Official Lyric Video)” by Atlantic Records.

This video is a scene in the movie “The Greatest Showman” where they sing the song “This Is Me” and the lyrics appear on the video as the scene advances. This song has a strong message and the video helps to transmit it. The song talks about being proud of who you are in spite of what others think, say and what they did to you. The scene of the movie shows how people that society mistreated realized that they are worthy the way they are and that if someone doesn’t like what they see it is that people’s problem, but that they are not going to hide who they really are.

After watching the video, the teacher will ask the students the different emotions they recognized in the people from the video, and what message both the song and the video are trying to transmit according to them. Once they answered that, the teacher can ask them if the song and the video made them feel anything and if they agree with its message.

Another option is to have the teacher play this video:

“Brian Justin Crum Creep by Radiohead with lyrics” by Music XFaCtOr.

This video is a live performance of the song “Creep” from “Radiohead” sang by Brian Justin Crum on the show “America’s Got Talent”. In this video the students will have to look at the singer, his expressions and the way he tries to communicate different things only with his voice. Other things to pay attention to are the reactions of the people on the audience and the judges to his performance.

After watching the video, the teacher will ask the students their opinion on the video, the emotions they think they recognize from the audience and the judges and what they think

the singer is trying to transmit through his facial expressions, the tone of his voice and the lyrics of the song. Brian Justin Crum, the singer, has musical theatre background and that is why he transmits different things while performing, through his voice and his facial expression.

### **Activity 3: Piece-by-piece**

This activity focuses on self-regulation and empathy.

This activity mixes things from previous activities. This is the last activity and it is where all the work the students have done throughout the program will show. With this activity the teacher will see if the program has been successful and if the students are more in touch with their emotions and if they are capable of identifying emotions in others. Each student is different, some will have found this program easy and others might have had more difficulties when they had to express their thought and emotions and also recognizing emotions in others.

For this activity the teacher will show the students the lyrics of one song and ask the students, after reading them, if they believe the song will be a fast one, a happy one, a dance one, a sad one, a slow one, etc. Afterwards the teacher will present either one or two videos of that song (depending on the material) and one of them will be a live performance. The students will have to observe the artist and the audience, identify their feelings and also what the song and/or the performance generates in them. This activity can be done as a big group activity, although for younger students it could be done with the class divided in small groups.

The teacher will give the students the lyrics to the song “Piece by Piece” by Kelly Clarkson

And all I remember is your back  
Walking towards the airport, leaving us all  
in your past  
I traveled fifteen hundred miles to see you  
I begged you to want me, but you didn't  
want to  
But piece by piece, he collected me up

Off the ground, where you abandoned  
things  
Piece by piece he filled the holes that you  
burned in me  
Six years old and you know  
He never walks away  
He never asks for money  
He takes care of me



He loves me  
Piece by piece, he restores my faith  
That a man can be kind and the father  
could, stay

And all of your words fall flat  
I made something of myself and now you  
wanna come back  
But your love, it isn't free, it has to be  
earned  
Back then I didn't have anything you  
needed so I was worthless

But piece by piece, he collected me up  
Off the ground, where you abandoned  
things  
Piece by piece he filled the holes that you  
burned in me  
Six years old and you know  
He never walks away  
He never asks for money  
He takes care of me

'Cause he loves me  
Piece by piece, he restored my faith  
That a man can be kind and a father could,  
stay

Piece by piece  
Piece by piece I fell far from the tree  
I will never leave her like you left me  
And she will never have to wonder her  
worth  
Because unlike you I'm going to put her  
first and you know  
He'll never walk away,  
He'll never break her heart  
He'll take care of things, he'll love her  
Piece by piece, he restored my faith  
That a man can be kind and the father  
should be great

Piece by piece  
Piece by piece

Once the students have the lyrics the teacher will talk with them and ask them what type of song they believe this one is.

After talking, the teacher will play this video (in this case the students do not need to see the video, just listening to the song is enough)

"Kelly Clarkson - Piece by Piece (Official Music Video)" by Kelly Clarkson. This is a pop version of the song.

The teacher will comment with the students if their thoughts were correct and what is their opinion of this song, if they think that what the song is saying matches the type of song it is.

After talking the teacher will then play this other video to the students (this one has to be seen)

“Kelly Clarkson - Piece By Piece (American Idol The Farewell Season)” by Sebastián Monsalve. This is a live performance Kelly did in American Idol, and it is a slow song. In this video the students will have to look at the reactions from the judges (even though they are not judging her because she went as a guest) and the reactions from the contestants. They can think on what this version of the song makes them feel and what her singing does to the singer, to the other people on the video, and to themselves.

The story about why Kelly wrote this song could also be told to the students after listening to both versions so they understand how personal this song is to her.

The teacher could tell the students a little about this song and why Kelly wrote it, since it is a very personal song. It was written to show the contrast between how her father treated her when she was a kid and her husband’s unconditional love for her and their daughter, saying how he is there for them because he wants to.

Since this song is considered as a sequel to another of her songs, “Because of you”, also written by her, the teacher could present the students that song too, as either a pre-activity or as a follow up.

- If the teacher decides to use as a pre-activity, the lyrics would be presented to the students and they will discuss whether they think the song is trying to tell a story or not. Afterwards the teacher will play the video clip of the song and they will have to say if what the song is saying is related to what is happening on the video. After this the teacher will present the son “Piece by piece” as an independent song that at first sight has nothing to do with the previous one.
- If the teacher decides to use it as a follow up activity, the teacher will tell the students that they are going to look at another song and first read the lyrics and discuss them. After this, they will watch the video and talk about what the song and the video are trying to transmit in their opinion.

The materials to be used for the song “Because of you” by Kelly Clarkson are:

- The lyrics of the song:

I will not make

The same mistakes that you did

I will not let myself

Cause my heart so much misery

I will not break

The way you did, you fell so hard

I've learned the hard way  
To never let it get that far  
Because of you  
I never stray too far from the sidewalk

Because of you  
I learned to play on the safe side so I don't  
get hurt  
Because of you  
I find it hard to trust not only me, but  
everyone around me  
Because of you  
I am afraid

I lose my way  
And it's not too long before you point it out  
I cannot cry  
Because I know that's weakness in your  
eyes  
I'm forced to fake  
A smile, a laugh everyday of my life  
My heart can't possibly break  
When it wasn't even whole to start with

Because of you  
I never stray too far from the sidewalk  
Because of you  
I learned to play on the safe side so  
I don't get hurt  
Because of you  
I find it hard to trust not only me, but  
everyone around me

Because of you  
I am afraid  
  
I watched you die  
I heard you cry every night in your sleep  
I was so young  
You should have known  
Better than to lean on me  
You never thought of anyone else  
You just saw your pain  
And now I cry in the middle of the night  
For the same damn thing

Because of you  
I never stray too far from the sidewalk  
Because of you  
I learned to play on the safe side so I don't  
get hurt  
Because of you  
I try my hardest just to forget everything  
Because of you  
I don't know how to let anyone else in  
Because of you  
I'm ashamed of my life  
Because it's empty  
Because of you  
I am afraid

Because of you  
Because of you

- And the following video, that the students have to see

### “Kelly Clarkson - Because Of You (VIDEO)” by Kelly Clarkson

Independently of the order in which these materials are presented, the teacher will have to tell the students that both songs were written by the same artist, Kelly Clarkson, and that both of them are very personal, since they are based on her life. With this information the students will have to reflect on the message they transmit and what she was trying to say by writing and singing it.

### **3.3 Evaluation**

The program will not have an evaluation that analyzes whether the students did a good job or not, mainly because this program will teach the students that there is not right or wrong when dealing with emotions. There is no point in having the students complete a written exam, because what the program develops is not something that can be analyzed in numeric terms. The teacher will have to look at the students’ participation and interest when doing the different activities, and if the program is done correctly the teacher will be able to see during the duration of the same whether it is being successful or not, which is what should be evaluated.

An option to evaluate the program, the activities and the materials for future references, the teacher can ask the students their opinion on what they did, what activities they liked the best, which ones were just fine, which ones they found too complicated or irrelevant and which ones were too simple. With this feedback the teacher will be able to modify the materials used and the activities implemented so that they fit better the students’ maturity level and knowledge of the language. Some things the students will be asked to do may be too complicated for them and not because they have to identify their emotions, or others’ emotions, but because they can’t understand the material presented, which is something that the teacher should keep in mind when selecting the materials to be used.

This type of evaluation can be done either by a sharing out loud where the students will talk and express their opinions, or the teacher can create a questionnaire for the students to complete and it can be done anonymously if the students prefer.

As for the evaluation of the language, the teacher will be able to see, as the program advances, whether the students feel more comfortable expressing themselves using English and if they do it more fluently.

If the teacher decides to use a questionnaire it could be one like the following one:

Answer these questions about the activities completed in class on Emotional Intelligence

1. Did you learn anything? If so, what?
2. What do you think about the material used in class?
3. Which activities were your favorites?
4. What problems did you find with the language?
5. Is there anything you found too difficult?
6. Would you change anything?
7. What is your overall opinion of the program?

Table 2: Evaluation form

## 4. Conclusions

The purpose of this proposal was to present a way in which EI could be developed in a class and at the same time have students develop their English Language abilities. By doing this, the students will have a personal growth provided by the school in a different way than what they usually get.

This proposal was intended to work as a guideline for an EI program developed at schools. There are certain aspects of the program that were created to be followed, like the four stages, but the materials can be used or not, it depends on the teacher that decides to implement the program, depending on the school, the students, etc. The materials presented in this proposal were selected specifically for it, but can also work as a guide to find, or create, new materials.

One of the aims of this proposal was to show how a program like this could be included in English Language lessons, where the students will be developing their language skills in an alternative way. This would have the students use English in an authentic way, since they would be expressing themselves (their ideas, thoughts, etc.) the same way they would do if they were using their native language. With this they would be learning English without even realizing it, they may not be aware at the moment they do the activities of how their skills could be improving, but in time they would.

There should be considered that depending on the students' level of English Language, their personalities and their participation in class, the applicability of the program could vary. The reason why the program presented in this paper is not a strict, closed one, is because considering the differences between classes depending on the students' background it was deemed better to leave it open to the teachers' decision when implementing it.

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