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**Working with Emotions in the English
Classroom: A Lesson Proposal for Secondary
Education**

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ABSTRACT

In an era in which the acquisition of knowledge is based on stimuli, English as a Foreign Language (EFL) teaching and learning calls for methodologies that awake the interest of the students. For that reason, the present Master's dissertation provides a didactic proposal that seeks to foster learners' communicative competence through the elaboration of a Podcast as a final task. "A Good Man is Hard to Find" (O'Connor, 1953) has been selected as a vehicle that facilitates the learning process. In this way, the main aims are to offer learners a deep reflection on emotions considering five components of Emotional Intelligence (Goleman, 1998; 2004) as well as to raise awareness of the society of the post-war Southern United States. The set of activities and tasks to be done involve Task-Based Language Teaching (TBLT) as a primary methodology complemented by Communicative Language Teaching (CLT), Gamification, and the use of ICTs.

Keywords: Emotion(s), Task-Based Language Teaching, Gamification, EFL, Short Story

RESUMEN

En una era en la que la adquisición de conocimiento se basa en estímulos, la enseñanza y aprendizaje de Inglés como Lengua Extranjera (ILE) exige el uso de metodologías que despiertan el interés de los estudiantes. Por dicha razón, el presente Trabajo de Fin de Master aporta una propuesta didáctica que busca fomentar la competencia comunicativa de los estudiantes mediante la elaboración de un Podcast como tarea final. "A Good Man is Hard to Find" (O'Connor, 1953) ha sido seleccionado como vehículo para facilitar el proceso de aprendizaje. De esta manera, los principales objetivos son ofrecer al estudiantado una reflexión profunda de las emociones a partir de los cinco componentes de la Inteligencia Emocional (Goleman, 1998; 2004) así como concienciar acerca de la sociedad del sur de Estados Unidos después de la guerra. El conjunto de actividades y tareas a realizar implican el uso del Enfoque Basado en Tareas como metodología principal complementada del uso del Enfoque Comunicativo, Gamificación y las TIC.

Palabras clave: Emoción(es), Enfoque Basado en Tareas, Gamificación, ILE, historia corta

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1. Introduction

Several attempts have been made to classify intelligence and offer typologies of it. More specifically, there has been numerous research on Emotional Intelligence and what effect it has on people. In this Master's dissertation, the focus is put on teenagers who are enrolled in the third year of Secondary Education, more formally known in Spain as 3º de Educación Secundaria Obligatoria (ESO). Notwithstanding, two constraints need to be addressed. A challenging problem that arises in this stage of adolescence is that students' emotions are overlooked and teaching content in the English as a Foreign Language (EFL) classroom is given more significance, which can cause uncertainty in terms of emotional management. (Rocco, 2021). Besides, there is an ongoing rejection towards learning the English language since it can trigger many negative emotions. (Pishghadam et al., 2016).

This Master's dissertation seeks to tackle this problem by exploring students' Emotional Intelligence with the use of Task-Based Language Teaching (TBLT) and complementing it with literature and gamification. Since there is a wide range of literary works, Flannery O'Connor's short story called "A Good Man is Hard to Find" (1953) was selected because of three main reasons. Firstly, the characters' behaviors and personalities can lead to many interpretations and invite the reader to go a step further. Secondly, culture is included in that literary work as well. Students will be able to grasp the consequences of a post-war era in the characters' actions and manners. Thirdly, and not least importantly, the style with which this work was written calls for many readings since there are many meaningful messages hidden within every dialogue. Hence, students will be given a comfortable environment to communicate and interact with their classmates as participation is considered essential and more relevant than accuracy and correctness in the English language. More than that, since the lesson plan is student-centered, they will be motivated to learn as the process of reading is viewed from another angle. That is, O'Connor's short story is used as a vehicle to encourage students' interest in reading by discussing with their partners, interpreting meanings, and deciphering particular information. In short, they will discover the five main emotional components (Goleman, 1998; 2004) by reading a short story and playing games that facilitate their understanding and analysis of such work.

Ultimately, the theoretical framework will be introduced with an overview of Emotional Intelligence and its components, its effects in and towards EFL learning, and the approaches that foster emotional management. After that, the complete didactic proposal aimed at students in 3rd Year of ESO will be presented.

2. Theoretical Framework

2.1. Emotional Intelligence in Adolescents

There exists a considerable body of literature on Emotional Intelligence (EI). More than that, extensive research has been developed on EI in teenagers. The following reviewed literature is centered on teenagers in the third year of ESO since this dissertation provides a lesson plan exclusively for that educational stage. On that account, firstly a concise definition of “Emotional Intelligence” is found along the components involved. Then, the implications of EI in teenagers are discussed. Relevant issues such as relationships and academic development are addressed to understand the experience of a teenager and the importance of EI in such areas.

2.1.1. Definition and components

As mentioned previously, the first step toward the comprehension of Emotional Intelligence (EI) is to define two of the terms that are encompassed in the technical noun, emotion, and intelligence.

An emotion is the immediate reaction of the body after a person receives stimuli (Hockenbury & Hockenbury, 2007) whereas intelligence is the cognitive ability to process information. Given this circumstance, Emotional Intelligence (EI) is the skill that a person has to understand emotions and process them accurately, which is what the pioneers of EI delineated (Mayer & Salovey, 1990). There is not a fixed definition of the term as such since some authors refer to it as a set of skills while others speak of it as a set of abilities, which are not the same whatsoever. For this reason, in this present paper, EI is going to be considered, from this point forward, as a set of skills that people use to process emotions with sufficient adequacy.

Also, several contributions have been made to denote the components of EI. Mayer & Salovey (1993) present these in a four-branch model: perception of emotions, thinking while using emotions, understanding of emotions, and regulation or management of emotions. Emotional perception is, as its name clearly states, being capable of perceiving one’s and others’ emotions. Thinking or reasoning while using emotions consists of putting our emotions forward to foster critical thinking. This is, for instance, stopping ourselves to think before acting on our impulses. Emotional comprehension or understanding focuses on interpreting emotions. Since the human being itself is full of complexities, the internal world full of emotions is also as complex. Therefore, it is essential to keep a regular system to recognize and understand one’s and others’ emotions. Last but not least, there is emotional management. This is a vital aspect of EI. An emotionally intelligent person is not only capable of understanding

their emotions but can also direct them in such a way as to accomplish a healthy emotional state.

Notwithstanding, there is also a considerable body of literature that provides more options. Bisquerra (2009) argues that EI has five components, which he calls five essential tools and which are emotional conscience, emotional regulation, emotional autonomy, social competence, life skills and general well-fare abilities. Others (González & Fernández, 2007) identify six components in total: self-awareness, emotional regulation, emotional autonomy, social awareness, relationship management, and life skills and general well-fare abilities. In the present paper, we consider Daniel Goleman's classification (1998; 2004) more accurate than the previously mentioned ones.

According to Goleman (1998; 2004), EI englobes thirteen components in total, but he discriminates five main components. The reason behind the election of Goleman's classification and not others is that Goleman provides two components in one, for instance, unlike other authors. Self-awareness is the first component and it comprises the ability to recognize and understand our own emotions. Secondly, there is self-regulation, which is the ability to manage emotions to be in charge of difficult experiences. Social skills is the third component and it englobes the ability to build rapport by paying attention both to verbal and non-verbal cues other people employ. Empathy is a key component as well. A person is empathetic if they identify their own emotions first and, taking this into account, they are capable of identifying others' emotions. (Goleman, 2004). The final, but not least important, component is motivation. A person who is motivated pursues a goal and reaches their objectives because they are encouraged, stimulated or inspired. Depending on who is directed to, two types of motivation can be determined: intrapersonal motivation and interpersonal motivation, or what Gardner (2006) calls "intrapersonal intelligence" and "interpersonal intelligence". The former has to do with one's driving force, self-motivation. This is called intrinsic motivation for some (Trigueros, Aguilar-Parra, et al. 2019). But, all of the authors agree that a self-motivated person is inspired by inner rewards, not social recognition or money. The latter speaks of motivating others. An emotionally intelligent person is also skilled to push others into taking healthy decisions.

The need to delineate the concept of emotional intelligence and explain its components is essential before preceding to analyze the emotional intelligence in students in high school or Educación Secundaria Obligatoria (ESO). The reason why is that, as explained before, the

emotional domain has such complexity that if it is analyzed from the perspective of a high school student, the levels of difficulty increase. Therefore, a clear notion of EI and its components is needed. Otherwise, thorough research cannot be done.

2.1.2. Implications of the development of EI in Secondary Education (ESO)

There is a wide body of literature that investigates the effects of EI on students of ESO. They classify the implications of EI in the following spheres: studies and relationships, which play a huge role in the lives of ESO students.

A large number of existing studies in the broader literature have examined how EI affects our lives from the very first minute we are born. It is a well-known fact that people are social beings and, for that reason, if a child is taken away from his or her closest bond and even more the emotional aspect of it, the child will fail in the emotional arena. (Goleman, 2004, p.120). Therefore, when building relationships, the role that parents play, such as in their parenting style, is key to improving EI in adolescents. (Côté & Miners, 2006; Nusaibah Nur Furqani, 2020; Wapaño, 2021)

Regarding the academic dimension, although there is much evidence that consider the positive implications of emotional intelligence in high school students, this topic is still insufficiently explored. Academics such as Bisquerra agree that in ESO, not much light, if not any, is brought on Emotional Education since teachers are usually focused on teaching the programmed contents (Rocco, 2021). As said before, childhood is what marks a person's behavioral pattern in terms of emotions. Children who are emotionally intelligent are more academically successful than those who are not (Tomney et al., 2017, 7).

But, what happens when these children become adolescents and enroll in Secondary Education (ESO)? Since they do not receive adequate input on emotional intelligence, they do not identify nor manage emotions correctly, which typically ends in aggressive behavior as Bisquerra argues (Rocco, 2021). Salovey & Grewal (2005), moreover, measured the levels of EI on four branches (perceiving, using, understanding, and managing) in adolescents with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Just like Bisquerra, they found that low emotional intelligence correlates with "deviant behavior" or, in other words, destructive behavior that may lead to drug and alcohol consumption. (283)

How can this be addressed? Many authors agree on the teachers' and educators' impact when dealing with EI in high school. Both Downey et al., (2008) and Davis & Humphrey

(2012) coincide on the effect that EI has in high school. If students are exposed to it, either with speeches on EI or EI-oriented assignments, they would gain more awareness of the topic and even practice strategies to increase their EI levels. (Nusaibah Nur Furqani, 2020, 279).

In another study (Esnaola et al. 2017) conducted in a Spanish Secondary School and Baccalaureate, researchers add that EI in adolescents depends on their environment, whether it is family or friends, life experiences, or education, agreeing, thus, with the previously mentioned authors. Nonetheless, another Spanish investigation (Guerra-Bustamante et al. 2019) proves that too much exposition on emotions is accompanied by rather opposite outcomes. By analyzing three emotional dimensions, which are attention, clarity and repair, and three levels of happiness (low, medium and high), in adolescents of ESO, the authors found two important results. First, emotional clarity, which is the comprehension of emotions, and emotional repair, which is the management of those emotions, have a meaningful impact on adolescents. When they are adequately acquired, adolescents are happier, but when the levels decrease, they are found to face discomfort (8). Second, emotional attention, by contrast, may be related to unhappiness because of the simple fact that being continually exposed to emotions can bring uneasiness and misinterpretations. What these authors recommend is to find a “balance between the quantity and intensity of pleasant/unpleasant” (8).

Everything being considered, ESO students should know the implications of EI in their lives. More than that, it is also the educators’ responsibility to spread awareness on the topic. By educators we mean not only teachers and professors, but parents, families or legal representatives. Apart from the adolescents’ willingness or obligation to learn, it is the society that marks an important difference in the adolescents’ emotional development. If a teenager is adequately informed about how to identify, understand and manage their emotions, the teenager will have an excellent range of resources to live comfortably instead of being disinformed and engaging in self-destructive behavior.

2.2. Emotions In and Towards EFL

English as a Foreign Language (EFL) is studied by non-native speakers in countries such as Spain, where English is not the official language. Now, the interesting aspect of teaching and learning English, or a language in general, is that one can learn and cover as many topics as one wants since it is not reduced to one subject in particular. In the EFL classroom, students can improve their level and control of the English language while working with emotions. It is not an essential aspect of learning English, but rather an important part of it.

By contrast, this dissertation finds the need to make an essential distinction since the emotions these students learn in the classroom may or may not correspond to the emotions they feel toward English Language Learning, which is why this section is divided into two parts. For instance, a learner can acquire terminology to express joy in one session. In the next session, that learner works with the opposite emotion, despair for instance. Progressively, this learner acquires language related to emotions in the English language and builds control of the emotional domain, which doesn't necessarily mean that he or she would experience the same emotions toward EFL. That is, learning the English language can trigger negative emotions no matter the reason (disliking the language, being demotivated to learn, low self-esteem when communicating with others, etc.). While the learner can acquire vocabulary related to happiness in English, that same learner can feel sadness towards it since they cannot master adequate discrimination between words, for example, as seen in the next section.

2.2.1. The Presence of Emotions In EFL

What role do emotions play in learning a language? Recent research suggests that emotional skills significantly alter one's development. Since learning a language mostly takes place in an academic environment, emotions are usually forgotten, paying more attention to the theoretical aspects as Bisquerra defended (Rocco, 2021). Authors such as Aki (2006) go even further and argue that "comprehending and managing emotions are more important in language learning than possessing high intelligence values" (Abdolrezaipoor, 2013, 332). One way or another, therefore, it is an undeniable fact that emotions are more present than ever before.

Both positive emotions such as motivation, enjoyment and empathy, and negative emotions like fear, anger or pain exist within EFL learners (Abdolrezaipoor, 2013; Pishghadam et al., 2016; Zhang, 2021). However, if an emotion is triggered and a person does not have the resources to neither understand nor manage it, that person's language learning experience will most likely be affected. Abdolrezaipoor's study (2013) compared the effect of emotions in the writing performance of two EFL learner groups. The control group did not receive any input regarding emotional content, but the experimental group did. The findings reveal that using strategies to reinforce EI levels positively transform the writing performance of the learners in terms of the intra and interpersonal aspects. In fact, some of the learners expressed their astonishment and curiosity towards the results because they were not exposed to emotions in class before, confirming, thus, Bisquerra's arguments.

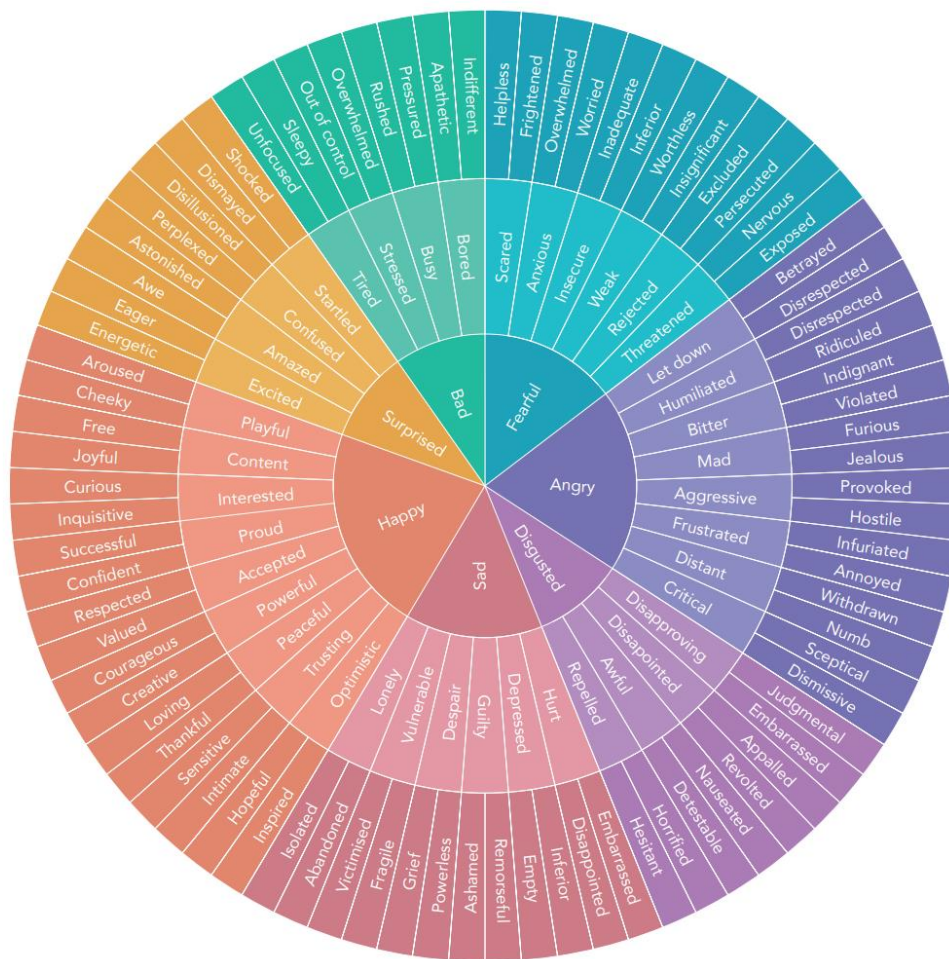
Motivation is also a key part in learning a language. Pishghadam et. al (2016) and Zhang (2021) further develop the idea and present the concept of achievement emotions or academic emotions. That is, a learner achieves an academic goal and that process is strongly linked with emotions. Both authors speak of self-esteem, self-confidence, empathy, fear, anger or sadness, all of which EFL learners feel when learning a language. Moreover, they also agree on the need to provide learners with enough resources so as to guarantee a correcting emotional identification and management either by communicating, collaborating with others or interacting with the senses. Regarding the latter, researchers such as Pi et al. (2023) support the idea of acquiring a foreign language through instructional videos. They do not refer not only to using instructional videos but complementing them with cues such as coloring, highlighting or arrows. This can be introduced since early childhood according to Tominey et al. (2017), by working with a “mood meter” that has colors representing the emotions. Depending on one’s mood, the emotions will vary just like the colors. Now, this does not mean that adults cannot use this strategy because it’s for children. It is the opposite, in fact. Non-verbal cues such as colors or arrows help us visualize and straightforwardly represent complex messages. Moreover, if we are in an EFL environment, where expressing an emotion in another language seems a demanding task, portraying it with such cues can be quite helpful not only to identify emotions, but to learn emotional language.

A great number of studies, therefore, coincide on the presence of emotions in EFL. More than that, there is a considerable amount of lesson plans focused on building Emotional Intelligence. Either with the use of flashcards, asking questions, mindfulness, reading literature or deep listening, EFL learners can acquire knowledge about the emotional dimension.

Another way of navigating emotions is with the help of the emotional wheel. The emotions that are seen in education are usually the five basic emotions: sadness, anger, happiness, disgust and fear. However, there are many more emotions, over 34.000 (Plutchik, 2001), that we experience and if we do not know how to identify them, we may feel confused or uncertain. For that reason, the emotion wheel had been developed. It is a psychological tool that helps us to identify our emotions and solve internal conflicts that deal with the emotional dimension.

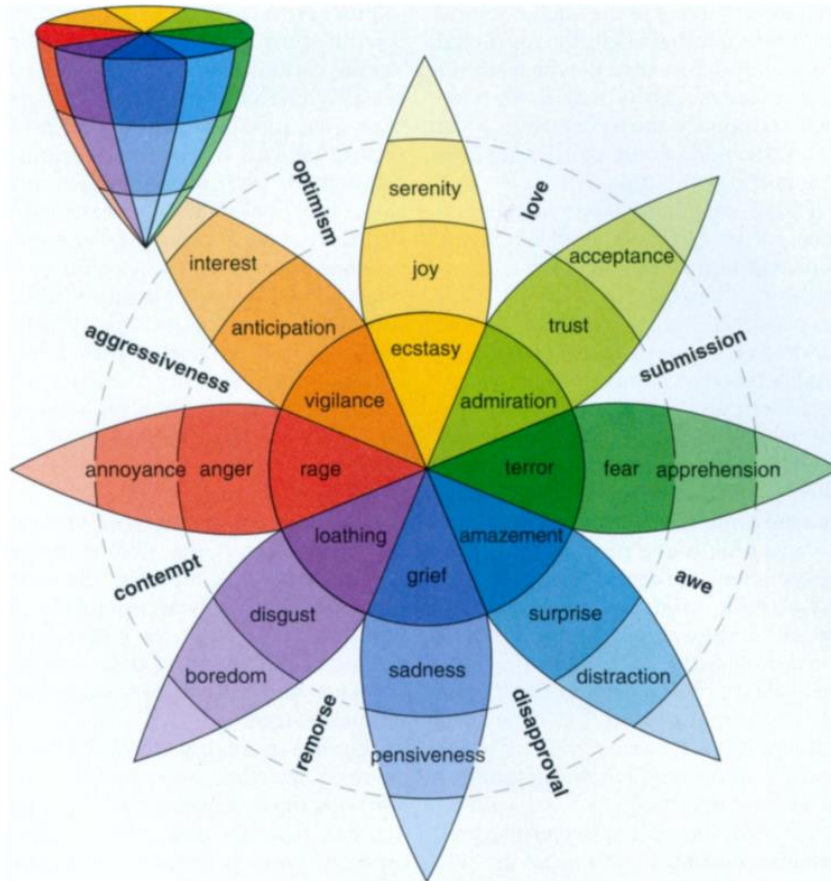
There are many variations of the emotion wheel. Gloria Wilcox (1982) was said to be the original developer of this tool. She presents the wheel with 7 primary emotions that can be found in the center. They are placed in such a way that they place the opposite emotions. That

is, if we found ourselves to be happy or joyful, the opposite emotion is sad. As we move to the outer edges, we can come to more precise and concrete emotions.



The Feeling Wheel (Wilcox, 1982)

Robert Plutchik (2001), on the other hand, represents the wheel in a flower-shaped diagram with “eight basic bipolar emotions: joy versus sorrow, anger versus fear, acceptance versus disgust and surprise versus expectancy” (p. 349). The wheel is designed not only in a two-dimensional model, but also in a three-dimensional model with a cone-like representation. In other words, from the top to the tip of the cone indicates the level of emotional intensity whereas on the surface, the circle/flower-shaped diagram indicates the level of similarity between the emotions.



The Emotion Wheel (Plutchik, 2001, p. 349)

The models are different in the sense that Wilcox provides a wider range of emotions while Plutchik's wheel is reduced. Nevertheless, both authors share a common feature: the color palettes. It has already been stated above the importance of non-verbal cues such as colors since they come directly through our senses and trigger specific emotions. That is why both Wilcox and Plutchik use the color palette. Emotions that are usually labeled as "negative" are identified with darker colors whereas positive emotions are related to brighter and cheerful colors. This is a strategy psychological studies and investigators use to improve our understanding our emotions and apply it daily.

Concerning education, EFL learners' vocabulary is usually fixed in the basic or primary emotions and does not go beyond. They might find difficulties to express themselves as a consequence. Hence, using the emotion wheel will serve as a significant benefit for them because it not only provides emotional knowledge, but also helps to manage conflict, both internal and external, and find emotional balance.

2.2.2. Enhancement of Positive Attitudes Towards EFL

As said before, students can feel some emotions in the EFL classroom that may not coincide with the ones towards it. What are the emotions that learning English triggers in students? Do they only feel negative emotions? Or, are there positive emotions as well?

Pishghadam et al. (2016) asked 308 EFL learners to take a questionnaire so as to know their perspective on the emotional dimension in the EFL context since they consider that the four English skills haven't gained much attention. The results were very interesting since students recalled experiencing anxiety over all the language skills, but the skills that triggered negative emotions were listening and writing. "Listening [...] involves discriminating between unfamiliar sounds, understanding the meaning of words, and interpreting stress and intonation as well as the meaning in the immediate and sociocultural environment (Vandergrift, 1999)" (p. 519). Therefore, the student might feel angry or hopeless if they do not grasp what he or she is hearing.

More than that, if the student is asked to report what he or she has heard, emotions of hopelessness, shame or fear to make mistakes arise. (p. 520) EFL learners also think that listening is a boring skill (p. 520) since it usually comes with traditional tasks such as filling-the-gaps activities or multiple-choice questionnaires. Even though it is the first skill that human beings naturally develop when learning a language, it only occupies 45 percent of the time we spend when communicating with others (Hedge, 2000). Consequently, it can seem a more mechanical skill. Writing is also linked with negative emotions since in academic contexts it is normally directed towards an individual task, not a collaborative one. "There is little mutual engagement in writing [...] EFL learners need to do the writing tasks on their own" (p. 521).

In contrast, "feelings of enjoyment and pride are mostly triggered by the speaking skill" (p. 520). Perhaps, it is because it's an everyday act and we are used to it. As Aristotle said "Man is by nature a social animal" and what social animals do is to communicate with each other, speak that is. The researchers argue, however, that it is most likely related to the interest of EFL learners in that skill in comparison to other skills. The more interest students have, the higher will their enjoyment levels be when speaking. Besides, errors in oral communication are regarded as natural and non-determining of one's level of the English language, which might have also influenced students' answers.

Reading, unlike the other skills, was considered as a "neutral skill" (p. 520) because it wasn't related neither to positive nor negative emotions. However, Moore (1993) argued that

science students did think that reading was boring (negative emotion). Of course, it depends on one's interest in what to read, but most people frequently view reading as a very time-consuming activity since one not only comprehends the language but also decodes the information, which can lead to boredom at the end.

Some strategies such as the ones proposed by Lazar (1993) help make the reading task a more attractive one for students. The author presents activities divided in three times of the reading process. Pre-reading activities include, for instance, predicting the plot or what the text is going to be about just by reading the title or the first paragraph. While-reading activities are designed to help students understand the content, whether it is giving scrambled sentences and students have to order them or writing references for characters as if they were job applicants. Post-reading activities englobe decoding what students have read such as writing diary entries describing an event or rewriting the story's end.

Tsiplakides & Keramida (2010) focus on positive attitudes and suggest a variety of approaches to promote that optimism in EFL contexts. They provide an interesting view in terms of that aspect. That is, the teacher is a role model and, for that reason, he or she has a great responsibility when working with students' emotions. According to the Greek authors, a teacher should provide appropriate feedback, help and facilitate learning instead of criticizing, and build a favorable environment to teach and learn. However, positivism has to be regulated. That is, "praise" is not always necessary, but it has to be managed. If students are constantly said how good they are, they may end up depending on that overly-positive feedback, which can turn into the completely opposite outcome.

Furthermore, the teacher is not always the center of the lessons, but the students themselves. By collaborating with each other -"equals", students can develop a better understanding of emotions and master their EI. Las but not least, they emphasize on the importance of the physical environment. If a classroom has dull colors (Chang et al. 2018) and does not have any material to interact with, students are more prone to be triggered by negative emotions. On the contrary, if the classroom has posters, boards or areas to move freely, students will be stimulated and activated to learn.

Everything considered, it is not always the students' concern to prove a positive attitude, but it also relies on the environment, being the professor or teacher, the classroom, high school or society. Equilibrium has to be found to weigh emotions in proportion and facilitate students' academic and personal achievement.

2.3. Methods that foster emotional management and help to improve the attitudes of learners towards EFL

The term “method” has been attracting widespread interest due to the increasing changes in the curriculum. A method englobes the principles used by a teacher to promote language learning. What is more, depending on the subject matter, the context of the learners or their different learning styles, the method to be used will vary. In fact, these variations can be seen since the 1800s. For years, the teaching method was teacher-centered. That is, the teacher facilitates content to be learned and students acquire knowledge. This can be seen in the Grammar-Translation Method or the Direct Method, for instance. However, the effectiveness of these methods started to decrease just as the learners’ needs changed. In other words, language learning became to be focused on the students’ experiences. But what are the methods that facilitate emotional education in EFL? In the following sections, this paper discusses three instances of teaching methods that impact emotional management in the classroom.

2.3.1. Communicative Language Teaching (CLT)

CLT, also known as the Communicative Approach, puts the emphasis on enhancing the communicative competence of the learners while using meaningful language. (Savignon, 1987) That is to say, learners are the center of their own learning experience; they build their knowledge in the English language as they negotiate meaning in their interactions. Students need purpose in their process of learning an EFL.

No matter how much effort is put into doing exercises that "con- textualize" discrete points of sentence-level gram- mar-things like verb endings, use of prepositions, and position of adjectives, etc.-successful completion of such exercises is no substitute for real language use. (Savignon, 1987, p. 238)

Savignon also adds that the more exposed learners are to the language, the more fluent will they be in such language, which is what the input hypothesis by Krashen refers to as well. EFL students need to hear “Can you explain that again?” or “I didn’t understand, would you mind repeating?” to produce real language instead of completing fill-in-the-gaps activities continuously.

Taking this as a basis, CLT provides a non-judgmental environment for students to learn the English language and, thus, avoids triggering negative emotions towards EFL. Since they are welcomed to ask or request anything they consider necessary without minding their

mistakes, they would feel that language learning is a natural process. “Many of the learner dialogues recorded in accounts of community language learning have to do with the feelings of inadequacy and apprehension that participants experience as they use the second language to communicate.” (Savignon, 1987, p. 239) For this, Savignon offers many activities to implement this approach such as making recipes, coaching or being coached in different sports, using any materials that students can play with. Or, providing techniques such as “My Language is Me”, which invites the learners to express themselves and what they feel while learning the language, and “You Be, I’ll Be: Theatre Arts”, which is closely related to role-playing. The author also underlines the importance of using English outside or beyond the classroom, formally known as Extramural English (EE). Learners’ competence and or interest towards the English language should not stay only in the classroom, but also outside it. This can be done by asking students to bring advertisements in the local newspapers or making group projects about their surrounding shops to discuss the prices. In short, as long as there is a real use of the language, student participation and motivation can be guaranteed.

In the case of teaching and learning emotions, some studies describe the impact of CLT in students’ emotions and, thus, their performance. For instance, although done with university students, Wardana et al. (2022) collected data from questionnaires in which they analyze the effect of communicative approaches on learners’ performance. The findings reveal that the more communicative approaches teachers use, the less percentage of depressed students will be. In fact, the approach “helped to maintain positive academic emotions because the learning activities spread student-centered philosophy.” (p. 1086) By academic emotions they refer to learning intention, self-encouragement and motivation. In this way, the higher their motivation was, for instance, the better their achievements. What is more, the aforementioned studies (Pishghadam et al., 2016) prove that activities requiring the use of the speaking skill, which is central in CLT, are the ones students enjoy the most.

2.3.2. Task-Based Language Teaching (TBLT)

TBLT is commonly known as a method in which the planning and design of the materials to work with are based on doing tasks. Many authors argue that there is a typology of such tasks: target tasks or pedagogic tasks. Long (1985) defines a target task as completing a real-life activity. For example, making an airline reservation or taking a driving test. (Nunan, 2004, 2). Pedagogic tasks, on the other hand, are, according to Richards et al. (1986), activities that act out as a response when comprehending the language. In the case of the airline reservation, a pedagogic task would be listening to an audio of a person making such a

reservation and following those commands. (Nunan, 2004, 2). The difference between both tasks relies on the academic context. The former, in its majority, comprises non-linguistic activities whereas the latter is linguistic in nature. The focus on pedagogic tasks is on the meaning, not on form. Learners produce language in such tasks without worrying about the accuracy in that language, without being distracted of making mistakes.

Moreover, in TBLT, students are the protagonists of their learning experience. They are conscious of what they have learned and what they are going to learn. Also, they are motivated to do the required tasks and are aware that they can be applied to a context outside of the classroom. That is, language does not stay in the academic environment, but can also be useful in real-life situations.

How does EI play a role in this method? Employing communication. TBLT provides a reason for learners to use meaningful learning. That is, to promote critical thinking, compare ideas with prior knowledge or apply them to new contexts, which are necessary to work with emotions in EFL.

Since the emotional arena is complex in itself, TBLT encourages the learner to look for intrinsic motivations. In other words, not only to master the proficiency of emotional knowledge, but rather apply it to our own identity, to learn how to be self-aware and how to self-regulate. With TBLT, the teacher can design tasks in such a way that students identify their own weak and strong emotional points, their capability to adapt, and their consciousness of their own emotions. Self-assessment questionnaires are a great start to become aware of this component of EI. With questions such as what are my qualities, what are the aspects of my persona that need improvement, what can I do to strengthen those positive features and what can I do to transform the negative aspects into favorable ones. With this, we facilitate the learner to become responsible of their actions and accept their own emotions. Self-regulation is also promoted by TBLT. Tasks based around the adequate expression of emotions, the tolerance of personal frustrations or concerns, or the development of coping skills can also take place thanks to TBLT. For instance, a task in which the learners are presented with a problem that triggers emotional frustrations. In this way, they are put in such a context that they need to select certain coping strategies to give a resolution to that problem.

Further, it is useful to expand motivation. Belbin proposed a technical tool for this, which is closely linked with one of the key features of TBLT, cooperative work, and also with one of Goleman's EI component, social skills. Belbin and her team found that when a project

in groups takes place, each member of those groups develops a specific role depending on their contributions. They distinguished up to 9 roles in their study (Pérez et al. 2011, 128-129):

- the one who coordinates; confident and responsible for making decisions;
- the one who unites, collaborative and responsible for preventing conflicts;
- the one who monitors or assesses, discerning and responsible for evaluating all the options;
- the one who implements, disciplined and responsible for giving life to the ideas;
- the one who finishes, anxious and responsible for doing the tasks before a given deadline;
- the one who challenges, dynamic and responsible for working well under pressure;
- the one who investigates, communicative and responsible for encouraging new opportunities by establishing contacts;
- the one who generates, dedicated and responsible for making innovative ideas and giving solutions to difficult problems;
- the one who specializes, selective and responsible for spreading specific knowledge.

Taking this into account and transferring it in the EFL classroom, emotional management can take place by working in groups, either by making the above-mentioned roles explicit and each student has one, or by doing a task and taking note of what role does each student has. With this, the teacher boosts motivation by enabling learners to work with their classmates, who are equal to each other. This has an impact on emotional education because it is not the same when students interact with the teacher than when they do with their partners. Emotional management can increase because learners help each other and they build their unique language to understand each other.

2.3.3. Suggestopedia

According to the theory developed by Georgi Lozanov, suggestopedia, as its name states, implies making a classroom environment such that students feel comfortable and, therefore, more prone to acquire knowledge. Instead of learning in the standard or traditional way, the teacher reads extracts of texts in the target language and students listen while soft music plays in the background (Richards & Rodgers, 2001, 100). How the classroom is set is also important. Just as the theories of the previously mentioned authors stated, wall colors and not overloaded rooms trigger one behavior or another. (Tsiplakides & Keramida, 2010; Chang

et al. 2018). More than that, this method implies the use of gestures and dramatic non-verbal communication, which is closely related to role-plays.

Given this, suggestopedia prevents any negative emotions towards EFL since students experience language learning pleasantly; they are drawn by the gestures and other performances in such a way that they forget they are even learning and create a comforting atmosphere. Intonation is also a key aspect to awaken students' interest. "Words [...] are first presented in a normal tone, then in a whisper, then in a loud voice". (Lehr, 1987, p. 780). Despite the fact that the method was successful with elementary school children, more specifically with students who had problems with emotions or self-esteem as Taylor claims (Lehr, 1987, p. 780), this method can be applied to any student in any given educational stage since its goal is to reject barriers and build confidence to learn.

Although the method concerns mainly with listening activities, it can also arise in role-plays, as said before. During listening tasks,

Learners must not try figure out, manipulate, or study the material presented but must maintain a pseudo-passive state, in which the material rolls over and through them. [...] This is accomplished [...] in part by giving themselves over to activities and techniques designed to help them regain self-confidence, spontaneity, and receptivity of the child. Such activities include role playing, games, songs and gymnastic exercises (Bancroft 1972:19) (Richards & Rodgers, 2001, 103-104)

That is to say, emotions, either being explicitly or implicitly present, help learners to acquire language. A role-play is any speaking activity that requires decontextualization or, in other words, to put oneself in another situation. If a deeper look is taken into this, one can connect role-plays with the use of empathy, one of Goleman's EI components. This can help with emotional management. The fact that we have to manage our own emotions sounds time-consuming, which could be why many people avoid the task. However, it seems more appealing to be in someone else's shoes since we do not have to take responsibility for our own actions, but rather identify other people's emotions.

The teacher's responsibility in this method is essential as well. If students observe that the teacher reduces the importance of mistakes, which are considered barriers for them, and allows them to enjoy learning naturally and effortlessly (Larsen-Freeman, 1987), their participation will grow. Each student has a level and rhythm of learning a language and, for that reason, the teacher should facilitate their learning process by not calling attention on errors, and instead providing a natural and supportive setting. "Teachers need not only to be teaching

the language, but also working with their students to help them overcome any affective blocks that would impede their learning.” (Larsen-Freeman, 1987, p. 65)

2.3.4. Gamification

According to Willig et al. (2021), “gamification is the application of game design elements in any nongame contexts, such as a learning activity or course, facilitating the achievement of learning objectives and enhancing learner engagement” (p. 1)

The authors also add that gamification is related to motivation, more specifically intrinsic motivation, coinciding, thus, with TBLT. They further develop this idea by arguing that intrinsic motivation can be assessed thanks to tools that gamification uses such as setting goals, controlling learners and engagement. (p. 5) In other words, what games have are rewards, either in the form of scoreboards, badges, or other types of prizes, to attract the person who is playing. This can be applied in the classroom, more specifically in EFL and emotional education. Researchers such as Zhang & Hasim (2023) found the benefits of using it: improving language skills, having a positive effect on emotional responses or improving comprehensive competence. Notwithstanding, the drawbacks also have to be taken into account. Gamification can lead to dependence and create risks such as competitiveness or rivalry if not managed successfully. For this reason, when applied to EFL, activities that involve gamification must be designed thoroughly to avoid an undesired outcome (e.g., destructive behavior).

Games can be practiced in the classroom either with analogical materials or digital ones. Starting with the first type, using everyday school materials such as books, notebooks and writing utensils, emotions in EFL can be learned. For instance, using flashcards, worksheets or board games, students can learn emotional language effectively and dynamically.

The teacher can design a game by using a certain digital tool. For example, selecting specific movie extracts, students can identify emotions and provide strategies to overcome a worry that the main character has. Or, emotional learning can also be seen in non-game contexts. That is, without relying to digital life-worlds, the teacher selects a pattern that digital games use to promote learning. According to Hromek & Roffey (2009), circle time and therapeutic board games are beneficial tools to improve social and emotional learning (SEL). In the case of the former, activities are arranged so that students cooperate in groups while they engage in an interaction “based on the principles of democracy, inclusion, respect and safety” (p. 10). Emotions are presented in activities where students discuss what affects them as a group and where teachers learn how to intervene if conflict-solving is needed. In the case of

the latter, the game is presented with boards or cards and with the help of a peer that has a good management of social skills. Learners reflect on emotional matters in three levels depending on their actions: skill-element level where they practice emotional skills, interactional level where they need to face certain emotions and regulate them, and mediated level where facilitators (peers with good social skills) help learners to come up with solutions or strategies.

With respect to the second type, there are numerous apps designed for emotion learning. Zhang & Hasim (2023) used Duolingo, for instance. The aforementioned social aspect is also supported by Fischer & Barabach (2020). Games such as Bridge, Domino or Poker, or World Without Oil foster emotional learning with teamwork enhancing, thus, social skills and emotions related to problem-solving. They also link self-awareness and empathy with creativity in games such as Act It Out, in which learners write a script and act it out in a video. Digital games also offer decision-making. Each player interacts with the character and can have different endings depending on their decisions. This allows to engage with a variety of emotions, from happiness and joy to anger and sadness, which happens in cases like Beyond: Two Souls, Until Dawn, Life is Strange or Detroit: Become Human (Lavigne, 2018), or with specific emotions such as empathy while playing Crystals of Kaydor (Kral et. al, 2018). However, with the advancements of technology, there are and will be many more to discover.

With games, more than that, EFL learners do not feel like learning as such, but playing, which is also what Suggestopedia finds. According to Fischer & Barabach (2020), “It (gamification) encourages experimentation and permits trial and error”. (p. 93) That is, by having one’s mind on completing a goal in a game, the student will only focus on that, rather than worrying about language production or accuracy.

3. Lesson Plan: *Discovering Emotions with Conversations*

“Discovering Emotions with Conversations” is a didactic proposal that aims to use literature and culture as a vehicle to promote English language learning as well as to guide students to develop their Emotional Intelligence (EI) in the 3rd Year of ESO. As the Spanish curricula specifies, EFL teaching and learning must adapt to demands such as educating individuals in a way that it enhances both their communicative and intercultural competences. This is one of the reasons why literature, specifically “A Good Man is Hard to Find” by Flannery O’Connor, was chosen. It motivates students towards reading and discovering knowledge about the Southern Gothic. The story is full with different twists and events that change the flow of it, which increases the interest of the reader. More than that, it speaks of the

repressions of the 50's South such as racism and slavery, which promotes critical thinking of culture and the overall sense of alienation. Last but not least, it is short in length, which will immediately draw students' attention. More than that. By the end of the didactic unit, students will have to elaborate a final task in which they will demonstrate their knowledge on the topics aforementioned.

3.1. Curricular Elements

The current educational legislation, Ley Orgánica 3/2020 por la que se Modifica la Ley Orgánica 2/2006 de Educación (LOMLOE), introduces the following changes, or curricular elements, about the previous legislation, Ley Orgánica de Educación, and which can be found identified in the Appendix. To delineate these differences is considered necessary since it can be helpful to comprehend the planning and design of the lesson plan.

The first element that changed was the attainment target. It makes reference to what key competences students need to achieve in their academic stage. To specify the key competences, there are a set of operational descriptors that contextualize and define the learners' academic, personal and social development.

The key competences have also changed. That is, the previous legislation included basic competences, whereas LOMLOE identifies key competences. According to the law, these competences are key to guaranteeing academic achievement. No competence has more importance than another, but rather each and every single competence is equally integrated and interrelated in every subject.

The next elements that changed as well were the specific competences. These are connected to the key competences and the operational descriptors. Each specific competence describes what the student needs to do in each activity, task, or lesson.

What is also new is the assessment criteria, which is extracted from a specific competence and which indicate the level of achievement that is expected of each student. For instance, in the English language, the student has to comply with the first specific competence, to comprehend and interpret the relevant ideas of a text. The first assessment criterion that corresponds to that specific competence is to extract and analyze the main ideas of oral or written texts.

Learning standards are now called achievement indicators. These come from assessment criteria and are unique to each lesson plan. Achievement indicators show the level

of development of each assessment criterion. They are especially useful to design rubrics, such as the one present in the Appendix.

Finally, not yet importantly, learning situations are what complete the changes in the curricula. These serve as a context or motivation for students to do the activities. For instance, EFL learners can elaborate on a written text of 100 words by giving their opinion on how food has become more expensive after the pandemic. Notwithstanding, this would not have an impact on their learning. Instead, they can elaborate an interview in groups outside the classroom by asking local people for their opinions about such topic. The change is subtle, but very influential in their learning process because they not only collaborate with their classmates, but they will learn the real use of the English language other than the academic one.

3.2. Contextualization

The elaboration of the present lesson plan required to follow the current educational legislation, Ley Orgánica 3/2020 por la que se Modifica la Ley Orgánica 2/2006 de Educación (LOMLOE) that is. The Spanish legal framework, moreover, can be distinguished in particular levels of specificity that separate the state-level law to the high school's norms.

In the first level of curricular organization, three more specific levels can be found. The first one is the SUPRA level, in which the Common European Framework of Languages (CEFR) is based. This document was not essential in the design of the lesson plan, but it was beneficial to evaluate what to incorporate in the activities according to the level of the students. More than that, it was also useful in terms of the cultural aspect of learning a language. Since this lesson plan integrates cultural knowledge and reflection, the CEFR helped assess what needed to be explored.

The MACRO level focuses on the laws found at the national and regional levels. That is, this lesson plan is intended to be implemented for students of the 3rd Year of Educación Secundaria Obligatoria (ESO) or Secondary Education. The law the MACRO level provides in this case was the Real Decreto 217/2022 because it states, in Article 7, the main objectives that students living in Spain and studying in that stage have to meet. Concerning the regional level (MESO level), since this lesson plan is meant to be conducted in a high school located in Valladolid, the law that to be consulted has been the Decreto 39/2022. This law has not been the most used one since it englobes the specificity of each level in terms of key and specific

competences, contents, assessment criteria, operational descriptors and cross-curricular contents.

With respect to the second level of curricular organization, there are more documents needed to be taken into account. This lesson plan is a proposal and has not been carried out in any real high-school. Otherwise, the Educational Project also known as Proyecto Educativo del Centro (PEC) and the Internal Regulations or Reglamento de Régimen Interno (RRI) have to be checked and can be found in the MICRO level.

Finally, the third level of curricular organization presents the design of lesson plans such as the present one. This level is also known as NANO since the responsibility of the elaboration of the lesson plan relies on the teacher in charge.

With regards to the lesson plan, it has been titled “Discovering Emotions with Conversations”. It is designed to be implemented in a public high school of Valladolid located in a neighborhood with middle-class inhabitants. This means that the students can have access to adequate and updated electronic devices for students since the use of ICTs and gamification are essential. It will be carried out on Wednesdays, Thursdays, and Fridays since the number of teaching hours for English as a Foreign Language in the 3rd Year of ESO is 3 hours a week as part of the school’s “Shaping Our Well-Being” (SOW) project. Therefore, the lesson plan will last 10 50-minute sessions in total. The lesson plan itself is thought to be implemented between February and March to timely deliver the projects since on March 20th the International Day of Happiness and Well-Being is celebrated and the high school is strongly devoted in promoting consciousness among its members. Students, moreover, will have gained the necessary knowledge regarding the English language to develop their final projects.

It is planned for a group of 20 students with an average age of 14-15 years old belonging to the 3rd Year of Secondary Education (ESO). This class does not have any students with specific needs, neither ACNEAE nor ACNEE. Otherwise, the activities can be adapted to feed their needs and ensure they follow the lessons in the same way as their partners. Moreover, students are expected to have a suitable level and control of the English language. In case any learner does not seem to engage in the lessons correctly, some strategies can be carried out so that they do not miss any of the contents.

The classroom is equipped with essential electronic devices such as a computer, a SmartBoard and an Internet connection, which are of great advantage for the development of the lessons. The high school is also equipped with the necessary devices in the IT room since

students need to elaborate their final project there. As for the distribution of the seats, students need to sit in groups of 4 to provide and guarantee better means of student-student and student-teacher interaction whenever it is necessary. Otherwise, they would sit in pairs and link the seats if teamwork is needed.

Everything considered, the present lesson plan has three main aims: a) to introduce students to the Southern Gothic genre, so as to raise awareness since it is not always dealt with in literature, b) to provide learners with innovative ways of elaborating projects as well as to promote communication in the English language. Therefore, language, culture and gamification, both in digital and non-digital forms, are brought together to shape this lesson plan. And, c) to increase student knowledge of emotions by offering them activities that require introspection, reflection and collaboration with others.

3.3. Objectives

This lesson plan seeks to support learners to achieve five of the twelve stage objectives¹ according to the educational framework, specifically to the Real Decreto 217/2022, as can be seen in the following table.

Stage Objectives
b) To develop and reinforce habits of discipline, studying, individual and team work as a necessary condition for the effective realization of learning tasks and as means of personal growth.
d) To strengthen their affective abilities in every field of the personality and in their relationships with other people as well as to reject violence, prejudices of any kind, sexist behavior and to find a peaceful solution to the conflicts.
e) To develop basic skills in the usage of information sources to acquire new knowledge with critical sense. To develop basic technological competences and get an advanced ethic reflection of its functioning and usage.
i) To properly comprehend and express themselves in one or more foreign languages.
j) To know, value and respect basic aspects of their own and others' culture and history as well as of the artistic and cultural heritage.

Table 1. Stage objectives of the Lesson Plan. Extracted and translated from Article 7 of Real Decreto 217/2022, pp. 8-9.

This didactic unit does not only focus on the learning of English as a Foreign Language, but also on the development of cultural knowledge. That is, students are going to learn English with the use of literature, particularly with O'Connor's "A Good Man is Hard to Find", in

¹ Translated from the original version found in Article 7 of Real Decreto 217/2022, pp. 8-9.

which features such as slavery, alienation and repressed emotions of Southern society prevail. More than that, students are going to be in continuous contact with technological tools, whether that is Padlet, Mentimeter, Webador, or a podcast. Since they live in a digital world, the best way to rise student participation towards EFL learning is bringing that world inside the classroom with the use of ICTs. Last but not least, they will develop and enhance their learning process with autonomous and group work. In other words, it is considered that cooperating with others is very beneficial to motivate learners since they work together, as equal partners and meet or face some challenges. But individual thinking and effort is quite necessary and equally important as well. Therefore, the lesson plan was designed to find a balanced arrangement of the tasks to avoid dependence on one of the ways of working.

3.4. Key Competences

As established by Decreto 39/2022, the objective is that students fully acquire the competences needed to develop their growth. For this lesson plan specifically, three key competences were considered in order to plan and design the sessions.

In the first place, there is the linguistic communication competence. Students will not only be able to interpret oral and written texts in oral or written form, but they will also be capable of interacting with others to perform such task. This is integrated in the lesson plan using techniques such as brainstorming, discussing in small groups, and later on sharing with the whole group, reflecting their opinions in written texts, etc. Nevertheless, learners have to interact with each other in a foreign language, English that is. For this reason, the sessions are designed in such a way they feel comfortable to speak and communicate with their classmates without fear of any kind. In other words, as tasks are completed, students will start realizing that accuracy does not predominate, but rather their willingness to communicate.

Digital competence is also present in this lesson plan because from the beginning to the end of the sessions, students will be able to improve their understanding of the digital world while learning the English language. The final task they are required to complete and elaborate is also a digital program. However, this does not mean they would only use electronic devices and tools. As mentioned before, techniques that are provided by games would be of great use when designing the activities and, thus, increase student motivation.

Finally, not least importantly, personal and social competence plays a key role in this lesson plan as well. Students develop their interaction and conflict or problem-solving with their classmates while doing the tasks, which makes them improve their social skills. More

than that, they need to collaborate with all that it takes: being empathetic, listening actively, sharing opinions, making constructive criticisms, motivating their partners, etc. This is applied to their surroundings, the society of today that is. However, they will also be able to learn about the Southern mindset and post-war Georgia setting that O'Connor presents in her short story with the duality of good vs. evil, politeness, family, or even deeper meanings and messages her work suggests such as religious beliefs, manipulation, repressed emotions of the past, slavery, etc.

3.5. Contents

The subject contents explained afterward were selected from Decreto 39/2022, in which there is presented a clear distinction between three types: section A which includes communication-related contents; section B which includes plurilingualism-related contents; section C which includes interculturalism-related contents.

Section A covers contents not only of comprehension and production in the English language but also on searching and managing information. From this section, only three contents were extracted and which are A1, A8 and A14. Starting with the former, in order to do the tasks, students need to cope with and use their strategic competencies to comprehend and produce oral and written texts. A8 alludes to the admission of errors as an essential part of the learning process. This was key in the design and planning of the lesson plan. Students are constantly under pressure in the academic context and if performing a task in a language that is not their mother tongue, that stressful state of mind increases. Therefore, errors were not considered as such, but rather as opportunities because they stimulate the learner to generate new responses and inform the teacher to where to focus on while teaching. The content A14 makes reference to the tools, both analogical and digital, used for oral and written comprehension and production. That is, learners are going to acquire knowledge not only through digital tools such as the ones mentioned before and in the session charts, but also applying analogical methods and techniques.

Section B shows the contents related to the capacity of a learner to make connections between their mother tongue and a foreign language with the purpose of facilitating the learning of a foreign language. In this case, only content B1 was used, which refers to the strategies that learners have to make use of to perform a communicative task no matter the limitations they have on that language. This is highly connected with the content A8; students have to be allowed to make as many mistakes as they can to be able to interact in the foreign language. In

this process, the mother tongue can also have an influence because of the language contact phenomena. Hence, B1 is important because if two languages interact and facilitate the acquisition of knowledge in English, the learners will be encouraged and driven to participate and communicate.

Section C incorporates contents associated with the use of culture to reach personal and education enrichment. The lesson plan integrates this by using the content C4, which comprehends the use of literary works that reflect the culture of a certain country or region. In this case, students will learn about the Southern culture and the symbolism presented in “A Good Man is Hard to Find”.

Concerning the syntactic discursive elements, only the ones in item 9 and 14 were selected. That is, learners will need to express their emotions with the help of the teacher. For this, they will need to use verbs such as “I feel” or “I love/hate” and expressions to agree or disagree like “Me too/Me neither” or “Can I help you/How about + ing”. In addition, they will need to use the modal verbs “may/may not”, “can/can’t”, “could/couldn’t”, “must/mustn’t” and “should/shouldn’t” as well as expressions such as “I think” or “From my point of view” to express their opinions and make suggestions.

Nevertheless, there are also other contents called cross-curricular contents. This means that students while learning the English language would also acquire knowledge of other kinds. According to Article 10 in Decreto 39/2022, learners will be working with ICTs and will be gaining knowledge on how to use them adequately and responsibly. More than that, as Real Decreto 217/2022 mentions, emotional education, another cross-curricular content, has to be taught in every subject, which is the case of the lesson plan.

3.6. Methodologies

The main methodology that the present lesson plan uses is Task-Based Language Teaching (TBLT). The reason behind this election is that it facilitates communication, cooperative work and emotional wellness.

The key aspect of TBLT is communication; students need to interact with their classmates to elaborate or complete a task. In this way, they do not only need to give their opinion, but they also have to listen to others’ contributions, negotiate and reach to an agreement. Therefore, the tasks of this lesson plan foster student autonomy as they will be able to think for themselves and cooperation as they will be able to develop their social skills. In

fact, Decreto 39/2022 confirms that the Communicative Approach is essential to develop and acquire the key and specific competences of the foreign language.²

In order to make communication easier and the development of the tasks smoother, students will be assigned roles. Since the class would be divided in five groups of four people, each student will have a responsibility during the completion of the tasks, especially the final one. The roles of the students are the following: the checker, the organizer, the proposer and the gatekeeper.

1. The checker: in charge of revising the work that the group as a whole delivers or presents. They do not only check accuracy and correctness in written production, but also that everything is handed in timely and in due form, which tasks need more urgency, etc.
2. The organizer: keeps account of the distribution of the tasks and content included in their written work. They have a clear understanding of each of the roles and tasks to be delivered and, thus, they make recommendations on how to present it in terms of arrangement and structure.
3. The proposer: identifies what are the strengths and weaknesses of the work and considers all perspectives of the ideas before delivering a task. They encourage the group to reconsider and give a second thought to what has been proposed to reach adequate results.
4. The gatekeeper: guarantees that all of the members of the group are participating and contributing to the tasks. They facilitate team work and act as guides by providing support to their peers as a means to reach a consensus.

By providing roles to the students, they would have a clear idea of what their task is. To better ensure transparency, a list of 5 key responsibilities that each role has would be given to the learners. It is worth mentioning that they are not going to do that only, they would have to cooperate and keep track of everything. Therefore, although they have to comply to their roles, they should help their group members. The assignation of each role is done by observing the group member's strengths and weaknesses or learning styles. That is, students are not given the chance to choose their roles since the teacher has already organized them.

² Translated from "Methodological Orientations" of Decreto 39/2022, pp. 49250-49251.

More than that, gamification is also present in the legal framework, specifically in Decreto 39/2022. It is said that students can reach significative and meaningful learning by playing games. This lesson plan, therefore, enhances and promotes that aspect of EFL learning. The sessions have been designed in such a way that students feel comfortable enough to learn as if they were playing a game. This is done by keeping a scoreboard present in the classroom at all times. Every time they participate by giving solid arguments and justifying their answers to what they have been asked, they would gain points in the scoreboard. These points are also given when they deliver an entry on their blogs and in peer-assessment and self-assessment.

In this way, the teacher keeps a record of the learners' performance and students would be stimulated and encouraged to be involved as they always have their advancements at hand. Besides, through gamification, we can also introduce ICTs by using educational games or websites such as Kahoot, Mentimeter, or Padlet, or even using podcasts, which is the final task that students have to elaborate. In short, it is the fact that students can interact without being stressed about the academic pressure that incites them to learn.

Literature as a methodological tool is of great importance too. With the use of literature, students are given the opportunity to be exposed to the language, to have access to cultural background and to value their critical thinking so as to develop their learning. In this way, "A Good Man is Hard to Find" was selected because it is considered to correspond to the student's intellectual maturity, it is adequate in length and availability, and it allows to exploit it and experiment with it. More than that, the approaches to the use of literature taken in this lesson plan is the personal growth model (Carter & Long, 1991) as students will explore personal and social values and literature for personal enrichment (Lazar, 1993) as the text can be applied to personal experience, which makes learners engage in a self-reflexive exercise.

Last but not least, emotions were also used as a methodological tool apart from being one of the contents present in the lesson plan. Just as Article 12 in Decreto 39/2022 and Article 6 of Real Decreto 217/2022 mention, special attention has to be given to the emotional wellness of the students. Therefore, situations that provide a harmonious and stimulating environment were taken into account when planning. In other words, students' accuracy on the English language is not essential, but rather their rather their experimentation and involvement with their emotions.

3.7. Assessment

To guarantee that students have achieved the learning contents, the following two types of continuous assessment have been planned: formative and summative.

Formative assessment is beneficial to track student knowledge. To carry this out, students are needed to create a blog in Webador, as a form of portfolio, in which they have to publish two entries that would comprehend 20% of the final mark. Creating a blog is a straightforward process that does not require expertise, so students can invest their time in their posts. It is also a motivational tool since students can interact with each other and see what their classmates have created with the help of a document with the blog links the teacher would provide via Microsoft Teams. However, students would not post their blog entries once as if they were definite entries. For each entry they have to make a draft, to which the teacher would provide feedback and revision, and, taking that into account, they would have to write a second text and publish it.

In the same way, the points that correspond to their justified arguments to the questions/debates taking place in class would also have a mark, specifically 10% of the final mark. Nevertheless, it should be stressed that the group that always participates does not always get the points. The teacher controls who has participated more or less, and would guide the points in some way so as to have a fair competition.

Moreover, students will have to assess themselves and assess their classmates regarding their final task, which corresponds to 10% of the final mark. Both of the sets of questions can be found in the Appendix. To carry out a successful self-assessment, students have to answer a set of questions that the teacher has prepared for them depending on the role and responsibilities they had for the completion of the final task. Something similar occurs in peer assessment; inside one group, each member evaluates their peer so that everyone is assessed. With the help of the same set of questions provided for self-assessment, students evaluate each other. This provides another perspective or point of view that learners can find useful in order to elaborate their final task easily.

The summative assessment, on the other hand, refers to the final task, which consists of creating a written script and performing it orally by creating a podcast episode. The resulting work would be a podcast program for the whole class, which would later be presented in the “Shaping Our Well-Being” (SOW) project of the high-school as a means of promoting and improving the students’ well-being. As this task requires more time and more effort, it would

have more weight in the final mark, specifically 60%, out of which 30% corresponds to the written part and the other 30% to the oral part.

The following table is a representation of the percentages that correspond to each procedure or instrument to be assessed.

Instrument / Procedure	Percentage in the Final Mark	Comments
Active Participation	10%	In each session, students are encouraged to participate by discussing with each other and providing elaborated answers and arguments.
Blog Entries	20%	At the end of two sessions, students will have to elaborate a blog entry and upload it after revising the feedback given. Each entry worths 10% of the final mark.
Self-assessment and Peer-assessment	10%	Students will have to assess themselves and their peers. Each assessment worths 5% of the final mark.
Final Task	60%	For the podcast, students will have to elaborate a written script, which worths 30% of the final mark, and an oral product (the episode on the podcast), which is the other 30%.

Table 2. Assessment criteria designed for this Lesson Plan.

All of the instruments aforementioned were techniques to register the performance of the students. However, it is also suggested to keep another monitoring tool such as the one of a teacher diary. In this way, there is a direct observation of the work done in class and how students interact and take part in the activities, which can later be useful to guide the sessions in one way or another.

In order to objectively assess the learning processes of the students, this lesson plan uses rubrics that contain all the aspects that need to be taken into account. These rubrics correspond to the assessment of the final task, one for the written work and the other for the oral work as aforesaid, and which can be found in the Appendix.

This assessment has been designed as such to promote student motivation and not as a tool to correct, but rather to comprehend and analyze³. That is to say, to avoid students being

³ Taken from Appendix II. B (Orientations for assessment) in Decreto 39/2022, pp. 48905-48909.

influenced by and dependent on a grade, all of their continuous efforts is being taken into account, which is reflected in the distribution of the marks.

3.8. Lesson plan

The objectives of the present lesson plan are that students explore their Emotional Intelligence by using literature, specifically O'Connor's short story, and understand the culture.

The sessions and activities of this lesson plan titled "Discovering Emotions With Conversations" are based on Flannery O'Connor's "A Good Man is Hard to Find" (1953). This short story allows students to experiment with emotions and learn from literature at the same time. It conveys messages through themes such as prejudice, manipulation, and selfishness and meanwhile portrays a stage in history, particularly the post-war era in the Southern United States. What is more, the author presents characters that have unique features, which help readers comprehend the setting and people's beliefs.

For this lesson plan, the character of the grandmother was central since it is considered that to focus on one character enables to study it and explore it thoroughly than on many. Moreover, the whole story unfolds around her and this grants an opportunity to explore her emotions. Accordingly, as can be seen in the Appendix, sessions 3 to 7 correspond to a component of Emotional Intelligence distinguished by Goleman (1998; 2004). This is to keep students concentrated in one component at a time and understand it fully or, at least, have a straightforward notion of it.

3.8.1. Sessions 1 and 2

The first two sessions will be solely devoted to the reading and comprehension of the short story. Since the original version of the story is thirteen pages long and reading it completely is a time-consuming task, O'Connor's work has been adapted and simplified to a length that corresponds to the level of students of 3rd Year of ESO. Another option is to extract specific fragments of the text that are relevant for teaching particular contents. However, it is considered that for students to be fully immersed in the story and become a part of it, the more they read, the more engaged they become. In fact, the short story is written in such a way that it hides messages in the majority of the dialogues and interactions between the characters, and removing certain parts would not have the same impact on the learners.

Furthermore, to make the reading process more pleasant, in both of the sessions, students would participate in pre-reading, while reading and post-reading activities extracted from the ones proposed by Lazar (1993). For instance, before starting to read, students will be

asked to make predictions of what the story is based on by listening to three words or phrases selected by the teacher. Or, students provide titles or key words regarding a particular part of the text, and so on.

Since the complete lesson plan can be found in the Appendix, the description of the most relevant sessions is presented hereafter.

3.8.2. Session 3

This session would start by telling students to move their chairs and tables in a U-shape arrangement. After that, the teacher would make sure students remember that the analysis of the short story is going to be focused on one character, the grandmother indeed, and that this session is going to be about self-awareness.

As a 10-minute warm-up activity, the teacher takes out a wool ball and explains to the students that they need to participate one by one and depict what emotions they have felt during the last week. The teacher can start this activity so that learners have a model of what to say and wait for a student to continue. The interesting part of this tool is that students roll a part of the wool ball in their finger and pass it to their classmates. The more they participate, the more interesting spider-web or star shapes they get, which encourages them to keep contributing. If any student has not participated because of not having an idea at the moment, the teacher can make questions or provide sentence starters such as “When someone does [...], I feel [...]” or “When I do/make/talk with [...] I feel [...]” to assist them.

Next, with the help of the emotion wheel (Plutchik, 2001, p. 249), students, in groups, have to identify what are the emotions the grandmother feels in the short story. The teacher spins the wheel and depending on what emotion comes up, students have to look for that emotion in a specific part of the text. Before doing this, they have to decide what color best represents a certain emotion and highlight the fragment or extract of the printed story with such color. With this they would have a color palette through the short story and can associate what type of emotions does one of the main characters feel and express. This activity lasts 20 minutes approximately. Depending on how many emotions students have to look for, the activity can last more or less. In this case, it is considered that the eight main emotions distinguished by Plutchik are adequate to cover 20 minutes. After this, they share their answers with the whole class for 10 minutes and the ones who justify their answers get a point in the scoreboard.

Lastly, for another 10 minutes, they have to play a domino of emotions⁴. Each group is going to be given a domino (see Appendix) in which they have to link an emotion with a situation and make a square-shape arrangement.

3.8.3. Session 4

In this session, which is about self-regulation, students, in groups, scan the short story and annotate in a graph⁵ what are the moments when the grandmother feels happy or motivated because she gets what she wants and what are the moments when she doesn't feel quite well, and so on. The graph should result in a figure in which the higher points represent wellness and the lower represent the challenges (See Appendix for an example). When they finish, each group can comment on what their graphs look like and discuss with each other by sharing their thoughts. In this way, students are able to visualize how well or not does the character regulate her emotions. This activity would be 20 minutes long.

Right after this, students are going to be exploring an endless story⁶ for 10 minutes. They would have a brief story that the teacher has made up and which doesn't have an ending. Their task is to make up an ending, with what they have read and submit it to Padlet. When they finish, the teacher projects the answers so that the whole group can read what others have thought of. Having read all of the answers, students discuss in groups for another 10 minutes and give a title to the endings by labeling whether adequate or inadequate through Padlet. Then, altogether with the help of the teacher, they have to address the inadequate endings by coming up with a solution, thus regulate, for the last 10 minutes. The group that gives a more elaborated argument gets a point in the scoreboard. The objectives of this activity is that students welcome awareness that certain situations they don't like will most likely trigger emotions they don't like either. Therefore, this is an interesting activity to see what ways they have of regulating and facing emotions in particular experiences.

For homework, students have to deliver a draft of their first blog entry. They have to upload the resulting graph of the grandmother's emotions done in class and add two songs that best represent that character's wellnesses and challenges. After this, they have to answer the following question: what part of the story match the grandmother's self-regulation with your selected songs? Do you think she knows how to regulate her emotions or she does not care?

⁴ Taken from *Educar las emociones y los sentimientos* (Segura & Arcos, 2003)

⁵ Taken from *Inteligencia emocional. Educación Secundaria Obligatoria. Segundo ciclo 14-16 años* (Aierdi Gabiria, 2008, pp. 77-78)

⁶ Taken from *Inteligencia emocional. Educación Secundaria Obligatoria. Segundo ciclo 14-16 años* (Aierdi Gabiria, 2008, pp. 69-70)

Justify your answer by writing an 80-word comment using the modal verbs. When submitted, the teacher would provide the necessary feedback regarding the written text so that students can edit it and publish it.

3.8.4. Session 5

This session includes a learning situation, about social skills, with which learners have to imagine what was it like to live in the post-war southern United States with people who have repressed emotions of the past. More than that, to facilitate the execution of the tasks, the session would take place in the IT room of the high school.

Therefore, as a warm-up activity that lasts 10 minutes, students scan the printed short story individually and circle what key words or themes could represent the historical stage depicted in the text. After doing that, they have to submit their answers through Mentimeter.

Then, students have to sit in groups and elaborate an infographic through Canva. To make sure they understand the objective of an infographic, the teacher would leave 5 minutes for them to look for infographics in Canva. When they do that, they have to discuss what do they think an infographic is meant for. The teacher would provide a clear example of an infographic and ask them what is important in such a document for another 5 minutes (font, letter size, names, numbers, pictures, etc.).

Next, students have to agree in groups on what they are going to write in the infographic. To facilitate this task, the teacher would first remind them that the infographic is going to depict the Southern society of the post-war United States since the session is about social skills. The content they are required to include is three instances of the short story where the society of the South is represented and one quote of the grandmother that best represents the emotions of such society. They would have the rest of the class to attempt to write a draft with their group members. In the meantime, the teacher would move around the class to provide help if needed. If there is any group that feels stuck or doesn't have any advancements, they can be given 3 key words as a suggestion/starting point: racial segregation, conservative mindset and family.

Since Canva offers many already designed samples, students do not have to worry about the form, but the content as such. When finished, the group members have to submit their infographic individually on their blogs so as to keep it registered and the teacher would provide feedback on it. The groups that didn't have time to deliver it or the groups that want to still

retouch it can finish it at home and upload it at the end of the week. After the teacher gives feedback, students have to deliver a definite version.

3.8.5. Session 6

Empathy is the component being taught in this session. Accordingly, students would start this lesson by watching a 10-minute film called “Alike” (Cano Méndez & Martínez Lara, 2016). This short film was selected because it does not only invite to reflect about our world, but it also projects the dependence we have on the society and its constructions, and the emotions behind that. For that reason, students, after watching the film, have to discuss in small groups for 5 minutes what are the emotions that Copi, the father, and Paste, the child, feel. After that, they have to submit their answers to Mentimeter. Then, when all the groups are done, they can share their answers with the whole group and talk for 10 minutes about why they have chosen those emotions and why could be the possible reasons the characters feel like that, which calls for an empathetic observation and thinking.

Next, considering what they have done before, they have to apply that to O’Connor’s short story. They have to find in groups instances in which the grandmother empathizes and situations in which she does not empathize, and highlight them with two different colors. When done, they share their thoughts with their classmates. This activity can last 15 minutes approximately.

To end the session, all the groups present their ideas for 10 minutes and the teacher can start a discussion with questions such as “can we empathize with the grandmother?” or “why do children mock her and her son does not pay her any attention?” or “what could cause the grandmother’s character to be as such? Is it because of the era she lives in?” The group that gives well-founded arguments gets a point in the scoreboard.

3.8.6. Session 7

At the beginning of this session, the class will be divided in half without the students knowing. The game they are going to play is the memory game. One half of the class is going to have a sheet of paper with emotions easy to memorize whereas the other half is going to have emotions difficult to memorize. Their task is to memorize as many emotions as they can in 2 minutes. Then, the teacher will talk about something of their choice for 5 minutes and right after that they would have 2 or 3 minutes to write as many emotions as they can remember. When finished, they have to raise their hands. The key point of this game is that one half of the class is going to finish earlier and the other half will be triggered since they would watch their

classmates finish and they cannot get as many emotions as them. This works as an introduction to motivation, which is what the session deals with.

Next, students will be playing an Escape Room. The teacher has previously selected many instances (extracts with quotes) of the short story and will give them scrambled to the students. In groups, they have to classify the scrambled pieces into motivating or demotivating and come up with a numerical code to escape the room. After this, they have to discuss and defend their answers with the whole class, and the ones who give a more elaborated argument get a point in the scoreboard.

As a wrap-up activity, students will be answering a questionnaire through Kahoot to revise content seen in all the previous sessions.

3.8.7. Sessions 8, 9 and 10

Regarding the last three sessions, they will be dedicated to the elaboration of the final task. This task consists of a podcast program that would be presented to the high school's SOW project. This podcast format consists of each group being assigned an EI component and applying that to the short story. That is to say, if one of the groups is assigned self-regulation, they would have to identify in which parts of the story does the grandmother self-regulate or not, how does she do it (specific techniques or patterns), and provide a suggestion or an adequate resolution on how to improve emotional management on that situation.

To do this, learners have to deliver a written and an oral part. With respect to the written part, students will write a script with the required content so as to have it prepared for the oral "presentation", which is the podcast episode. They will be given the necessary guidance to know how to write a script and also the necessary time to elaborate it. The same happens for the oral part; students will be provided with a video tutorial done by the teacher on how to use Podomatic, the program to record the podcast episodes. The extensive explanation and view of these sessions can be seen in the Appendix.

With respect to the final session, students will be first assessing themselves and then with the same set of questions as aforementioned, they will assess their group members. By doing this, an overview of what they have done through different perspectives can be obtained. Once they have finished, they will be listening to their classmate's works. They have to pay attention to the content of the podcast episodes because they will be asked simple questions to not lose their interest and keep them concentrated.

4. Conclusions

On this basis, it can be concluded that the observation and exploration of emotions is essential to fulfill our wellness. An emotionally intelligent person can adequately respond to the majority of the situations or problems that need to be addressed. For that reason, this Master's dissertation found the necessity to provide an initial contact concerning emotions for Secondary Education students enrolled in the EFL subject.

From this perspective, "A Good Man is Hard to Find" (1953) by Flannery O'Connor was selected as a vehicle to discuss emotions and culture. This author's work provides a clear representation of whether a character is emotionally intelligent or not. Therefore, students have to decontextualize in order to understand such character, in this case the grandmother.

It is considered that two of the reasons why they reject learning the English language are because of the formal learning context and the pressure or stress that lies within a foreign language acquisition. They are given a comfortable setting to interact and share their opinions with their classmates as accuracy is not the objective of communication in this didactic proposal. This environment is created with two important methodologies, Task-Based Language Teaching and Gamification. While students are doing tasks, their goal achievements are set in such a way that they visualize their advancements as much as they can (positive feedback, scoreboard, self-assessment and peer-assessment). In short, they would feel that learning English is not a demanding and distressing task because all they are doing is playing games, when in fact they are engaging in meaningful learning since they are acquiring emotional knowledge unconsciously and indirectly.

As a recommendation, future studies could explore this issue further by a) designing more sessions for the lesson plan or selecting another approach such as the one of Project-Based Learning (PBL) to thoroughly work with emotions, and b) exploring other characters than the grandmother such as the Misfit, Bailey or June Star among others. Aside from the lessons being student-centered, the teacher has a crucial responsibility as well. More and more students are starting to be aware that doing small exercises does not allow them to communicate in a foreign language causing them to lose interest. To solve this, teachers have to pay attention to what students in outside-of-school contexts, extramurally that is. In other words, students' interests have to be brought to the classroom to increase their motivation as well as their participation.

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6. Appendix

6.1. General Chart of the Lesson Plan

Stage: Secondary Education (ESO)		Level/Course: B1, 3 rd Year		Time: 10 sessions – Second Term					
Stage objectives: b), d), e), i), j)									
Key Competences Linguistic Communication Competence Digital Competence Personal and Social Competence			Specific Competences 1, 2, 3, 6 Assessment Criteria 1.1 2.4 3.2 6.3						
Contents A1, A8, A14 / B1 / C4 Syntactic-Discursive Elements 9, 14									
Learning Situations and Activities									
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9	Session 10
<i>What Does the Story Hide?</i>	<i>Read & Succeed 2.0</i>	<i>Recall and Pass the Ball</i>	<i>Scan & Annotate. What Does it Indicate?</i>	<i>Imagine you live in a post-war Southern US. What is the society like? What emotions do they feel?</i>	<i>Do We Look “Alike”?</i>	<i>Is It Memory? Is it Motivation?</i>	<i>Writers! Producers! Get Ready!</i>	<i>Directors! Let’s Check the Mics First!</i>	<i>Self-Assessment and Peer-Assessment</i>
<i>Read & Succeed</i>	<i>Find the Imposter</i>	<i>Spin the Wheel. What Makes Grandma’ Feel?</i>	<i>Endless Story</i>	<i>Engage with the Historical Age Deep Dive into the Southern Society</i>	<i>Empathetic or Not Empathetic? That is the Question</i>	<i>It’s How you Face Complication</i>	<i>Writers! Producers! Start Elaborating Now!</i>	<i>Directors! It’s Your Time to Shine!</i>	<i>Let’s Go to the Cinema!</i>
		<i>Domino of Emotions</i>				<i>Escape Room</i>			
						<i>Kahoot</i>			
Attention to Diversity – The class is made up of 20 students, none of which have special needs. Otherwise, through continuous observation of the learning styles, some strategies can be considered to guarantee student participation and adequate performance.									

6.2. Session Charts

Session 1			
Specific Competences 1. 3.	Achievement Indicators 1.1.1. The student extracts the main ideas of a text. 1.1.2. The student selects specific information of the text and analyzes it. 3.2.1. The student uses adequate strategies to maintain communication and to explain. 3.2.2. The student uses adequate strategies to collaborate with other classmates.		
Operational Descriptors CCL1, CCL2, CCL4 CP1 CPSAA3 CC3			
Subject Contents A1, A8, B1 C4	Cross-Curricular Contents 10.3. Values underlying equality, freedom and respect for others (Decreto 39/2022) 6.5. Cooperation between equals (Real Decreto 217/2022)		
Learning Situation(s) and Activities	Specific Competence(s)	Contents	Achievement Indicators
<i>What Does the Story Hide?</i>	1. 3.	A8 B1	1.1.1 // 3.2.1 / 3.2.2
<i>Read & Succeed</i>	1. 3.	A1, A8 B1 C4	1.1.2 // 3.2.1 / 3.2.2

Session 2			
Specific Competences 1. 3.	Achievement Indicators 1.1.1. The student extracts the main ideas of a text. 1.1.2. The student selects specific information of the text and analyzes it. 3.2.1. The student uses adequate strategies to maintain communication and to explain. 3.2.2. The student uses adequate strategies to collaborate with other classmates.		
Operational Descriptors CCL1, CCL2, CCL4 CP1 CPSAA3 CC3			
Subject Contents A1, A8, A14 B1 C4	Cross-Curricular Contents 10.3. Values underlying equality, freedom and respect for others (Decreto 39/2022) 6.5. Cooperation between equals (Real Decreto 217/2022)		
Learning Situation(s) and Activities	Specific Competence(s)	Contents	Achievement Indicators
<i>Read & Succeed 2.0</i>	1. 3.	A1, A8 B1 C4	1.1.2 // 3.2.1 / 3.2.2
<i>Find the Imposter</i>	1. 3.	A8, A14 B1 C4	1.1.1 // 3.2.1 / 3.2.2

Session 3			
Specific Competences 1. 2. 3.	Achievement Indicators 1.1.1. The student extracts the main ideas of a text. 1.1.2. The student selects specific information of the text and analyzes it. 2.4.1. The student expresses his or her opinion in a clear way. 2.4.2. The student expresses his or her emotions in a clear way. 3.2.1. The student uses adequate strategies to maintain communication and to explain. 3.2.2. The student uses adequate strategies to collaborate with other classmates.		
Operational Descriptors CCL1, CCL2, CCL4 CP1 CPSAA1, CPSAA3 CC3 CE3 CCEC3			
Subject Contents A1, A8, A14 B1	Cross-Curricular Contents 10.1. The use of ICTs (Decreto 39/2022) 10. 3. Values underlying equality, freedom and respect for others (Decreto 39/2022) 6.5. Emotional education (Real Decreto 217/2022) 6.5. Cooperation between equals (Real Decreto 217/2022)		
Learning Situation(s) and Activities	Specific Competence(s)	Contents	Achievement Indicators
<i>Recall and Pass the Ball</i>	2. 3.	A8, A14 B1	2.4.1. / 2.4.2. 3.2.1 / 3.2.2.
<i>Spin the Wheel. What Makes Grandma' Feel?</i>	1. 2. 3.	A1, A8 B1	2.4.1. / 2.4.2. 1.1.1 / 1.1.2. 3.2.1. / 3.2.2.
<i>Domino of Emotions</i>	2. 3.	A1, A14, A8 B1	2.4.1. / 2.4.2. 3.2.1 / 3.2.2.

Session 4			
Specific Competences 1. 2. 3.	Achievement Indicators 1.1.1. The student extracts the main ideas of a text. 1.1.2. The student selects specific information of the text and analyzes it. 2.4.1. The student expresses his or her opinion in a clear way. 2.4.2. The student expresses his or her emotions in a clear way. 3.2.1. The student uses adequate strategies to maintain communication and to explain. 3.2.2. The student uses adequate strategies to collaborate with other classmates.		
Operational Descriptors CCL1, CCL2, CCL4 CP1 CPSAA1, CPSAA3 CC3 CE3 CCEC3			
Subject Contents A1, A8, A14 B1	Cross-Curricular Contents 10. 3. Values underlying equality, freedom and respect for others (Decreto 39/2022) 6.5. Emotional education (Real Decreto 217/2022) 6.5. Cooperation between equals (Real Decreto 217/2022)		
Learning Situation(s) and Activities	Specific Competence(s)	Contents	Achievement Indicators
<i>Scan & Annotate. What Does it Indicate?</i>	1. 2. 3.	A1, A8, A14 B1	1.1.1. / 1.1.2. 2.4.1. / 2.4.2. 3.2.1. / 3.2.2.
<i>Endless Story</i>	1. 2. 3.	A1, A8, A14 B1	1.1.1. / 1.1.2. 2.4.1. / 2.4.2. 3.2.1. / 3.2.2.

Session 5				
Specific Competences 1. 2. 3. 6.		Achievement Indicators 1.1.1. The student extracts the main ideas of a text. 1.1.2. The student selects specific information of the text and analyzes it. 2.4.1. The student expresses his or her opinion in a clear way. 2.4.2. The student expresses his or her emotions in a clear way. 3.2.1. The student uses adequate strategies to maintain communication and to explain. 3.2.2. The student uses adequate strategies to collaborate with other classmates. 6.3.1. The student uses basic strategies to defend cultural diversity. 6.3.2. The student uses basic strategies to appreciate cultural diversity.		
Operational Descriptors CCL1, CCL2, CCL4 CP1, CP3 CPSAA1, CPSAA3 CC3 CE3 CCEC3				
Subject Contents A1, A8, A14 B1		Cross-Curricular Contents 10.1. The use of ICTs (Decreto 39/2022) 10. 3. Values underlying equality, freedom and respect for others (Decreto 39/2022) 6.5. Emotional education (Real Decreto 217/2022) 6.5. Cooperation between equals (Real Decreto 217/2022)		
Learning Situation	Activities	Specific Competence(s)	Contents	Achievement Indicators
Imagine you live in a post-war Southern United States. What is the society like? What emotions do they feel?	<i>Engage with the Historical Stage</i>	2. 3.	A1, A8, A14 B1	2.4.1. / 2.4.2. 3.2.1. / 3.2.2. 6.3.1. / 6.3.2.
	<i>Deep Dive into the Southern Society</i>	1. 3. 6.	A1, A8, A14 B1	1.1.1 / 1.1.2. 3.2.1. / 3.2.2. 6.3.1. / 6.3.2.

Session 6			
Specific Competences 1. 2. 3.	Achievement Indicators 1.1.1. The student extracts the main ideas of a text. 1.1.2. The student selects specific information of the text and analyzes it. 2.4.1. The student expresses his or her opinion in a clear way. 2.4.2. The student expresses his or her emotions in a clear way. 3.2.1. The student uses adequate strategies to maintain communication and to explain. 3.2.2. The student uses adequate strategies to collaborate with other classmates.		
Operational Descriptors CCL1, CCL2, CCL4 CP1 CPSAA1, CPSAA3 CC3 CE3 CCEC3			
Subject Contents A1, A8, A14 B1	Cross-Curricular Contents 10.1. The use of ICTs (Decreto 39/2022) 10. 3. Values underlying equality, freedom and respect for others (Decreto 39/2022) 6.5. Emotional education (Real Decreto 217/2022) 6.5. Cooperation between equals (Real Decreto 217/2022)		
Learning Situation(s) and Activities	Specific Competence(s)	Contents	Achievement Indicators
<i>Do We Look “Alike”?</i>	1. 2. 3.	A8, A14 B1	1.1.1. / 1.1.2. 2.4.1. / 2.4.2. 3.2.1. / 3.2.2.
<i>Empathetic or Not Empathetic? That is the Question</i>	1. 2. 3.	A1, A8, A14 B1	1.1.1. / 1.1.2. 2.4.1. / 2.4.2. 3.2.1. / 3.2.2.

Session 7			
Specific Competences 1. 2. 3.	Achievement Indicators 1.1.1. The student extracts the main ideas of a text. 1.1.2. The student selects specific information of the text and analyzes it. 2.4.1. The student expresses his or her opinion in a clear way. 2.4.2. The student expresses his or her emotions in a clear way. 3.2.1. The student uses adequate strategies to maintain communication and to explain. 3.2.2. The student uses adequate strategies to collaborate with other classmates.		
Operational Descriptors CCL1, CCL2, CCL4 CP1 CPSAA1, CPSAA3 CC3 CE3 CCEC3			
Subject Contents A1, A8, A14 B1	Cross-Curricular Contents 10.1. The use of ICTs (Decreto 39/2022) 6.5. Emotional education (Real Decreto 217/2022) 6.5. Cooperation between equals (Real Decreto 217/2022)		
Learning Situation(s) and Activities	Specific Competence(s)	Contents	Achievement Indicators
<i>Is it Memory? Is it Motivation? It's How you Face Complication</i>	2.	A1, A8 B1	2.4.1. / 2.4.2.
<i>Escape Room</i>	1. 2. 3.	A1, A8, A14 B1	1.1.1. / 1.1.2. 2.4.1. / 2.4.2. 3.2.1. / 3.2.2.
<i>Kahoot</i>	2.	A1, A8, A14 B1	2.4.1. / 2.4.2.

Session 8			
Specific Competences 1. 2. 3.	Achievement Indicators 1.1.1. The student extracts the main ideas of a text. 1.1.2. The student selects specific information of the text and analyzes it. 2.4.1. The student expresses his or her opinion in a clear way. 2.4.2. The student expresses his or her emotions in a clear way. 3.2.1. The student uses adequate strategies to maintain communication and to explain. 3.2.2. The student uses adequate strategies to collaborate with other classmates.		
Operational Descriptors CCL1, CCL2, CCL4 CP1 CPSAA1, CPSAA3 CC3 CE3 CCEC3			
Subject Contents A1, A8, A14 B1	Cross-Curricular Contents 10.1. The use of ICTs (Decreto 39/2022) 6.5. Emotional education (Real Decreto 217/2022) 6.5. Cooperation between equals (Real Decreto 217/2022)		
Learning Situation(s) and Activities	Specific Competence(s)	Contents	Achievement Indicators
<i>Writers! Producers! Get Ready!</i>	1. 3.	A1, A8	1.1.1. / 1.1.2. 3.2.1. / 3.2.2.
<i>Writers! Producers! Start Elaborating Now!</i>	1. 2. 3.	A1, A8, A14 B1	1.1.1. / 1.1.2. 2.4.1. / 2.4.2. 3.2.1. / 3.2.2.

Session 9			
Specific Competences 2. 3.	Achievement Indicators 2.4.1. The student expresses his or her opinion in a clear way. 2.4.2. The student expresses his or her emotions in a clear way. 3.2.1. The student uses adequate strategies to maintain communication and to explain. 3.2.2. The student uses adequate strategies to collaborate with other classmates.		
Operational Descriptors CCL1 CP1 CD2 CPSAA1, CPSAA3 CC3 CE1, CE3 CCEC3			
Subject Contents A1, A8, A14 B1	Cross-Curricular Contents 10.1. The use of ICTs (Decreto 39/2022) 6.5. Emotional education (Real Decreto 217/2022) 6.5. Cooperation between equals (Real Decreto 217/2022)		
Learning Situation(s) and Activities	Specific Competence(s)	Contents	Achievement Indicators
<i>Directors! Let's Check the Mics First!</i>	3.	A8, A14	3.2.1. / 3.2.2.
<i>Directors! It's Your Time to Shine!</i>	2. 3.	A1, A8, A14 B1	2.4.1. / 2.4.2. 3.2.1. / 3.2.2.

Session 10			
Specific Competences 1. 2. 3.	Achievement Indicators 1.1.1. The student extracts the main ideas of a text. 1.1.2. The student selects specific information of the text and analyzes it. 2.4.1. The student expresses his or her opinion in a clear way. 2.4.2. The student expresses his or her emotions in a clear way. 3.2.1. The student uses adequate strategies to maintain communication and to explain. 3.2.2. The student uses adequate strategies to collaborate with other classmates.		
Operational Descriptors CCL1, CCL2, CCL4 CP1 CPSAA1, CPSAA3 CC3 CE3 CCEC3			
Subject Contents A1, A8, A14 B1	Cross-Curricular Contents 10.1. The use of ICTs (Decreto 39/2022) 6.5. Emotional education (Real Decreto 217/2022) 6.5. Cooperation between equals (Real Decreto 217/2022)		
Learning Situation(s) and Activities	Specific Competence(s)	Contents	Achievement Indicators
<i>Self-Assessment and Peer-Assessment</i>	2.	B1	2.4.1. / 2.4.2.
<i>Let's Go to the Cinema!</i>	1. 2. 3.	A1, A8, A14 B1	1.1.1. / 1.1.2. 2.4.1. / 2.4.2. 3.2.1. / 3.2.2.

6.3. Activity Charts

<u>Activity/Task Number 1</u> - <u>Session Number 1</u>		
Title: What Does the Story Hide?	Type: Warm Up	Time: 5 minutes
Classroom Management: The students will remain seated as usual, in pairs.	Resources: Adapted and printed version of “A Good Man is Hard to Find” (O’Connor, 1953) Pre-reading activity (Lazar, 1993) Internet Connection Digital Board Canva Presentation https://www.canva.com/design/DAFmFX402Zo/nRB2k1t0gJuUtud7cKQhWw/view?utm_content=DAFmFX402Zo&utm_campaign=designshare&utm_medium=link&utm_source=viewer	
Linguistic Input		
<p>Good morning, everyone! Please take a seat because the class starts now. (Waits until everyone is seated) How are you guys today? Did you do anything interesting during the weekend? (Waits for an answer) Very good! Are you ready for today’s class? (Waits for an answer)</p> <p>Okay! What do you think we are going to do today? (Waits for an answer) We are going to start learning something useful for you, can you guess? (Waits for an answer) We are going to learn about emotions. What do you think about emotions? Raise your hands to answer, please. (Waits for an answer) How do you deal with your emotions? “Deal with” means to take action, to accept or control something. (Waits for an answer) What if when you feel sad? What do you do? (Waits for an answer) And when you feel excited or happy? (Waits for answer) Very nice! So you know something about your own emotions. What about the emotions of others? Can you identify them correctly? For example, when your friends a little different, can you feel it too? (Waits for an answer) And what do you do? Would you rather talk to them or you do not risk asking? (Waits for an answer) Okay, very interesting answers!</p>		

Now, can you tell me what do see here? (Waits for an answer while shows a pile of printed sheets of the short story) This is a short story that we are going to read today and tomorrow. Don't worry, it's short, it's only 11 pages long, so you won't be bored, I promise! And, after this, each group will record a podcast episode for our high school's project. Sounds good? (Waits for an answer)

Before reading, you need to sit in groups for this activity and the following ones. I already made up the groups according to what I think works best, so I will say the names out loud and you will change your sits accordingly. If you need it, write your group members in a sheet of paper so that you don't forget. (Says all the names and the group numbers aloud) Okay, remember these are the classmates you will work with for all of the activities. And, remember that you have roles see here? (Shows it in the board) one is the checker, who is responsible of checking and revising everything. Another person is the organizer who is responsible of the arrangement, structure and understanding of the tasks. Another one is the proposer who is responsible for making suggestions and the last person is the gatekeeper who makes sure everyone participates.

Before reading, we are going to warm up a little. (Shows the presentation) Can you see well? Everyone? Those at the back? (Waits for an answer) Nice! So, I'm going to show you pictures and words one by one. They represent the plot of the story, okay? Plot means the events that happen in the story. What you need to do is to predict what the story can be about by seeing the pictures. Is it clear? (Waits for an answer) Okay, let's start. (Shows the first picture) What the story can be about based on this picture? (Waits for an answer) Very good! There's a family. Can you guess what members of the family are there? (Waits for an answer) Very good! An old woman that looks like a grandmother, a man and a woman that look the parents of the three children and a cat. Let's see the next one! (Shows a word now) How do you think this word relates to the story? (Waits for an answer) Okay, very good predictions I see! Let's go for the next picture! (Show the picture) How about this? Can someone describe what it is? (Waits for an answer) Nice! It's a sky without clouds and without the sun. It seems it's just before night-time, right? What does this suggest? (Waits for an answer) Okay! And the last one! (Shows the word) Do you know what it means? (Waits for an answer) And if I show you this picture? (Shows a picture that represents the word) Can someone describe this vehicle? What is it for? (Waits for an answer) Very good! Are you interested to start reading this story after this?

<u>Activity/Task Number 2</u> - <u>Session Number 1</u>		
Title: Read & Succeed	Type: Development	Time: 40 minutes
Classroom Management: The students will remain seated as usual, in pairs.	Resources: Adapted and printed version of “A Good Man is Hard to Find” (O’Connor, 1953) While-reading activity (Lazar, 1993) Internet Connection Digital Board	
<p>Linguistic Input</p> <p>Now, can someone help me share these short stories with the classmates, please? (Waits for someone to volunteer and chooses a student to distribute the sheets) (Waits until this student finishes) Does everyone have a copy of the short story? (Waits for an answer) So, we are going to read the text aloud, okay? I will name some of you to read or if someone wants to read, they are more than welcome. Remember, we are going to read 6 pages today and 6 tomorrow.</p> <p><i>While reading the text, the teacher will stop if some words are not grasped correctly and help students understand the meanings by the context.</i></p> <p>So, who wants to start reading? (Waits for a student to raise their hand and lets them start reading). Okay! One question for you. The group that knows the answer, raise your hands and I will let you speak. Where did the grandmother want to go to? (Waits for an answer) Very good, Tennessee. Next person, who wants to read? (Waits for a student to read) Okay, two questions! Who didn’t want to see Georgia? (Waits for an answer) Nice! John Wesley. Do you know who is he? (Waits for an answer) Good! He’s one of the grandmother’s grandchildren. What is a “pickaninny”? Circle this word, please. (Waits for an answer) She used it as a term for a black child. Do you think that’s positive or offensive? (Waits for an answer) Offensive, right! They used this term in</p>		

the US to refer to black children who, according to them, accepted violence and attacked everyone. Do you think it's acceptable to think like that? (Waits for an answer) No, it's not. Can you tell me why? (Waits for an answer) Very good! Everyone must be accepted and respected no matter their ethnicity or skin color. Who wants to continue reading? (Waits for someone to read) Who knows where did they stop to eat? (Waits for an answer) At The Tower, very good! Continue, please. (Waits for someone to continue reading) Who is the criminal they talk about? (Waits for an answer) The Misfit, correct. Why do you think they say "A good man is hard to find"? Circle this phrase as well, please. (Waits for an answer) It refers to the Misfit, right! He is apparently dangerous and attacks people. Okay, can you tell me if you see any differences between the characters and their social classes? The grandmother refers to herself as a good old lady. She presents herself as coming from a respectable member of a social class. What about those who aren't like her? (Waits for an answer) They aren't good. They are from the outside, right? So, is everyone in this story equal? (Waits for an answer) No, right! There are social inequalities. Who wants to continue? (Waits for someone to read) Okay, where did they go now? (Waits for someone to answer) To a house near a plantation. Are you familiar with the term plantation? Can you circle this word as well, please? It has been mentioned a few times in the story. (Waits for an answer) In this case, it refers to places where African-American people, who were slaves at the time, worked at for white people. Do you recognize it? (While shows pictures in the board) Continue reading these last paragraphs, please. (Waits for someone else to read) What happened now? They all agreed to go to this house, but what happened? (Waits for an answer) They had a car accident, correct. Why did they have this accident? Whose fault was this? (Waits for an answer) Okay, I see different answers. Well, technically the cat moved to catch the newspaper and it distracted Bailey who couldn't control the car, which turned over. But, the grandmother didn't want to admit she was wrong because she thought the house was near, but she remember later that it was in Tennessee. So, she gave bad indications to Bailey.

Okay, how do you think this story is going so far? What do you think about it? (Waits for an answer) Okay! Do you like any of the characters? Is there any character that you don't like that much? (Waits for an answer) Very interesting opinions I see, nice! What did you feel when reading this story? Is there any emotion that a character makes you feel? For example, in my case, the grandmother makes me nervous or angry sometimes because she does not stop interrupting and doesn't let people enjoy what they are doing. What about you? (Waits for an answer) Brilliant! Is there any character that you identify

with? For example, if you were them, you would do the same thing. (Waits for an answer) Very nice! Right, don't forget to bring the story tomorrow, to continue reading!

One last thing before you go! Between today and tomorrow you have to create a blog via Webador. Don't worry I have uploaded a video-tutorial on how to do it via Teams as you can see (While shows them in the board). Please, do it when you have time. I will explain more tomorrow, but just so you know this blog is where you would give some opinions about the story we are reading. And, yes if you are asking, it will be added to your final marks. When you create your blogs, please share the link in the document I have created below the video-tutorial in Teams. Thank you.

You can go, now! Good bye, enjoy your day!

<u>Activity/Task Number 1</u> - <u>Session Number 2</u>		
Title: Read & Succeed 2.0	Type: Development	Time: 40 minutes
Classroom Management: The students will remain seated as usual, in pairs.	Resources: Adapted and printed version of “A Good Man is Hard to Find” (O’Connor, 1953) While-reading activity (Lazar, 1993) Internet Connection Digital Board	
Linguistic Input		
<p>Good morning, guys! Take a seat, please, come on! (Waits for students to take a seat) Okay, how are you guys today? What did you do until now? What lesson did you have, tell me something come on! (Waits for students to answer) Nice! Can someone tell me what are we going to do today? (Waits for an answer) Correct. We are going to continue reading the short story, and in fact, we are going to finish it today, I hope. So, let’s not lose any more time and let’s get into it.</p> <p><i>While reading the text, the teacher will stop if some words are not grasped correctly and help students understand the meanings by the context.</i></p> <p>Who wants to start reading? (Chooses a student to start reading) Okay, stop there, please. Can you guess what is the hidden meaning behind “more woods, tall and dark and deep”? (Waits for an answer) Excellent! It indicates that something bad is going to happen soon. Who were in the car? (Waits for an answer) Can you guess who it was before moving on reading? (Waits for an answer) Very good! It’s the Misfit and two more men. Who wants to continue reading? (Waits for a student to read) Okay, so we can confirm it’s the Misfit but the grandmother takes very long to recognize him. Why do you think the word “US” is in capital letters. Two pages before that there is “THEY” in capital letters as well. Do you think the author tries to represent something? It’s US vs. THEY. What is happening there? (Waits for an answer) Brilliant! The author is trying to show us the opposition between the children’s innocence and the world’s darkness. Children want to have fun and be free and grown people are more serious and do not like to answer questions and be as joyful.</p>		

Continue reading, please. (Waits for a student to read) Do you think the grandmother cares about her son and grandchildren going into the woods with Bobby Lee and Hiram? (Waits for an answer) No, she doesn't care. She is focused on convincing the Misfit not to do anything to her, right? (Waits for an answer) Okay, very good. Who wants to read next? (Waits for a student to read) Who did they murder? (Waits for an answer) Bailey, the grandmother's son. And how did she react? (Waits for an answer) She only said "Bailey Boy" right? She didn't even think to fight back, to ran after son, nothing. Could someone else continue reading, please? (Waits for a student to read) Who was taken next to the woods? (Waits for an answer) The mother and the baby, correct. What did the grandmother do when the mother was murdered? (Waits for an answer) She didn't react, she didn't say anything at all. She was convincing the Misfit not to kill her, right? (Waits for an answer)

Okay, so we have finished the short story already. What do you think about it? Give an honest opinion, please. (Waits for students to answer) Okay, very good! Can you remember your guesses before reading the text? Can you confirm them? Or you didn't guess correctly? (Waits for students to discuss) Nice!

<u>Activity/Task Number 2</u> - <u>Session Number 2</u>		
Title: Find the Imposter	Type: Wrap Up	Time: 40 minutes
Classroom Management: The students will remain seated as usual, in pairs.	Resources: Adapted and printed version of “A Good Man is Hard to Find” (O’Connor, 1953) Internet Connection Digital Board Genially Quiz https://view.genial.ly/648eb57b12745300135dd775/interactive-content-quiz-flipcard	
Linguistic Input		
<p>So, what we are going to do now is to play a little game to close today’s lesson. Can you see what I got here? (Shows green and red cards to the students and waits for them to answer) Correct! Can you guess what are we going to do with these? (Waits for students to answer the question) Each one of you is going to answer true or false questions. The green side of the card is for true and the red side of the card is false. Is it clear? (Waits for an answer) Can someone help me distribute these cards, then? (Chooses a student to share the cards with the classmates)</p> <p>Are you ready? Let’s start.</p> <p>First question says “Bobby Lee is the grandmother’s son” True or false, guys? Raise your cards up in the air to answer. (Waits for an answer) False, correct! Can someone tell me the name of the grandmother’s son? (Waits for an answer) Good! It’s Bailey.</p> <p>Second question, “The characters were killed near a lake” What do you think? (Waits for students to answer) False, very good! Where did it happen? (Waits for an answer) In the woods, nice.</p> <p>Third question says “There is social inequality in the text” True or false? (Waits for an answer) True, very good! Can someone tell me an example of this? (Waits for an answer) Fantastic, very good!</p>		

Next question says “there are references of racism, slavery and African-American people in the text” True or false, guys? (Waits for an answer) True, right!

Can someone tell me, what references are there? Or which ones do you remember? (Waits for an answer) Very good!

The next question says “there isn’t any references to religion in the text” True or false? (Waits for an answer) Very good, false! Where are these references in the text? In the beginning, middle or end of the story? (Waits for an answer) At the end, correct. Why do you think this is? I mean, the grandmother doesn’t say anything about Jesus nor praying until something bad happens to her. If a person believes in Jesus, they would pray if something bad happens to any of the family members. But, the grandmother doesn’t. They are going to kill all of her family and she doesn’t say anything until she is the one who is left to kill. What do you think about this? (Waits for an answer) Can we conclude that the grandmother is manipulative and selfish? A selfish person is someone who thinks only about themselves and no one else. (Waits for an answer) So, she tries to set an example of a good oldy lady, but in reality, she isn’t, right? (Waits for an answer) Okay, very good answers! You guys have good reflections about this.

Okay, one last question but this time, the green side is for “yes” and the red side of the card is for “no”. The question says “If you were the Misfit, would you murder all of the characters? (Waits for students to answer) Okay, I see some different views. Can you elaborate your answers, please? (Waits for students to explain themselves)

Very good, everyone! You did a great job. Would you recommend this short story to someone? (Waits for an answer) Okay! Nice. You are free to go now, see you next time! Bye!

Remember that you need to bring the stories for the next day as well. You are free to go now, see you next time! Bye!

<u>Activity/Task Number 1</u> - <u>Session Number 3</u>		
Title: Recall and Pass the Ball	Type: Warm Up	Time: 10 minutes
Classroom Management: The students will stand in a circle at the end of the classroom.	Resources: Wool Ball	
<p>Linguistic Input</p> <p>Good morning, people! How are you feeling today? (Waits for an answer) Do you have anything interesting to do today after class? (Waits for an answer) Very nice! You do so many things! Okay, I'm going to ask you one thing, please go at the end of the classroom and stand in a circle. (Waits for students to do so)</p> <p>Okay, now that we are standing here, you may be asking what are we going to do. So, I have a wool ball here. Do you know what this is for? (Waits for an answer) People usually use this to knit (Makes a gesture of knitting something imaginary so that students can understand). But, we are going to use it to pass it between ourselves. So, it goes like this: I take a piece of the ball, I mention an emotion that I felt during the last week or this week or whatever the time you want to choose, and I pass the ball to another person who has to do the same. For example, when I play basketball on Tuesdays, I feel very happy and excited, what about you? (Says the name of a student) Do you understand, everyone? (Waits for an answer) Good! Let's start then. (Plays the game with all of the students)</p> <p><i>While playing this game, the teacher would make sure that every student participates. If not, the teacher will provide sentence starters if any of the students do not know how to recall any emotion.</i></p> <p>Okay you did a fantastic job! I see that you are <u>very aware of your own emotions</u>.</p> <p>So, can you please gather the ball together and return to your seats? Thank you.</p>		

<u>Activity/Task Number 2</u> - <u>Session Number 3</u>		
Title: Spin the Wheel. What Makes Grandma’ Feel?	Type: Development	Time: 30 minutes
Classroom Management: The students will seat in their belonging groups.	Resources: Emotion Wheel (Plutchik, 2001, p. 249) https://wheelofnames.com/nv2-6mh Adapted and printed version of “A Good Man is Hard to Find” (O’Connor, 1953) Internet Connection Digital Board	
Linguistic Input Okay, now I want you to sit in groups, please. Do you all remember what group do you belong to, right? Please, move as fast and as quietly as you can. Come on. (Waits for students to move) Good, thank you! Now that you are seated, I’m going to show you one thing. (Displays an emotion wheel on the Digital Board) Can someone tell me what this is? (Waits for an answer) This is called an Emotion Wheel and it has many emotions in it. So, what we are going to do is that some volunteers will come up, one at a time, to the board and spin the wheel. An emotion will come up and depending on what emotion it is, you have to find examples of the grandmother’s interactions where she feels like that in groups. From now on, we are going to analyze the character of the grandmother, remember that. Imagine fear comes up. You have to highlight a sentence or a quote from the text when the grandmother feels fear. But, you are not going to highlight it with any color. Try to highlight it with a color that represents fear. What color could fear represent? (Waits for an answer) Right. Or you can use the one provided by the emotion wheel, purple for example. So, you could highlight the sentence with purple. Okay? Is it clear? Does everyone understand this? (Waits for an answer) Good. Who wants to spin the wheel first? (Chooses a student to do so) Okay, so this is your emotion. You can start looking for it whenever you feel ready. (Moves		

around the class to check and help students while they do this.)

Who is next to spin the wheel? (Chooses a student to do so) Okay, so this is your emotion this time. Come on, quick look for examples and highlight them! (Moves around the class to check and help students while they do this.) (Does this until seven or eight emotions are searched) Okay, you have 2 more minutes to finish looking for examples because we are going to discuss. I'll let you finish. (Waits for students to finish)

Now, time's up! How do you think you did? (Waits for an answer) I'm sure you did fantastic.

What we are going to do is to discuss your elections. Say for instance this group (while points to a group) has chosen an instance where the grandmother feels surprise but the other groups think it's fear. For this, I want you to elaborate your answers. But you need to use modal verbs and phrases to express opinions, okay? What are the modal verbs you know? (Waits for an answer) Excellent! May and may not, can and can't, must and mustn't, could and couldn't, and should and shouldn't. And how can you express an opinion, what do you usually say? (Waits for an answer) Very good! You say something like I think, In mi opinion, From my point of view. If you want to agree with someone, what do you say? (Waits for an answer) I agree, me too or neither do I, nice! And when you don't agree? (Waits for an answer) Good! I don't agree or I don't think that...

So, let's discuss, shall we? Which group wants to start? (Waits for a group to start answering and does this until all the emotions are covered) Okay, you did a great job, guys. I'm very impressed! Brilliant!

Because all of you were capable of justifying your answers and provide well-sustained arguments, you get a mark in this scoreboard I have here for you. (Takes out a printed scoreboard and shows them) This is going to be present in your classroom all the time. Please, do not modify it nor write anything on it. I have the same copy in my computer just in case to check. Why is this scoreboard for, you may ask? Well, it's to motivate you to participate and every time you move one step, whether providing justified arguments or keeping up with your blogs, you will get points, which count for your final mark. Did you understand clearly? (Waits for an answer) Okay, good!

<u>Activity/Task Number 3</u> - <u>Session Number 3</u>		
Title: Domino of Emotions	Type: Wrap Up	Time: 10 minutes
Classroom Management: The students will seat in their belonging groups.	Resources: Printed versions of Domino of Emotions (See Figure 1 in Appendix)	
<p>Linguistic Input</p> <p>For these last 10 minutes, you are going to play a well-known game. Can you guess which one is it before I give it to you? (Waits for students to answer) It's this one (While shows the students) This is a domino, okay? But it is not any domino, but a domino of emotions. For those who don't know how to play, you have to link each piece with its matching pair. In this case, I'm going to give you scrambled emotions and situations. You have to match each emotion with the corresponding situation, okay? Once I give the domino to you it will be clearer. One thing you have to remember is that you have to make a square shape. That is by matching every piece, the resulting shape should be a square to guarantee nothing is missing. Did you get the explanation? (Waits for an answer) Good.</p> <p>Who wants to share the sheets of paper with the rest of the classmates? (Chooses a student to do so) Does every group have a domino? (Waits for an answer) Great! You can start matching whenever you feel ready! If you have any questions, feel free to ask!</p> <p>(Moves around the class while students play this game)</p> <p>Good job, guys! You did great! Please, collect the dominos and give them back to me, and you can leave because the bell is about to ring. Don't forget to bring the stories tomorrow. See you soon!</p>		

<u>Activity/Task Number 1</u> - <u>Session Number 4</u>		
Title: Scan & Annotate. What Does it Indicate?	Type: Warm Up	Time: 20 minutes
Classroom Management: The students will seat in their belonging groups.	Resources: Graph (Aierdi Gabiria, 2008, pp. 77-78) Adapted and printed version of “A Good Man is Hard to Find” (O’Connor, 1953) Example/Model of the graph (See Figure 2 in Appendix)	
Linguistic Input		
<p>Hello, good morning, guys! How are you guys today? (Waits for an answer) I’m glad that you are feeling good! Now, do you have your short stories with you? We are going to keep working with them, remember? Could you take them out, please? (Waits for students to do so)</p> <p>So, what we are going to do first is to scan the short story and make a graph. Why? You are going to look for moments when the grandmother feels happy or joyful and those moments when she doesn’t feel quite happy, but rather angry or resentful. Every time you find each moment you are going to represent it in a graph. The happy moments represent wellness, and they are the higher points of the graph. The saddest moments represent challenges that she faces, or not, and they are the lower points of the graph. Look here (While shows the model or example of a graph). This is an example of a graph I did, but yours could be something different because we can think differently. Did you understand? (Waits for an answer)</p> <p>Okay, you can start doing this activity with your groups. You have 20 minutes. Maybe you can divide your time. For example, 10 minutes to select the moments and 10 minutes to draw the graph. If you want to do this, I can keep track of the time. You can start whenever you want. Let’s go! (Let’s students to this activity while moves around the class to solve any possible doubt and check if everything understood) Good, guys! Time’s up!</p> <p>For homework, please individually upload this graph in your blogs and choose three songs that would describe the grandmother’s emotions. After this,</p>		

justify your answers with the expressions of opinion and modal verbs answering: do you think the grandmother regulates her emotions or not? in 80 words. Don't worry if you make mistakes while writing, it's a draft. I will give you feedback on it, and you will upload a second version with the suggestions I've recommended and you selected. Is that clear? Everyone? (Waits for an answer) Either way, the task and its explanation are on Teams as you can see (While shows it to the students) and you can look it up whenever you want. If you still have doubts, you can ask me whatever and whenever you want in the group chat. In this way, your classmates may have your same doubt but we could solve it for everyone. Is that okay? (Waits for an answer) Okay, good. Let's jump into the next activity then.

<u>Activity/Task Number 2</u> - <u>Session Number 4</u>		
Title: Endless Story	Type: Development	Time: 30 minutes
Classroom Management: The students will seat in their belonging groups.	Resources: Endless Story (Aierdi, Gabiria, 2008, pp. 69-70) Printed sheets of the story (See “A Nice Bike It Is! In Appendix) Padlet https://padlet.com/mariamgev/endless-story-i84r7otu1zvypz3u	
Linguistic Input		
<p>For this activity, I’m going to give each group a little and very brief story. It’s called the Endless Story that I made up. Can someone explain what endless means? (Waits for an answer) Correct, thank you! Endless means that it does not have an end. So, can you guess what you need to do now? (Waits for an answer) Very good! You need to make up an ending to this story in groups. Whatever ending you like, you are free to choose, there is no limits. I’m going to ask you only 2 things: you have to write one little paragraph, not too long, not too short. Let’s say 60 words more or less. Sounds good? (Waits for an answer) And, you have to write it with modal verbs. It doesn’t matter how many times you use them, but please include at least 2 or 3. You only have 10 minutes to do this, so if you can write more than that in so little time, go for it.</p> <p>One last thing, you have to write it in Padlet okay? So, I’m going to show you this QR code. So, please only one person in each group uploads your answer. You can take out your phones now (Waits for students to do so). Good, so please scan this code (while shows the code and waits for students to do so) Is everyone in the Padlet board? (Waits for an answer) Good! I’m going to give you this story (Distributes one or two copies for each group). Does everyone have a copy? (Waits for an answer) Good. So, ten minutes start now! Go! (Waits for students to do this activity while moves around the class to check and solve any doubts that may arise) How are you doing so far, is everything okay? (Waits for an answer) Only 2 minutes left, come on!</p>		

Great! So, time's up. You can move your phones away and keep them, please. (Waits for students to do so) How do you think you did? Was it a difficult or an easy task? (Waits for an answer) Cool! So, I'm going to display your answers now in the board. (Does this so that students can see each other's answers) Can you see? Those at the back? (Waits for an answer) Awesome.

What we are going to do now is that each group reads their ending and we altogether have to classify their ending as adequate or inadequate. Okay? (Waits for an answer) Good, which group wants to start? (Waits for an answer and waits for the group to read their ending) Okay, very interesting ending, isn't it? What do you think the rest of you? Is it adequate or inadequate? You can answer as well (While speaks to the group that just has read the ending) Okay, very nice! Can we continue, please? (Does this until all of the group have classified their endings and helps the students to assess their answers)

Amazing. The next and last thing we are going to do is to come up with solutions for the inadequate endings. *If students haven't written any inadequate ending, the teacher can bring up examples of these endings so as to discuss.* This is time for discussion, okay? Do you remember what you have to do, right? You don't have to say just yes or no, or one-word answers. You have to elaborate and justify your answers in groups using modal verbs and opinion expressions, is that okay? (Waits for an answer) So, we can start! (Discusses with students and addresses the endings until all of them are covered and registers which group/s have a point in the scoreboard) Great guys! You did a great job!

Have you wondered what this means? What we did just now? Like, we have a problem or a situation and we look for solutions. What is this called? (Waits for an answer) This is called regulating our emotions. Remember the graph for the grandmother, life is like that. We can have ups and downs (while gestures ups and downs with hands). So we need to regulate to make everything balanced, right? (While gestures a fine line with hands). Good! Have you ever done this? (Waits for an answer) Was it a good regulation or did you need help? (Waits for an answer) Don't think help from others is a bad thing. On the contrary, it's very important because other people can help us see other things. Okay very good guys, you have good reflections.

The bell is about to ring so I'm going to let you go! Don't forget to upload your drafts in the blog! See you then, bye!

<u>Activity/Task Number 1 - Session Number 5</u>		
Title: Engage with the Historical Stage	Type: Warm Up	Time: 10 minutes
Classroom Management: The students will seat in their belonging groups.	Resources: IT Room Internet Connection Digital Board Mentimeter https://www.menti.com/alamotjodo1v Adapted and printed version of “A Good Man is Hard to Find” (O’Connor, 1953)	
Linguistic Input <p>Good morning, guys! We’re going to start the lesson in a few! Come on. (Waits for students to listen) Today, we are going to do an interesting activity and we need to go to the IT room, okay? So, please while we go there I want you to stay as quiet as possible. We don’t want to bother other people because they are having lessons. Is that okay for you? (Waits for an answer) Great, so please. Take a pen or pencil and your short stories, and we can go. (Waits for students to do so and goes with them to the IT room.</p> <p>Good, so guys please sit down with your group members. Try to sit in pairs but stay in your group organization. Also, turn on only two computers per group. We don’t want to lose time. (Waits for students to do so) Okay, now that you are ready, we can start. The first thing I need you to do is to scan the short story and circle key words that could represent the historical stage. Remember that they are in Georgia, which is a state in the Southern part of the United States. And, they are in a period after the war. So, what does this mean. Look it up and upload your answers individually through Mentimeter please. You have the QR code here (While displays the code in the board so that they can see). So take out your phones and whenever you find something, type it in and submit it. You have 10 minutes come on! (Waits for students to do this activity)</p>		

Time's up now, guys! How do you think you did? Let's see the results! (Shows the results in the board) Okay, so the words that appear bigger are the most repeated words that you submitted. With this in front of you, what do you think of this historical stage? Did you know about it? (Waits for an answer) Do you want to know more about the society of this place and time? (Waits for an answer) If you want to know more, I've uploaded in Teams some movies that you can watch if you are interested, okay? With this being said, we can jump right into the main activity of this lesson.

<u>Activity/Task Number 2</u> - <u>Session Number 5</u>		
Title: Deep Dive into the Southern Society	Type: Development	Time: 40 minutes
Classroom Management: The students will seat in their belonging groups.	Resources: IT Room Internet Connection Digital Board Canva Adapted and printed version of “A Good Man is Hard to Find” (O’Connor, 1953)	
Linguistic Input		
<p>I want you to go to Canva, please. (Waits for students to do so) Are you familiar with this type of webpage? (Waits for an answer) So, for those who don’t know Canva is for designing whatever document you want. For example, posters, presentations, Instagram stories, etc. For today’s lesson, we are going to design an infographic. So, can you see the upper blue section that has a search bar and circles with different documents? (Waits for an answer and shows it in the digital board) Please, press the button that says more. (Waits for students to do so) Is everyone there? (Waits for an answer) Okay, and then we go down a little and it says templates and right below that it says infographics, do you see it? (Waits for an answer) Cool! Press on see everything here (While shows it in the board) Is everyone here? (Waits for an answer) If you are not following or you want me to go slower, please say it! (Waits for an answer) Right, so here you have many templates of an infographic. I’m going to give you 5 minutes to look up through them and please choose one that you like. One infographic per group, please. (Leaves students time to do so) Great, have you chosen one? (Waits for an answer) Okay, amazing!</p> <p>So, I’m sure you see that all infographics have the almost the same organization, right? Based on this, who can tell me what is an infographic for? (Waits for an answer) Very good, thank you! An infographic is basically a visual document that has key information of a topic. I’m going to choose a random infographic so that you can see. (Does so) So, as you can see here the titles are very important and the size of the letter as well. What is also important?</p>		

(Waits for an answer) Very good! Key words. See here? (While points and shows it in the board) Depending on your topic, you will have different key words. More, what do you think is also important? (Waits for an answer) Great! Pictures and visual representations. The first thing that we look at when we read a document is the images or visual cues, right? An infographic has to represent the message with pictures as well. The last thing that is important, can you guess what it is? (Waits for an answer) Very good! It's the length of the information. Remember that an infographic is brief and to the point. This means that you can't write it as a book, or a novel, or an encyclopedia. You have to be careful and choose important information. Is this clear for everyone? (Waits for an answer) Right, so we can start doing the activity.

Now that you have your chosen infographic, you have to design and create one. So, since we are reading the short story, I want you to make an infographic that includes three key words that represent the society of the short story, their emotion, their behavior, their ideologies, whatever you want. Remember, the characters are living in a society after the war in the South of United States. This can mean a lot of things, right? For example, one key word for the society we have today is technology. So, if I do an infographic of today's society, I would write technology in big letters (While shows them in the board through Canva) and below this, one sentence or two explaining this. You need to do the same but with the society described in the short story. Is it clear? Please include some modal verbs in the explanation of each key word. (Waits for an answer) At the end of the infographic, please also include one quote that the grandmother says and that describes this society. In this way, we can have a representation with one sentence. Did you all understand what you need to do? (Waits for an answer) Great! So, you can start whenever you feel ready.

I recommend you to divide your tasks. Two people in the group can look for two key words and explain them and the other two can look for another key word and its explanation and the quote of the grandmother. If you have a better way of organizing the activity and the time, you are more than welcome to share and do it. You can start designers! (Waits for students to do this activity. While they do this, moves around the class to check and solve any of the doubts that may arise. Makes sure that all the members of the group are participating and sharing their views.)

Time's running out, guys! If you have finished it, upload it to your blogs when you have time at home, please. If you didn't have much time to finish it, don't worry, you can do it during the weekend and upload it. This is to keep it registered so that I can assess your final marks, okay? Every member of the group has to upload it. Don't worry if it's not perfect or anything like that. The important thing is that you have contributed to do the work and you have learned something about the Southern Society, okay? (Waits for an answer) When I give the feedback to you, you can make any changes that you want. For now, leave it as it is.

So, let's start switching off the computers since it is almost time to go. Come on! (Waits for students to do so) Okay, the bell already rang! You can go now. See you the next day! Bye!

<u>Activity/Task Number 1</u> - <u>Session Number 6</u>		
Title: Do We Look “Alike”?	Type: Warm Up	Time: 25 minutes
Classroom Management: The students will seat in their belonging groups.	Resources: Internet Connection Digital Board Mentimeter https://www.menti.com/alnp1jwezp1t Short film “Alike” (Cano Méndez & Martinez Lara, 2016)	
Linguistic Input		
<p>Good morning, everyone! How are you guys feeling today? Is everything good? (Waits for an answer) (Starts rolling down the blinds while explains) We are going to watch a short film today. Do you like that? (Waits for an answer) Can you guess what the short film is about if I tell you the word “Alike”? it’s the title of the film (Waits for an answer) Alike means similar to each other.</p> <p>This short film lasts 10 minutes, so I’m going to start the video and I want you to pay attention to the details because we are going to discuss a little bit after. Is that clear? (Waits for an answer) Great! So, let’s start watching. (Starts the short film and watches it with the students)</p> <p>Great! What do you think about the film? Did you like it or it was not that interesting? (Waits for an answer) Cool! So, you are going to answer in groups two questions through Mentimeter. Listen to the question first and I’ll let you take your phones out. The question is what are the emotions that the father feels? His name is Copi, okay? Remember to use emotions that we learned using the emotion wheel. Do not use only simple ones like happy or sad, be more creative.</p> <p>So, take your phones out and scan the QR code. (Waits for students to do so) You can start discussing in groups but this time each one of you uploads the</p>		

answer. Not one person, but everyone. Come on! (Waits for students to discuss and upload the answers) Right! Very good guys!

The next question is similar: what are the emotions that the father feels? His name is Paste. What do you think? Discuss in groups again and upload your answers individually. (Waits for students to do so) Very good guys! Time's up! You can switch off or move your phones away now.

I'm going to show you the results, the answers that you have submitted. Let's see the answers of the first question (While shows it in the board). Very good! Remember, the bigger the letters, the more repeated they were. Let's put the second question beside that to compare (While shows it in the board). Okay, you did a very good job, guys! You remember many of the emotions, it's amazing! So, now we are going to discuss altogether. Each group is going to support their answers by elaborating justified arguments and the other groups listen and agree or don't, or provide another view. What do you need to use for that? (Waits for an answer) Correct! Modals and opinion expressions. Is that okay? (Waits for an answer) I want you to answer why you have chosen these emotions first. (Discusses with the students for five minutes and provides help if needed) Very good guys, you are doing a fantastic job so far! Next question I want you to discuss is why do you think they feel like this? (Discusses with the students for another five minutes and provides help if needed)

Very well done everyone! The way you present your ideas is amazing. Congratulations!

<u>Activity/Task Number 2</u> - <u>Session Number 6</u>		
Title: Empathetic or Not Empathetic? That is the Question	Type: Development	Time: 25 minutes
Classroom Management: The students will seat in their belonging groups.	Resources: Internet Connection Digital Board Adapted and printed version of “A Good Man is Hard to Find” (O’Connor, 1953)	
Linguistic Input		
<p>Next, can you take out your short stories, please? (Waits for students to take them out) Great. So, now we are going to do something similar but with the character of the grandmother. I want you to find in groups moments in which the grandmother empathizes and moments where she does not empathize. When you find them, please highlight them or mark them in two different ways so that you can have a clear visual representation. Okay? Is it understood? (Waits for an answer) Great, you can start then! (Waits for students to do the activity while moves around the class to make sure they are doing it correctly and solves any doubts)</p> <p>Right, guys, time’s up now. Can you share with your classmates what have you found and we talk a little about the grandmother, please? (Discusses with the students about their answers and makes sure everyone participates). Very good! So, up to this point, what do you think about the grandmother? Do you like her? (Waits for an answer) Would you be friends with her? (Waits for an answer) Wow, you are very decisive! Now, can we discuss more deeply? I mean, even if the grandmother gets on our nerves sometimes, can we empathize with her? Please, remember elaborate your answers! (Waits for students to discuss for some time) Okay, I see different views here! Why do you think children mock her? Or her son doesn’t pay her attention? (Waits for students to discuss for some time) Nice! Can you give me possible reasons why is she like that? Could it be because of the era she lives in? (Waits for students to discuss) Well done guys! I’m going to register your points in the scoreboard. You have done a great job.</p>		

<u>Activity/Task Number 1</u> - <u>Session Number 7</u>		
Title: Is it Memory? Is it Motivation? It' How you Face Complication	Type: Warm Up	Time: 10 minutes
Classroom Management: The students will seat in their belonging groups.	Resources: Sheets of paper with emotions (See Figure 3 in Appendix)	
Linguistic Input		
<p>Good morning, guys! Can you please stay in your seats? We are going to start the class in a few! (Waits for students to sit) How do you feel today? Are you good? (Waits for an answer) Great. Are you ready for todays' class? (Waits for an answer) Good. So, let's start, shall we?</p> <p>I'm going to give you a sheet of paper to each of you, okay? In it, you will find a list of emotions. What you have to do is to try to memorize as many emotions as you can. I'm sure you have played a game like this. I think it's called Memory, right? (Waits for an answer) So, you are already familiar with this. (Starts distributing the papers to the students) Okay. Does everyone have a copy? (Waits for an answer) Great, so I will give you 2 minutes to memorize the emotions. Get ready! Time starts in 3... 2... 1... Go! (Waits for students to memorize) Okay, give the sheets back to me please (Moves around the class and collects the papers) So now, let's talk about what you have learned throughout the previous sessions. Can someone tell me what do you remember and explain a little? (Speaks with the students until 5 minutes have passed) Very good! You are masters of emotions now! I'm very impressed with you guys!</p> <p>Now, quickly take out a sheet of paper, come on! (Waits for students to do so) Do you all have a paper? (Waits for an answer) Right. So, start writing as many emotions as you remember from the sheet of paper I gave to you earlier. When you finish, please raise your hands. Is that clear everyone? (Waits for an answer) You can start in 3... 2... 1... Go! (Waits for students to write) Now, time's up guys! Hands up! (Checks that everyone has stopped writing. Good. So as you have seen, half of the class finished earlier than the other and I saw many of you giving them a weird look because you thought you had</p>		

the same emotions to remember. I wanted to trigger you with this game so that you understand what motivation is. One half of the class was more motivated to write the emotions because in their sheets there were emotions easy to remember. The other half had emotions not so easy, but rather difficult to remember like they were very long or something similar, and they started to get less and less motivated to write because their classmates already finished. Did you get the idea? Did it work? (Waits for an answer) Nice, so let's get to another game I prepared for you.

<u>Activity/Task Number 2</u> - <u>Session Number 7</u>		
Title: Escape Room	Type: Development	Time: 25 minutes
Classroom Management: The students will seat in their belonging groups.	Resources: Printed pieces of the short story and “demotivating” and “motivating” labels (See Figure 4 and 5 in Appendix)	
<p>Linguistic Input</p> <p>Are you familiar with the term “Escape Room”? (Waits for an answer) Right. Who can explain to me and the rest of the classmates what an escape room is? (Waits for an answer) Amazing! An Escape Room is a game in which you have to decipher many things and you are given a number each time you decipher. If you deciphered it correctly, you will have a numerical code that would help you escape the room. In our case, I’ve prepared an escape room related to the short story.</p> <p>Since we have read and scanned the story many times, this game would be easy for you. I’m going to give you scrambled pieces of some parts of the short story and you have to classify them into motivating or demotivating situations or experiences. Motivating ones are number 1s and demotivating are number 2s. There are 6 situations. When you finish classifying them, you have to come up with a numerical order. There’s a bigger sheet I’m giving you too that has the situations all together, so you have to write the numbers there, your numerical code. Is it clear? (Waits for an answer) Okay. Move away everything that you have in your desks and leave only a pen or pencil, please. (Waits for students to do so) Nice! I’m going to give you the pieces. Be careful not to lose them, otherwise you won’t be able to do the activity. (Moves around the class and distributes the papers) Does everyone have their papers right? (Waits for an answer) Nice. You can start whenever you can, let’s go! (Waits for students to do the activity and moves around the class to check and solve doubts)</p> <p>Very good, guys! The time has finished! Do you have the numerical code ready? (Waits for an answer) Great. So, can please one member of each group,</p>		

one by one, come in the board and write their code? (Waits for students to do so) Okay, very good, thank you! Let's discuss and defend your answers, now. Why have you chosen this order and not another one? Remember again that you have to justify your answers with modals and sentences that express opinion. Come on, who wants to start? (Waits for students to start discussing and guides the discussion) Very good, everyone! You have done a fantastic reflection. Who do you think has the point in the scoreboard this time? (Waits for an answer) I think you all got it!

<u>Activity/Task Number 3</u> - <u>Session Number 7</u>		
Title: Kahoot	Type: Wrap Up	Time: 15 minutes
Classroom Management: The students will seat in their belonging groups.	Resources: Internet Connection Digital Board Kahoot https://create.kahoot.it/share/let-s-revise-content/212a8f12-d9ae-4752-aa0b-1f5312071bb9	
Linguistic Input		
<p>The last game we are going to play is... (creates suspense) Kahoot! I'm 100% sure you all know what this game is, so I don't need to explain. Take out your phones and scan this code (While displays it in the board). This Kahoot is to revise all the content that we have seen through the previous lessons. So, you can't look at your short stories. Try to remember as many things as you can. If you fail, it doesn't matter. Do it as best as you can.</p> <p>Are you ready? (Waits for an answer) Is everyone in the Kahoot room? (Waits for an answer) Okay! Let's get started! (Plays the game, says the questions aloud and makes sure every student understands it.) Last question, come on. (Shows the last question and lets students answer it) Wow, you have done a good job, everyone! Let's see who are the three people in the podium! (Shows the results) Congratulations, guys! The rest of you, you also did incredible, don't worry!</p> <p>So, this is the end of this lesson. Remember that in the following lesson you are going to write the script of your podcast. Please, have a look at the instructions I have uploaded on Teams, so you can get an idea of what you are going to do. In the next lesson, you are going to record the podcast with the script you have written. I have also uploaded a tutorial and a document with steps on how to record it using Podomatic.</p> <p>I will repeat again in class, but please have a look at it at home, it is very recommended. With that being said, I will see you the next day! Good bye!</p>		

<u>Activity/Task Number 1</u> - <u>Session Number 8</u>		
Title: Writers! Producers! Get Ready!	Type: Warm Up	Time: 10 minutes
Classroom Management: The students will seat in their belonging groups.	Resources: IT Room Internet Connection Digital Board Presentation https://www.canva.com/design/DAFmFX402Zo/nRB2k1t0gJuUtud7cKQhWw/view?utm_content=DAFmFX402Zo&utm_campaign=designshare&utm_medium=link&utm_source=viewer Adapted and printed version of “A Good Man is Hard to Find” (O’Connor, 1953)	
Linguistic Input <p>Good morning! How is everyone feeling? (Waits for an answer) So, as you know, today you will write your scripts for the podcasts. Has everyone taken a look at the documents and tutorial I uploaded? (Waits for an answer) Okay, fantastic! If you haven’t for whatever reason, don’t worry, the rest of your group members and I can help you. Switch on your computers and listen carefully, please.</p> <p>Today you are going to write a script. A script is very simple. It’s like a dialogue between the members of your group. Each group has an established component of Emotional Intelligence that we have been dealing with the previous lessons. As you can see in the board (while displays the presentation), one group has self-awareness, another one has self-regulation, another one has social skills, another one has empathy and the last group has motivation. If you don’t remember what each of them mean, it’s time to ask now. (Solves any of the questions that students may have by reminding them the activities they did on the lessons so that they can recall easily without any complex explanations or expressions).</p>		

With this being said, what you have to do is to choose a part of the story in which the grandmother appears and give a suggestion or opinion according to your given component. For example, the group that has self-regulation can find an instance of the short story in which the grandmother doesn't regulate her emotions. So, they would write a dialogue in which the members present this situation first and then they discuss what they would suggest to the grandmother. I think or in my view the grandmother could practice breathing for 10 seconds, for example but more elaborated, of course. It's just like we have doing in the previous lessons, but you have to write it and narrate in a podcast tomorrow. Remember, to elaborate your answers, you have to.... What? (Waits for an answer) Very good! You have to use modals and opinion expressions. Now, the requirements are the following (shows it in the board): you have to write it in 100 words. So, be careful what you include because not everything is important. You have to use at the modal verbs at least 5 times and you have to use opinion expressions at least 5 times as well. More, you have to talk about your component, not any other. And, that would be it.

I know this is so much information in just a few minutes, but once you get started it will be clearer. So, I'm going to give you 5 minutes to organize yourselves and choose a moment in the story that you are going to talk about in the script. Come on! (Waits for students to choose) Did you choose one? (Waits for an answer) Okay, do you have your info clear? (Waits for an answer) Great!

<u>Activity/Task Number 2</u> - <u>Session Number 8</u>		
Title: Writers! Producers! Start Elaborating Now!	Type: Development	Time: 40 minutes
Classroom Management: The students will seat in their belonging groups.	Resources: IT Room Internet Connection Digital Board Adapted and printed version of “A Good Man is Hard to Find” (O’Connor, 1953)	
<p>Linguistic Input</p> <p>Remember that each of you has a role and you have to comply to that role. But you don’t have to do only that. Make sure that everyone participates, everyone talks, everyone contributes and no one is left behind. This is team work and you should cooperate with each other. Is it clear? (Waits for an answer) Good! Another thing, manage your time however you please, whether you want to start with one thing or end with another. But do not lose time.</p> <p>If you have any questions, no matter what it is, you are more than welcome to ask. You can start whenever you feel ready! (Let’s students start writing their scripts and helps them if they need it. Moves around the class to make sure everyone is working and collaborating and takes note if they are playing their roles)</p> <p>Okay, guys! Time’s running out. Start saving your scripts and upload them to Teams in the task I’ve created. If you haven’t finished, you can finish at home during the weekend and send it whenever you can. I will provide feedback and you will correct whatever you consider necessary. Make sure to bring it the next day so that you can record your podcasts here.</p>		

<u>Activity/Task Number 1</u> - <u>Session Number 9</u>		
Title: Directors! Let's Check the Mics First!	Type: Warm Up	Time: 10 minutes
Classroom Management: The students will seat in their belonging groups.	Resources: IT Room Internet Connection Digital Board Scripts of the students	
Linguistic Input		
<p>Good morning, guys. How have you been doing? How do you feel? (Waits for an answer) I'm glad you are doing fine! We are getting closer to the end of these sessions. What do you think? I want your honest opinions; did you like them? (Waits for an answer) Who thinks these sessions will help them in future occasions outside the classroom? (Waits for an answer) Okay, I'm impressed!</p> <p>So, as you can remember, today is recording day. So, what we are going to do first, is to warm up a little. How? Well, as you can see these computers have headphones with microphones on them. So, they are perfect for recording because they reduce the noise around you. But, what are you going to record with, you may ask? We are going to use a program called Podomatic, as you can see here (While shows it in the board). So, please start turning on the computers, two per group as you already know, and I can guide you through this program. (Waits for students to turn on the computers) Who of you have seen the tutorial I've uploaded on Teams? Raise your hands? (Waits for an answer) Okay. Those who have seen it will know what I will explain now and those who don't, don't worry about it, it's easy to follow. This program is very intuitive and very fun to use, you will see in a few seconds.</p>		

Please, go to the search engine, whatever you choose, type Podomatic and click on the first webpage that it comes up. (Waits for students to do so) Nice. So, as you can already imagine, to record a podcast here, you need an account. However, our high school as you can imagine already has an account here and the English department as well. So, what we are going to do is to access through the account of the English department and then when you finish recording and the finishing touches, I will upload your podcast episodes to the high school's podcast. How does that sound? (Waits for an answer) Okay, so click on log in and the user and password of the English department should already appear filled in. Is this it for everyone? (Waits for an answer) Cool.

Next step is to press log in, can you do that? (Waits for students to do so) Okay, so as you can see this is the main page. See in this center we have many options like upload new episode, record new episode, share and so on? Who can tell me what are we going to do? (Waits for an answer) Very good! We are going to record a new episode. So click on that, please. (Waits for students to do so)

Is everyone in the same page as me? (While points to the board so that students can see) Nice! So press the right button a few times and then start recording. (Waits for students to do so) Can you do the test for a few seconds to check if your microphones and headphones are working correctly? (Waits for students to do so while moves around the class to check as well) Right, so everyone is ready.

What you have is the recording button and some sound effects that you can use to make your episode sound more fun or creative. Do not overuse them please. They are funny, yes. But, do not lose time on this. Is it clear? (Waits for an answer) Great!

Now, the requirements you need to follow for the podcast episodes are: the episode shouldn't be longer than 3 minutes and a half. Also, your podcast episode should have a clear organization or structure. You can't jump into giving a suggestion to the grandmother without presenting what is happening, right? (Waits for an answer) Good.

<u>Activity/Task Number 2</u> - <u>Session Number 9</u>		
Title: Directors! It's Your Time to Shine!	Type: Development	Time: 40 minutes
Classroom Management: The students will seat in their belonging groups.	Resources: IT Room Internet Connection Digital Board Scripts of the students	
Linguistic Input		
<p>Right, so if you don't have any doubts until this moment, you can start recording your episodes! I repeat again, you can divide or manage your work however you please. It's mandatory that every member of the group speaks. Okay? Everyone. If you hesitate or you say things incorrectly, it's normal. Maybe it's your first time doing something like this, so feel free to make mistakes and to ask me for help.</p> <p>You have 40 minutes to record, so stay focused and enjoy your recording! One last thing, do not talk so loud or make so much noise. Even though, these microphones omit the noise, if you are loud, it can still be heard. Understood? (Waits for an answer) Right! So, start whenever you feel ready! (Let's students record their episodes while moves around the class to check and provide help if needed. Checks if everyone is participating and understanding their task)</p> <p>Okay, guys how are you doing so far? Do you think you can have it by the time the bell rings? (Waits for an answer) Okay, very nice! Good job. <i>If students have not finished recording their episode in class, they can finish at home during the rest of the day or more days can be given so they feel free to make whatever changes they consider necessary.</i> Okay, so please, save the changes and turn off the computers. (Waits for students to do so) Great!</p>		

I'm going to ask you one thing okay. The next day we have class we are going to listen to the podcasts together so you can all see and hear what your classmates have done. After this, I will publish your works to the high school's podcast. For this, I will need that your parents sign this permission to use your voices and your work to publish for academic purposes. Alright? If your parents do not agree to do this, don't worry, we can still hear the episodes in our class, okay? (Waits for an answer)

Amazing, so thank you for effort guys, you've done an amazing job! Congratulations. You are free to go now. Enjoy the rest of the day! See you!

<u>Activity/Task Number 1</u> - <u>Session Number 10</u>		
Title: Self-Assessment and Peer-Assessment	Type: Reinforcement	Time: 20 minutes
Classroom Management: The students will seat in their belonging groups.	Resources: Set of questions for self-assessment and peer-assessment (See Figure 5 in Appendix)	
Linguistic Input		
<p>Good morning, people! How do you guys feel? (Waits for an answer) I see that you are very excited for today’s lesson, right? (Waits for an answer) I’m excited as well. I want to see your work!</p> <p>But, before we do that, we need to do something else first. (Shows the printed papers for the assessment) Can you guess what this is? (Waits for an answer) This is to assess yourselves and your group members. I’m going to give you this paper first. In it, you have a few questions about your work during the lessons. You have to mark yourselves depending on the role you had. For example, if you were the gatekeepers, there will be questions for you such as “I made sure that everyone in my group participated” and you have to put from 1 to 10 how much do you think you did, or questions for you to answer like “How did I made sure that my classmates contributed?” and so on. Is that clear? (Waits for an answer) Good! So, I’m going to give you the papers to each one of you and you can start answering. Don’t interchange them, each paper has your name. (Gives the self-assessment papers to the students and waits for them to fill them in) Very good, guys! Give them back to me in order, please. (Waits for them to do so)</p> <p>Now, we are going to do the same but for you group members. You will have similar questions and you have to assess the people in your group. Okay? (Waits for an answer) Great. (Distributes the peer-assessment papers to the students and waits for them to answer)</p> <p>Fantastic, guys. Can you give them back to me, please? (Waits for them to do so) Thank you, everyone! Now, are you ready to listen to the podcast?</p>		

<u>Activity/Task Number 2</u> - <u>Session Number 10</u>		
Title: Let's Go to the Cinema!	Type: Reinforcement	Time: 30 minutes
Classroom Management: The students will seat in their belonging groups.	Resources: Internet Connection Digital Board Link of the podcast Exit Tickets (See Figure 6 in Appendix)	
Linguistic Input		
<p>Let's get started then! I have already prepared the webpage not to lose time. So, which episode do you want to listen to first? Or do we go in order? (Waits for an answer) An important thing, before we start. I'm going to ask some questions of each episode. So, don't zone out. Pay attention, please! And, when the bell is about to ring, don't go out because I will give you some exit tickets where you have to write something.</p> <p>Okay, let's go with self-awareness, group 1. Are you ready? (Waits for an answer) Ok, let's go! (Plays the episode for students to hear) Can you hear good or do I need to raise or lower the volume? (Waits for an answer) Perfect. Let's listen! (Plays the episode again and listen to it with the students) Okay, very well done guys! You did an amazing job! Now, question for the rest of the classmates, what can you tell me about the grandmother's self-awareness? Would you suggest something else than what group 1 has said? (Waits for an answer) Nice! Thank you!</p> <p>Next, group 2, who speaks about self-regulation. (Plays the episode again and listen to it with the students) Wow, it's a great job guys, I'm quite impressed. Time for the question! Do you remember the graph we did about the grandmother? (Waits for an answer) Ok, if we take that and this group's opinion, would you say something else to the grandmother? Like, could she use meditation to regulate her emotions? (Waits for an answer) Okay, very good!</p>		

Group 3 is next and they present us another important component, which is social skills. Let's hear them! (Plays the episode again and listen to it with the students) You have done an amazing job, people. Very good! Can someone tell me what are the social skills that group 3 have described? (Waits for an answer) Okay, very nice! You are listening so well.

Group 4, it's your turn now! Can you tell your classmates what have you worked on? (Waits for an answer) Empathy! Very important and essential component. Let's hear what you got! (Plays the episode again and listen to it with the students) Fantastic job you guys! It's great! With what group 4 has described, would you say the grandmother is capable of putting herself on other people's shoes? (Waits for an answer) I don't think either. She is very manipulative and she wants to get away with everything, right? (Waits for an answer) Awesome!

And, last but not least, there is group 5 who talk about motivation! (Plays the episode again and listen to it with the students) You have done an amazing job people, very good! Okay, for the rest of you, do you think the grandmother has many motivations or just one? And, please specify what. (Waits for an answer) Okay, very good answers! Some people think that her only motivation is to get away with whatever she thinks of. Remember the car accident? (Waits for the answer) She was very convinced that there was a house there and she made her son drive there until they find it. But, she didn't want to admit she was wrong. Do you see? (Waits for an answer) Does she motivate other people to do what they want? (Waits for an answer) Okay, thank you guys for answering

The bell is about to ring in a few minutes, but before you go, I want to say something. First of all, congratulations to all of you for your amazing effort and dedication that you have put in the lessons and the elaboration of the final task.

Secondly, you have done an incredible job, every group has done amazing and you understood what you needed to do.

Thirdly, remember that this final task is for our high school's SOW project. Can you tell me what is it for? (Waits for an answer) To shape your wellness, our students' wellness. So, I wanted to ask you, have you learned something? Be honest, please, I won't be mad or anything. (Waits for an answer) Do you think you can use what you learned here in class in situations outside the school? For example, would you be able to listen to what others have to say even if you don't agree? (Waits for an answer) Or, would you be able to give solid advices if your friends have a problem? (Waits for an answer) Okay, so you have achieved the goals that the SOW project has. Congratulations again, guys!

The last thing is if you have any suggestions for me, could you share them? What did you like about the lessons? (Waits for an answer) Okay, great! I'm glad that you like all of these things! And what are the things you like the less? Something that you say I would change this into that? (Waits for an answer) Okay, thank you for telling me, it is very useful! Do you think your English has improved a little with these sessions? (Waits for an answer) Good!

So, I hope you had an amazing time during the sessions. Again, do not worry if you can't say things correctly in English, or you can't find some words to express yourselves or express your emotions, the important thing is that you had fun and you tried to do your best, aright? (Waits for an answer) Ok! Before you go, remember that you have to fill in an exit ticket? Who can tell me what is an exit ticket? (Waits for an answer) An exit ticket is like a ticket where you have to write what you have learned and give it to me so that you can go out. Do you understand? (Waits for an answer) Nice! So, please 1 minute to fill it in and you can give it to me. (Goes around the class, gives the tickets to the students and waits for them to fill them in). Are you done? (Waits for students to answer) Good! Thank you.

You are free to go now! See you next time! Bye!

6.4. Script Assessment

CRITERIA	1	2	3	4
2.4.3. The student produces a script by expressing his opinions in a clear way.	The student produces a script with ambiguous opinions. (0%)	The student produces a script that has not sufficiently clear opinions. (10%)	The student produces a script that has sufficiently clear opinions. (15%)	The student produces a script with clear and solid opinions. (20%)
2.4.4. The student produces a script avoiding plagiarism and respecting intellectual property.	The student produces a script that is completely identical to an existent script. (0%)	The student produces a script, a great majority of which is based on an existent script. (10%)	The student produces a script that has a few parts equal to an already existent script. (15%)	The student produces a script that is completely authentic and original. (20%)
2.4.5. The student produces a script using the modal verbs at least 5 times as required.	The student produces a script not using any of the required modal verbs. (0%)	The student produces a script using the modal verbs between 1-2 times. (10%)	The student produces a script using the modal verbs between 3-4 times. (15%)	The student produces a script using the modal verbs at least 5 times or more. (20%)
2.4.6. The student produces a script using emotional vocabulary at least 5 times as required.	The student produces a script not using any of the required vocabulary. (0%)	The student produces a script using the required emotional vocabulary once or twice. (10%)	The student produces a script using the required emotional vocabulary between 3-4 times. (15%)	The student produces a script using the required emotional vocabulary at least 5 times or more. (20%)
2.4.7. The student produces a script using 100 words.	The student produces a script that has 50 words or less. (0%)	The student produces a script that has between 60-70 words. (10%)	The student produces a script that has between 80-90 words. (15%)	The student produces a script that has between 100-120 words. (20%)
TOTAL				

6.5. Podcast Assessment

CRITERIA	1	2	3	4
2.4.8. The student produces a podcast episode by orally expressing his opinions in a clear way.	The student orally expresses a podcast episode with more than 7-8 mistakes. (0%)	The student orally expresses a podcast episode with 4-5 mistakes. (10%)	The student orally expresses a podcast episode but with 2-3 mistakes. (15%)	The student orally expresses a podcast episode with enough fluency. (20%)
2.4.9. The student produces a podcast episode that meets the time requirement: 3 minutes and a half.	The student produces a podcast episode that lasts more than 5 minutes and a half. (0%)	The student produces a podcast episode that lasts more than 4 minutes and a half. (10%)	The student produces a podcast episode that lasts more than 3 minutes and 50 minutes. (15%)	The student produces a podcast episode that lasts no more than 3 minutes and a half. (20%)
2.4.10. The student produces a podcast episode that has good sound and image quality.	The student produces a podcast episode that does not have good sound nor image quality at all. (0%)	The student produces a podcast episode that has very low sound and image quality. (10%)	The student produces a podcast episode that has decent sound and image quality. (15%)	The student produces a podcast episode that has excellent sound and image quality. (20%)
2.4.11. The student produces a podcast episode that has a correct structure.	The student produces a podcast episode that has no structure at all and is disorganized. (0%)	The student produces a podcast episode that has a very poor structure. (10%)	The student produces a podcast episode that has a decent structure. (15%)	The student produces a podcast episode that has an excellent structure. (20%)
2.4.12. The student produces a podcast episode avoiding plagiarism and respecting intellectual property.	The student produces a podcast episode that is completely identical to an existent one. (0%)	The student produces a podcast episode, a great majority of which is based on an existent episode. (10%)	The student produces a podcast episode that has a few parts that are similar to an already existent episode. (15%)	The student produces a podcast episode that is completely authentic and original. (20%)
TOTAL				

Figure 1. Domino of Emotions (Session 3, Activity 3)

The teacher has given you the mark of a difficult exam and you passed	Contempt	You see the person that you are dating dancing closely with someone else	Disappointment
You trusted very much in someone but you realized they lied to you	Fear	Someone tells everyone a big lie that you told to show off	Jealousy
Someone told you that your dog has been killed by a truck	Embarrassment	You have an exam tomorrow and you only have studied half of the content	Rage
You are playing with a classmate and you hit him unintentionally and he/she insults you with a hurtful word	Envy	You don't like to stay or go inside an elevator	Sadness
You live 2 months abroad and you think of someone that you miss a lot	Phobia	There is a special person that you can share your joys and burdens	Nostalgia
You get amazing marks in the exam and you laugh at your classmate that hasn't passed	Friendship	You had an interview and they told you that there are many possibilities of hiring you	Love
You have to undergo a surgery and the doctor tells you there are serious risks	Joy	In town, two families are enemies because of their land limits	Surprise

You are going to drive to your street and you see there is a ditch	Boredom
--	----------------

A rich white man looks with superiority at a poor black man that has AIDS	Loathing
---	-----------------

There is only one person that I want to share my whole life with	Disgust
--	----------------

You don't like football and your dad obliges you to watch the match with him	Apprehension
--	---------------------

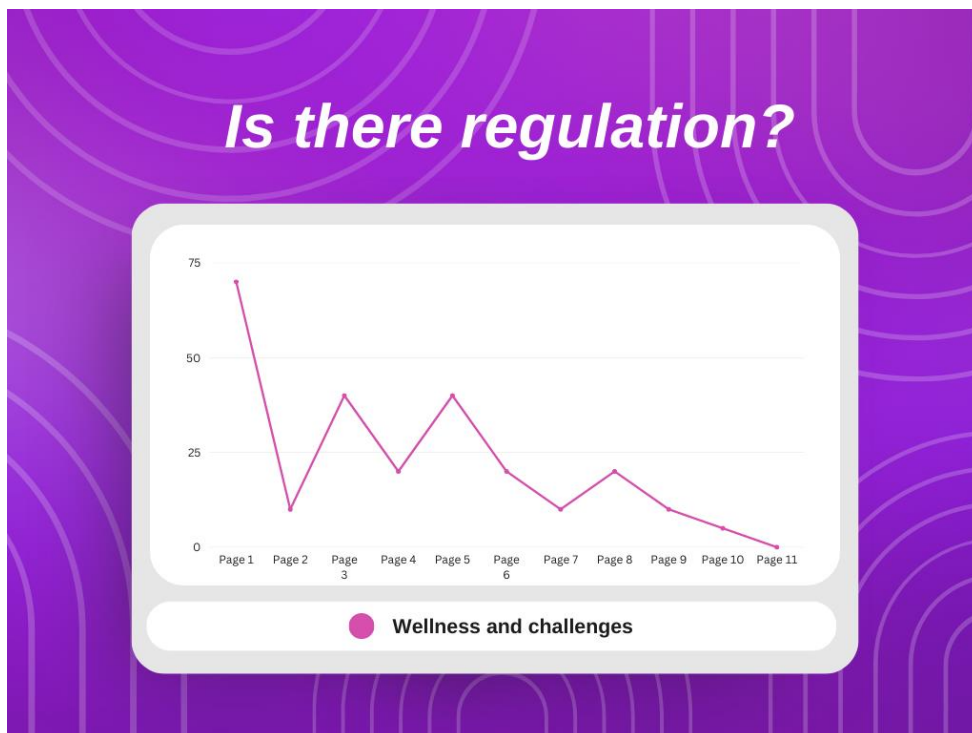
You want to go to England and you start learning English with so much energy	Whim
--	-------------

You are walking in the street and you see someone throwing up in the sidewalk	Pride
---	--------------

You have new comfortable shoes but you buy other ones because they are of a more famous brand	Optimism
---	-----------------

A very good-looking person in class is admired by everyone, but he/she doesn't notice me	Enthusiasm
--	-------------------

Figure 2. Model of the Graph (Session 4, Activity 1)



Endless Story. (Session 4, Activity 2)

A Nice Bike it is!⁷

“That’s a nice bike.”

“Thanks. It cost me quite a bit.”

“Yeah . . . nice shocks, firm support, a narrow little racing-seat, you must be quite the rider.”

“You think so? Really, I just ride on weekends. You know, back and forth from the coast. It’s relaxing.”

“We could use a young man like you.”

“Excuse me?”

“Good riders are hard to find.”

“What does that mean?”

“You even have a nice little basket.”

“That’s for groceries. Sometimes I ride to the supermarket, or the mall, or whatever.”

“Yeah, maybe you could use it to carry something for us.”

“Us? What are you talking about?”

“We’d pay you very well.”

“Pay me well for what?”

“For working for us.”

“Doing what? Not drugs, right?”

“You’d make good money.”

“What, selling drugs?”

“You’d just be taking a nice ride from point A to B. That’s all.”

“No, no, no, no.”

“The starting pay is two grand a trip.”

“I said no!! No way. . . . wait did you say two grand?”

“That’s right.”

“Two grand . . . ? Whoa! I could pay off my student loans!”

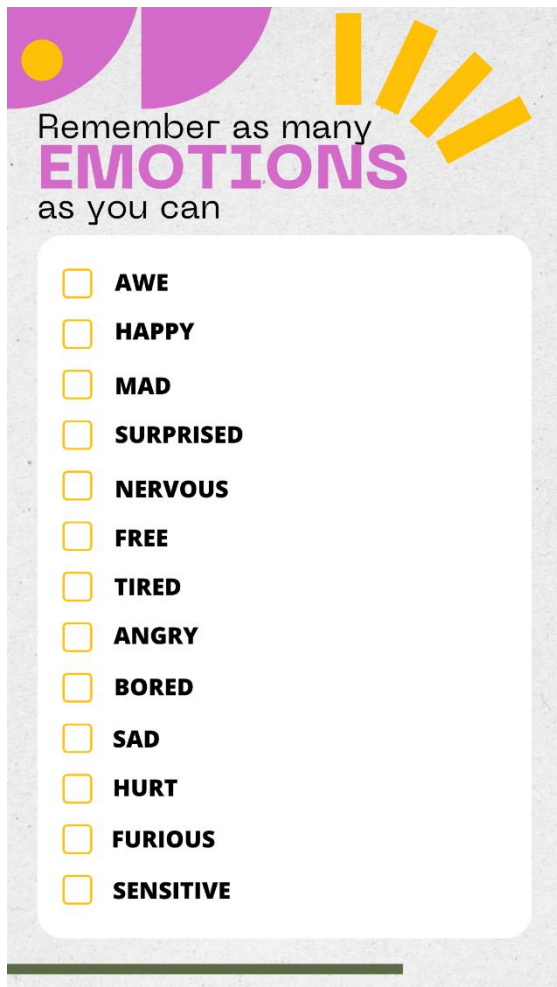
“So, what do you say?”

“Well . . .”

⁷ Taken from *Stories Without End*. (Sapp, 2018, pp. 49-53).

Figure 3. Lists with Easy and Difficult Emotions. (Session 7, Activity 1)

List with Easy Emotions



Remember as many **EMOTIONS** as you can

- AWE
- HAPPY
- MAD
- SURPRISED
- NERVOUS
- FREE
- TIRED
- ANGRY
- BORED
- SAD
- HURT
- FURIOUS
- SENSITIVE

The card features a decorative header with a yellow circle, purple shapes, and yellow rays. The text 'Remember as many EMOTIONS as you can' is at the top. Below is a white rounded rectangle containing a list of 13 emotions, each preceded by a yellow checkbox. A green horizontal line is at the bottom.

List with Difficult Emotions



Remember as many **EMOTIONS** as you can

- ANXIOUS
- ASHAMED
- THANKFUL
- EXCLUDED
- DISRESPECTED
- NUMB
- COURAGEOUS
- ASTONISHED
- POWERFUL
- ANGRY
- HURT
- HORRIFIED
- HELPLESS

The card features a decorative header with a yellow circle, purple shapes, and yellow rays. The text 'Remember as many EMOTIONS as you can' is at the top. Below is a white rounded rectangle containing a list of 13 emotions, each preceded by a yellow checkbox. A green horizontal line is at the bottom.

Figure 4. Scrambled Pieces of Situations. (Session 7, Activity 2)

She was sitting on the sofa, feeding the baby his apricots out of a jar. "The children have been to Florida before," the old lady said. "You all ought to take them somewhere else for a change so they would see different parts of the world and be broad. They never have been to east Tennessee."

"Let's go through Georgia fast so we won't have to look at it much," John Wesley said. "If I were a little boy," said the grandmother, "I wouldn't talk about my native state that way. Tennessee has the mountains and Georgia has the hills." "Tennessee is just a hillbilly dumping ground," John Wesley said, "and Georgia is a lousy state too."

"Ain't she cute?" Red Sam's wife said, leaning over the counter. "Would you like to come be my little girl?" "No I certainly wouldn't," June Star said. "I wouldn't live in a broken-down place like this for a million bucks!" and she ran back to the table.

"Two fellers come in here last week," Red Sammy said, "driving a Chrysler. It was a old beat-up car but it was a good one and these boys looked all right to me. Said they worked at the mill and you know I let them fellers charge the gas they bought? Now why did I do that?" "Because you're a good man!" the grandmother said at once.

"All right!" he shouted and drew the car to a stop at the side of the road. "Will you all shut up? Will you all just shut up for one second? If you don't shut up, we won't go anywhere."

"We've had an ACCIDENT!" [...] "But nobody's killed," June Star said with disappointment as the grandmother limped out of the car [...] "Maybe a car will come along," said the children's mother hoarsely. "I believe I have injured an organ," said the grandmother, pressing her side, but no one answered her.


MOTIVATING

DEMOTIVATING

Figure 5. Self-Assessment and Peer-Assessment Sheets. (Session 10, Activity 1)


Name: _____ Lesson: **Discovering Emotions with Conversations**

Assessment *Checker*

 <p>I revised correctness and accuracy</p> <p>I checked that the tasks were delivered on time and in form</p> <p>I revised what tasks needed urgency and told my classmates</p> <p>I checked that there were elaborated and justified arguments</p>	I say			My classmate says		
	Good	Great	Needs to Improve	Good	Great	Needs to Improve

Name: _____ Lesson: **Discovering Emotions with Conversations**


Assessment *Organizer*

 <p>I distributed the tasks adequately</p> <p>I took notes on how things had to be structured</p> <p>I recommended adequate structures</p> <p>I took notes on everyone's ideas and shared it with the group members</p>	I say			My classmate says		
	Good	Great	Needs to Improve	Good	Great	Needs to Improve

Name: _____

Lesson: **Discovering Emotions with Conversations**

Assessment *Proposer*

 I identified the strengths and weaknesses of our group I identified all the perspectives of the ideas I proposed a new and adequate perspective I made sure that my suggestions weren't demotivating	I say			My classmate says		
	Good	Great	Needs to Improve	Good	Great	Needs to Improve

Name: _____

Lesson: **Discovering Emotions with Conversations**

Assessment *Gatekeeper*


 I made sure that the group members respected each other I facilitated healthy ways of discussing and agreeing/disagreeing I made sure every member of the group contributed I offered help and asked questions when we were stuck	I say			My classmate says		
	Good	Great	Needs to Improve	Good	Great	Needs to Improve

Figure 6. Exit Tickets. (Session 10, Activity 2)

Name: _____ Lesson: Discovering Emotions With Conversations

EXIT TICKET

What I learned in these lessons:

Name: _____ Lesson: Discovering Emotions With Conversations

EXIT TICKET

What I learned in these lessons:

Name: _____ Lesson: Discovering Emotions With Conversations

EXIT TICKET

What I learned in these lessons:
