



**FACULTAD DE EDUCACIÓN DE PALENCIA
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DEVELOPING EMOTIONAL INTELLIGENCE AND SELF-ESTEEM IN PRIMARY EDUCATION

DESARROLLO DE LA INTELIGENCIA EMOCIONAL Y AUTOESTIMA EN EDUCACIÓN PRIMARIA

**TRABAJO FIN DE GRADO
EN EDUCACIÓN PRIMARIA**

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Thanks

To my mother for always being there to support me emotionally and encouraging me to never give up.

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ABSTRACT

This paper's objective is to introduce first-graders of Primary Education to the concept of Emotional Intelligence and boost their self-esteem due to the fact that it is important to start developing different ways to promote mental health and social skills from an early age. With this proposal, I intend to teach students how to express, in a healthy and controlled way, the diverse emotions they can feel, how to identify them in other people, and boost the students' self-esteem. I will use English as a vehicular language, as it is important to develop different skills to live in a pluricultural and plurilingual context. I will apply different resources, such as storytelling, role-play, and different routines to, respectively, encourage reading habits and make students active agents of their own learning, working from a Communicative Approach.

Keywords: Emotions, Emotional Intelligence, self-esteem, storytelling, role-play, routines, Primary Education

RESUMEN

El objetivo de este documento es introducir al alumnado de primer curso de Educación Primaria el concepto de Inteligencia Emocional y fomentar su autoestima, ya que es importante empezar, desde una edad temprana, a desarrollar diferentes formas para promover la salud mental y las habilidades sociales. Con esta propuesta, pretendo enseñar al estudiantado a expresar, de una forma sana y controlada, las diferentes emociones que pueden sentir, cómo identificarlas en otras personas, y aumentar la autoestima del alumnado. Usaré el inglés como un idioma vehicular, ya que es importante desarrollar diferentes habilidades para vivir en un contexto pluricultural y plurilingüe. Usaré diferentes recursos como, por ejemplo, *storytelling*, juego de roles, y diferentes rutinas para, respectivamente, fomentar la lectura y hacer al alumnado agentes activos de su propio aprendizaje, trabajando desde un enfoque comunicativo.

Palabras clave: emociones, Inteligencia Emocional, autoestima, storytelling, juego de roles, rutinas, Educación Primaria

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1. INTRODUCTION

This document has the purpose of research the benefits of developing the Emotional Intelligence in children from a very young age using a proposal for the first graders classroom. The said proposal uses the topic of emotions as a response to the needs children present nowadays due to the different and current situations they are involved directly and indirectly.

To learn how to communicate, especially in a globalised context, seems like one of the objectives to learn a language. However, most of the times this is interpreted to develop the ability to understand and decode words or sentences in another language, ignoring the emotional implications of the communication process.

Gardner (1983) established eight different types of intelligences people can develop. With the last statement, we can say that for the sake of learning a language, we look to develop the linguistic intelligence. But we completely ignore both intrapersonal and interpersonal intelligences.

Hence, this project will be focused on the importance of developing different types of intelligences through the suggested activities to solve problems that are relevant nowadays. For this, we will use different techniques such as role-play, activities to boost the self-esteem of the students, and different ways to express emotions.

Besides linguistic intelligence, we develop intrapersonal intelligence during the moments when students learn how to express their feelings in a healthy way, bodily-kinesthetic when students are role-playing to express the different emotions, and interpersonal intelligence when students work together or have to say nice things about a classmate. Moreover, the activities are planned in a way where the student is an active learner. They are also meaningful, and take a constructivist approach of learning.

Furthermore, this paper firstly explains the rationale behind the planning of the unit by describing the theoretical framework. This one presents the importance of self-esteem and emotions in the classroom, and the concept of storytelling and benefits in the classroom. And secondly, it presents the used proposal in the classroom.

2. OBJECTIVES

The main objective of this document is to promote mental health and self-esteem in the classroom to make students feel confident and safe while they are living the current world events. Also, to encourage the development of Emotional Intelligence of the students. These two objectives will be achieved with the planned activities for the proposal.

Furthermore, I will take into account the Objectives for the Bachelor's Degree for Primary Education teachers. These specific objectives are:

- To know the curricular areas of Primary Education, the cross-curricular relationship between them, because I develop a proposal with cross-curricular elements such as oral and written expression, emotional education and values, and education for peace.
- To design, plan, and evaluate the process of learning-teaching, individually, due to the fact that I plan my proposal, plan the different evaluation types, and evaluate students with the observation grid I designed.
- To encourage coexistence in the classroom and outside, resolve discipline problems and contribute to the pacific resolution of conflicts, because I use the topic of solving problems and expressing emotions in a healthy way in the classroom.
- To ponder about the practices in the classroom to innovate and improvise the teacher's labour, as I write about the conclusions of my proposal and reflect about future research.
- To effectively approach situations of learning languages in multicultural and plurilingual contexts. Promote reading skills, as I use English as a vehicular language and I use storytelling.

3. COMPETENCES

The Order ECI/3857/2007 September 27th, that establishes the requisites for the verification of official university titles to be able to exert the profession of Primary Education teacher, establishes the necessary competences these professionals should acquire. I will follow the order of general competences, specific competences, and the competences that belong in relation to my TFG project.

General competences

- Objectives, curricular contents, assessment criteria, and in a particular mode the ones that make the Primary Education curriculum, when planning my proposal about emotions
- Used values and procedures in the educational practice, as we promote a climate of coexistence and respect
- Oral and written abilities, according to B1 level, in one or more foreign languages according to the Common European Framework of Reference for Languages, because I develop my proposal in English language.
- Encouraging the initiative spirit, an attitude of innovation and creativity while exerting the profession, due to the fact that I promote a final task that consists on expressing feelings.

Specific competences

- Acquire practical knowledge of the classroom and management, as I have to use different ways to conduct my lessons
- Be able to apply the processes of interaction and communication in the classroom, as well as use the necessary skills and social abilities to encourage an environment that allows learning and coexistence, because my lesson consists on encouraging healthy interactions between peers
- Be able to relate theory and practice with the reality of the classroom and school, as I have to consider the abilities of the students
- Be able to participate in the teacher activity and learn how to know what to do, acting and thinking from practice with the perspective of innovate and improve the teacher's labour, because I propose an intervention taking into consideration the different events children experience today

English teacher competences

- Know the cognitive, linguistic, and communicative bases of the acquisition of languages, when I plan the different expectations
- Use techniques of corporal expression and dramatization as communicative resources in the correspondent foreign language, because I implement role-play in class.
- Know the Primary Education curriculum and the curricular development in the area of foreign languages, because I have to set the objectives, methodology, key competences, contents, etc. for the unit.
- Be able to plan the process of teaching-learning of a foreign language, selecting, conceiving, and elaborating teaching strategies, types of activities, and materials in function of students' diversity, when I take into consideration the students' prior learning and when I create suitable materials for the class and level.

4. JUSTIFICATION

4.1. LEGAL JUSTIFICATION

The reason I selected this topic was that I have noticed the lack of contents or mentions to Emotional Education, until 3rd grade, of Primary Education, stated in the *Royal Decree 126/2014 of 28th of February* and in the *Decree 26/2016, 21st July*.

In article 10th, in its 5th section of the Royal Decree it is established that educational administrations will adopts ways to make physical activity and balanced diet a part of children's behaviour. This will lead to encourage sports and physical exercises to guarantee an adequate development to favour an active, healthy, and autonomic life. But this only refers to the physical health, and ignores the importance of mental health. Both of them cannot be neglected or ignored.

I used storytelling for my proposal as the *Organic Law 3/2020 of December 29th* Article 19, section 3, establishes that educative institutions will dedicate a minimal time for reading to encourage the habit and control of it. To make the practice easier, educative administrations will encourage reading and literacy in diverse media, technology, and languages.

In addition, in Annex I of the *Royal Decree 126/2014 of 28th of February*, mentioning the general aspects of the First Foreign Language, it is said the learning of foreign languages has a special relevance because the ability of communication is the first requisite an individual has to accomplish to function in a growing pluricultural and plurilingual context. This refers to the ability that students need to communicate in foreign contexts due to the consequences of the globalization process that we are living nowadays. But again, there is no mention of other aspects that make possible, or have certain influence in the communication between individuals, such as emotions in oneself and other people.

Royal decree 157/2022 of March 1st, in its preamble, talks about the importance on the 2030 Agenda. To be more precise, in the Objective 3. It refers to develop healthy lifestyles comprehending and thinking over the internal and external factors that are taken into account, assuming personal and social responsibility on the care of the individual and other people, and the promotion of public health. This also references to take care of the individual's mental health and another people as well.

4.2. WHY IS MENTAL HEALTH RELEVANT NOWADAYS?

Atkinson (1991) assumes people want to be physically and mentally healthy, but this pursuit can be left in favour of other immediate pleasures. The lack of mental health can be a huge impediment to reach an active, healthy, and autonomic life. In other words, physical health cannot compensate the lack of mental health in an individual, nor live with live with only one of them as they are two halves that complement each other and have the same importance in our lives. Atkinson (1991) affirms that “mental health problems” covers a wide range: it can be serious and notorious problems that are visible in a person, it can be unhappiness, or the problem to overcome difficult situations. This lack of relevance for mental health has been observed in the subjects Practicum I, and Practicum II – Foreign Language: English, summed to the recent events that are happening globally nowadays (the pandemic and the Ukrainian war), and that are also affecting the perception children have about the world. For this reason, with my project I want to help students understand and manage their emotions.

These events are a wake-up call to take into consideration emotional intelligence in education because it can teach students how to express in a healthy way the different

feelings they can experience throughout their lives, identify the said feelings, accept oneself, and hence, have a better self-esteem. These are only some examples of what can it be taught regarding emotions.

4.3. THE IMPORTANCE OF EMOTIONS FOR SELF-ESTEEM AND COEXISTANCE

The lack of teaching other aspects that are important in a person's life are not relevant in education nowadays, and hence, it is harder to be able to live in the mentioned pluricultural and plurilingual context. Goleman (1995) sets the importance of developing social skills to have an autonomic life. Living in the mentioned contexts also means people have to work in groups, learn how to regulate themselves and their emotions, and how to understand others.

Kolb (1984) affirmed human beings do not need to rely on a singular skill or intelligence. We need to identify to adapt ourselves, and the identification of emotions is also relevant. Emotions can set a bridge to understand other people and act accordingly, as well to accomplish other aspects of people's lives that formal aspects of the foreign language cannot offer.

This importance is also relevant for the developing of having a better self-esteem. Body image can help to develop a high self-esteem, but taking care of social aspects and mental health is also a huge factor to develop it and, especially, to regulate the self-esteem of an individual. It is not convenient to be overly high or overly low.

The said proposal will be focused on the healthy expression of different feelings, and treating self-esteem in the classroom with the use of storytelling. Since I make this proposal as a future English teacher, I will use English as the vehicular language for it.

Through storytelling, students can feel identified with the described situations as they tend to be easily relatable to the listener's daily life. Sometimes writers can take real-life elements for their stories, and sometimes they can add fictional elements. Despite the choice, the listener will feel involved and it will be optimal to teach certain values, structures of language, or even the paralinguage if the person who tells the story is skilled enough.

5. THEORETICAL FRAMEWORK

5.1. SELF-ESTEEM AND EMOTIONS

5.1.1. Self-esteem: importance and encouragement

Sieving and Zirbel-Donisch (1990) begin explaining the importance of treating children as valued human beings due to the fact that adults are in the habit of shaming, humiliating, or analyse them. As they continue explaining, the consequences of these habits can lead children to have a bad perception of themselves, be defiant or defensive, and terminating any will to change. These are some of the common traits of a person that has low self-esteem.

Leary and Baumeister (2000) talk more in depth about some of the aspects self-esteem can have in a person. One of these aspects is the relation that a high self-esteem can have with well-being and positive affect. As they explain, when the self-esteem rises, it is more likely for people to feel pleasant and positive emotions. And when it decreases, it is more likely to experience negative and unpleasant emotions. They affirm this relation between positive feelings and high self-esteem cannot be a coincidence because, if that were the case, self-esteem would not have any value for people. Hence, there will be no need to encourage it in young ages.

As Leary and Baumeister (2000) continue mentioning more aspects, they talk about successfully overcoming situations. On one hand, those people who have a higher self-esteem can cope with a psychological threat, and will increase the chances to cope and have resources to deal with the said psychological threat. On the other hand, those people who have a lower self-esteem are more likely to avoid the threat instead of coping with it and never develop resources to cope with it.

Back to Sieving and Zirbel-Donisch (1990), the beginning to develop a high self-esteem starts with communication. This is important to start enhancing children's self-esteem. Regarding communication, it is notorious the importance to help children identify their feelings, talking about them and be opened. This will create an empathetic environment that will be crucial to enhance self-esteem in others, this will be developed further when we talk about Krashen's Affective Filter theory.

Ferkany (2008) added that self-esteem is important for children's confidence to academically succeed. He also claimed that self-esteem can be prompted in schools without obstructing other educational aims the school can settle. He continues explaining the importance of attachment, the quality of said attachment in children, and how this affects to their self-esteem. In a class context, the role of teachers is minimal, as generally speaking, there is not a close attachment between students and teachers.

However, Ferkany (2008) commented that the relationships children can have with their peers are more important. Sometimes, having a higher importance than the attachment and relationships that they can have with parents. That is why it is important to not only apply the viewed aspects as a teacher, but also to teach them to other students, and favour an environment in the classroom for their learning.

Lawrence (1988) describes that the repression of emotions is an impediment for the developing of the self-esteem. It is common to find individuals that are not willing to express their feelings, or finding other people try to repress the individual's feelings.

Also, he described some techniques to enhance self-esteem in students in different ways: small group activities, whole-school and whole class, and individual programme. We will focus on the first one, the small group activities.

Lawrence describes that it is crucial to properly introduce the activities, with some previous preparation because it is necessary to gain trust in children. Observation is also important in order to identify students whose self-esteem is lower than average, and never insist them to take part if there is obvious resistance. Furthermore, children of similar temperaments have to be grouped together if this is possible because they need to follow the conversation and avoid comparisons with more agile peers.

Some recommended activities are: trust activities (for example, leading the blind or catching the blindfolded), expression of feelings (recognising and describing emotions, expression of emotions, circle time, or recalling the good times), positive feedback (anonymous feedback, public praise, positive postings), and risk-taking exercises, such as playing expert, playing hero/heroine, addressing the group, or affirmations.

He continues by saying these activities are meant for students to learn that it is ok to have feelings or ideas that are different from others and it is not bad if the student expresses them. This will lead to understand individuality and be more confident.

5.1.2. Primary and secondary emotions: ages of development

Demoulin, Pozo, and Leyens (2009) understand that there are two groups of emotions: primary and secondary emotions. The differentiation between the two groups depends if those emotions are uniquely human or not. On one hand, basic emotions like anger, fear, sadness, surprise, and happiness are considered to be primary emotions because they are more intense, brief, visual, and noncognitive. On the other hand, secondary emotions are considered more complex and refined such as guilt or shame.

Regarding children learning how to identify and name different emotions, Russell and Paris (1994) established three stages that children go through to understand complex emotions: no knowledge, knowledge of how pleasant and arousing the emotion is, and knowledge of a specific situation that wakes that emotion. In a study conducted by Harris, Olthof, Terwogt, and Hardman (1987), it is described that children of 7 years old or older could describe an appropriate situation for the feeling jealous, but not for embarrassed. But those children that were 10 years old or older could succeed on describing a situation for it.

Harris et al. (1987) continue explaining the different results of their study. 5-year-olds can describe situations for the primary emotions like happy or angry, the differences with those children that are older are minimal. And 7-years-old can use the information and knowledge of the primary emotions to begin acquiring lexicon of secondary emotions that are not facially visible. This means that the acquisition of those concepts related with secondary emotions are only possible after acquiring some general conceptions of the primary emotions.

They continue explaining that children begin to acquire an extended lexicon that is related with secondary emotions. As they describe, it is an “all-or-nothing learning” either children are able to learn all the concepts, or none of them. However, there are few cases of children that partially acquire the said concepts.

This information can tell us that primary emotions are more predictable in people due to their intense and visible nature, and 5-year-olds can comprehend them easier than secondary emotions. At age of 7 years old is when the acquisition of concepts and lexicon regarding more complex and non-visible emotions begins, but this learning cannot be possible if children did not assimilate the primary emotions first. Moreover,

the descriptions of primary emotions barely change when a kid ages. Based on this research, we will deal mainly with basic emotions in our proposal for first graders.

5.1.3. The concept of Emotional Intelligence

Gardner (1993) affirms intelligence, as it is traditionally defined, does not include the various abilities people display. Goleman (1995) has the same conclusion, affirming academic intelligence is not relevant for emotional life. Even the brightest people can fall for impulses and passions, there can exist people with high IQs that poorly control their private lives.

IQ or intelligence quotient can influence in what teachers think of a child or predict the ability to handle school subjects. But it does not predict much about success in later life (Gardner, 1993). Generally speaking, there is a relationship between IQ and life quality. Many people with a low IQ have poor-paid jobs, and people with high IQ tend to be more paid. But these affirmations do not mean all cases will have the same result (Goleman, 1995).

As Goleman describes, “Emotional Intelligence” is a new concept, and it is unknown yet how much it determines a person’s life. Still, data suggests this can be as influential or even more than IQ. Some of the abilities emotional intelligence can include are: the ability to motivate oneself and persist when frustrating, control impulses and delay gratification, regulate mood and prevent distress to interrupt the ability to think rationally, and have empathy and hope. Unlike IQ, which cannot improve much during schooling, emotional intelligence can be taught and improved in children.

Back to Gardner (1983), he establishes eight types of intelligence. But two of them are the most important regarding emotional intelligence: interpersonal and intrapersonal intelligence.

The first one, interpersonal intelligence, is the ability to be aware, recognise, and make distinctions among the beliefs, feelings, and intentions of other people. In other words, interaction with others. This type of intelligence makes people be able to communicate with others effectively and empathize with them.

The second one, intrapersonal intelligence, focuses on self-reflective capacities. It allows the individual to be self-aware and capable of understanding the individual's emotions.

Gardner follows saying that children up to five years old have gained a first-level social knowledge. Children understand the numbers of different roles other individuals adopt, as well as understanding the concept of being an individual with needs, desires, projects and goals. Children can also relate with other individuals as there are clear signs of abandoning egocentrism during preschool years. But some other aspects of egocentrism are still present throughout life. Still, around six years old, there is a distinction between oneself and others.

He follows explaining other types of intelligence are not altered because the culture does not have a determining role. But personal intelligences are more susceptible to cultural moulding.

Learning complex emotions and abstract concepts like “feeling”, “good”, and “bad” depends on the child's understanding of said concepts. (Russell & Paris, 1994). There are at least three levels children go through to acquire concepts of complex emotions: no knowledge, knowledge of the pleasure and arousal related with the emotion, and knowledge of a specific situation that evokes the said emotion. The way children understand emotions goes beyond interpreting facial expressions, as there are some emotions like “proud” or “grateful” are not different from “happy” when it comes to facial expressions. (Russell & Paris, 1994). Therefore, I will work with facial expressions and non-verbal communication in the suggested proposal.

Humanity, as species, had reached a unique level of individualization to the point it developed a sense of personal identity. People can attend other individuals and recognize the reflection of themselves in their behaviour and actions. The knowledge of oneself and others is a higher level and more integrated form of intelligence.

Nevertheless, we should not think of these two types of intelligence as the most outstanding and important ones. As Gardner (1993) describes, in some cases, the personal intelligences are as basic and biological as the other intelligences. But eventually, diverse forms that personal intelligences can assume are among their most notable features.

5.1.4. Emotional Intelligence in Education and its benefits

Nowadays, technology is present in children's lives, and it is important for them to use both social and emotional competences with technology's help. Talvio, Berg, Litmanen, and Lonka(2016) talk about the importance of developing these skills in students. The importance of learning how to use technical tools and applications to work with other people from other parts of the world is not enough. It also requires to develop social and emotional skills to work properly.

Still, developing emotional intelligence is not the solution to every problem a person can find in life. Grewal (2006) does not discourage with these words, but gives a realistic perspective of what emotional intelligence can offer in our lives. He follows saying the ability to handle and interpret emotions can play an important role in certain aspects of an individual's life. The inability to detect certain feelings in oneself can lead to having the same inability when it comes to other people's feelings. This emotional illiteracy can affect our performances when it comes to emotional tasks, like consoling a grieving person.

On the other hand, we must be careful to think anything that is related with emotions is positive. Being unaware of some emotional states is adaptive, whereas being aware can overwhelm the person. Grewal (2006). Being emotionally intelligent means to respect social norms and follow what most people find acceptable and want to find in relationships.

5.1.5. Managing emotions and its benefits

Zeman, Cassano, Perry-Parrish, and Stegall (2006) establish the definition of emotion regulation as the management of diverse systems such as cognitive, behavioural components, and social components. They follow adding that, in the case of children, this ability partially depends on the previous interactions they potentially have in a social environment. Other components that influence to develop this ability are the developmental status and organization of emotional systems.

They keep explaining the positive outcomes of emotional management. Regarding the improvements in social competence, they affirm that the ability to manage the expression of emotions is a crucial factor to develop relationships with other people and

maintain them. Failing to form relationships with peers during early childhood will result in negative outcomes for the individual in later stages of the life, such as adolescence and adulthood. To mention some examples: school dropout or even developing depression.

In addition, one of the most important aspects to develop a skilled social competence is the ability to name and manage the different emotions an individual can feel, and to label those emotions in other people to elaborate an anticipated response. They describe findings suggested that those children who are capable to balance their behaviour and interpersonal goals during situations of conflict with their peers are more likely to have healthier friendships.

Regarding psychopathology, it is affirmed that those children that present psychological difficulties seem to have a pattern of deficits regarding emotional regulation. Children who present poor emotional self-awareness, inappropriate expression of anger or sadness were more prone to have symptoms related with anxiety or depression.

To sum it up: neglecting the regulation of emotions and hence, establishing relationships with other people, can result in the apparition of symptoms that have relation with those seen in anxiety disorders or depression. The benefits of regulating emotions seem clearer, especially in younger children due to the fact that they are starting to learn how social mechanisms work.

5.1.6. The importance of emotions in an educational context and learning English as a second language

Emotions are not just important for having a better quality of life and control certain aspects of our lives, but they also have an important role to learn other languages. Krashen (1983) confirms a comprehensive input alone is not enough to language acquisition, there are also affective prerequisites for the said acquisition to take place. The person that wants to learn another language has to be “open” to the inputs for the sake of using it for acquisition.

His Affective Filter theory claims affective variables do not have a significant direct impact when it comes to learning a second language, but prevent input from reaching the part of the brain that is responsible for language acquisition.

The requirements to language acquisition to take place are: having a low anxiety situation, have self-esteem, and considering oneself as a potential member of the group that speaks the target language. If a person does not have these requirements, the individual may understand the input, but it will not reach the language acquisition device. The impediment, the affective filter, is what prevents a person from learning despite being given a comprehensible input.

Once we understand the importance of the affective filter, we have to focus on the importance of developing reading skills to learn English as a second language. However, there is a meaningful difference between children who had English as a first language and children that acquire it as a second language in the beginning. (Lipka & Siegel, 2007). Children with English as their first language had better performances in memory for sentences, phonological processing, and lexical access during the first years of schooling.

Although, the performances were similar as children passed to the next grades. As Lipka & Siegel (2007) affirm, the status of learning English as a second language was not determining to contribute to reading-risk. This means this type of children can develop strong reading skills despite developing said skills with their second language.

They continue explaining the importance of using a balanced literacy program can improve the abilities of the mentioned group of children to reach a similar level to those children that acquired English as their first language. Even excelling in some areas, like spelling.

In conclusion, taking into account the emotions of students while teaching a second language is important for them, but it is not enough to acquire a second language and some skills. They also need a balanced literacy program in order to develop certain skills to reach a similar level to those who acquired the same language as their first one.

5.1.7. Role-play to teach a foreign language and emotions

According to Ladousse (1987), a role-play is a situation when students assume a “role” or play a part in a specific situation. This role is played, which means it is taken in a safe situation or, in other words, it is controlled. In this situation, students are as creative and playful as possible. When a situation of role-play occurs, students are

experimenting with their knowledge of the real world and developing their abilities to interact with other people when it comes the right moment.

Related with the last topic, Kumaran (2017) affirms that role-play is an activity that increases self-esteem in students because it is a way to demonstrate that foreign language learners that they are able to communicate in a hypothetical real-life scenario. This growth of self-esteem can improve the learner's oral skills in a foreign language.

Ladousse (1987) affirms that the risks that are present in real-life communication situations are not present in role-play, which means this activity is enjoyable and does not suppose a threat for the people who practice it. In addition, there are no spectators, and the person who is hearing the hypothetical interaction can be a parent or a teacher.

Back with Kumaran (2017), she adds role-play is a good opportunity for shy learners, as some learners can be shy to speak or commit mistakes. Thanks to role-play, these learners can try to interact more because they hide behind another character, and this can help them to express themselves better and open better opportunities for learners to speak. It also allows learners to test the language they learnt in the classroom, and gives the teacher to make the opportune corrections if necessary to avoid students to keep committing the same mistake repeatedly.

Kumaran (2017) also adds that role-play can motivate students to learn another language. Language teaching has always been focused on formal aspects of it, such as the vocabulary and structure. This resulted in the neglect of the body of the person who communicates, and the emotions. To sum up: other elements of communication are ignored in favour of teaching the formal aspects of the foreign language, and can result limiting for the learner.

Regarding the teaching and learning of emotional intelligence, Fadhilah (2021) affirms that it is necessary to carry activities to develop emotional intelligence from an early age. The reason behind this affirmation is that it is the moment that children begin to develop relationships with their peers and other people. Role-play can offer children to improve social skills and other aspects of their behaviour. Role-playing learning strategies offer students the chance to explore social relationships between other people. Children, in groups, can explore feelings, attitudes, values, and skills to solve problems.

Fadhilah (2021) keeps explaining that personal and social dimensions are related with role-playing. In the first one, the personal dimension, role-playing can help students to solve problems of a personal nature with the help of the social group. In this case: the groups consist on the student's classmates. Regarding social dimensions, role-play offers students opportunities to work as a group to analyse diverse social situations that mainly consist on problems involving the students' interpersonal relationships.

To sum this up: role-play has the benefit of improving the interpersonal and intrapersonal intelligences of the students in a controlled and safe situation due to the fact that children will not have to face any real-life aspects in their attempts to comprehend the social and emotional implications of interacting with others. Furthermore, role-play implies empathy, verbal and non-verbal communication all in one. It allows to re-create familiar situations for the students, which builds a meaningful learning for kids, and a communicative value that is related with the Communicative Approach.

5.2. STORYTELLING

5.2.1. Storytelling: concept and beginnings

Zabel (1991) affirms storytelling is as old as mankind, predating any other form of oral history. Van Gils (2005) says that in the Middle Ages stories were told orally. Only wealthy homes stories were kept on manuscripts.

Van Groenou (1995) adds storytelling in oral cultures helped tribe members to give significance to common experiences for their members. Such as conflict, diverse types of relationships with others, transmit skills, respect for elders, and how children fit into the tribe's lives.

Benjamin (2006) continues says we all are storytellers. Every person that has the ability to tell a story for a person or a group of people is a storyteller despite the purpose those stories have. Teachers are one of those examples, as they can use storytelling to illustrate a lesson.

The purpose of storytelling has been recording the knowledge and wisdom of the culture that defines the rules and tools an individual needs to survive in that culture. In

other words, ensuring the access to the culture's knowledge for future individuals by transmitting it generation after generation.

But storytelling does not define only the past. As Benjamin (2006) assures, storytelling can be a way to transform the cultural norms into what people want the future to be like.

This means the cultural norms and values are not static and they tend to change to reshape what people want the future to be.

For example, during the Industrial Age, industrial organizations were interested in indoctrinating their workers into the corporate culture. And said organizations relied on formal and informal storytelling.

Any form of storytelling can redefine the values and norms of society, and vision of the future, including the modern ways of storytelling.

5.2.2. The benefits of using storytelling in education

Stories have a good impact on children, they find them challenging, funny, motivating, and entertaining. Stories can help build positive outcomes regarding learning a second language. (Isik, 2016)

Van Groenou (1995) affirms the importance of oral language as an important tool for the cognitive growth of children. Due to relying on several words, stories offer an excellent language experience for both, foreign and native language. (Wright, 1995) Wright also says stories are easily accessible, motivating, and interesting. As well as it is important for children to make their own stories, it is also important for them to listen and respond to stories told by other people.

If the moment is the adequate, children will be willing to listen or read stories. They have a constant need for stories and find meaning in said stories. If children find meaning in those stories, they are motivated to improve their listening skills and they will be willing to understand more. (Wright, 1995)

Wright follows explaining the importance of stories and language awareness.

Storytelling can help children be aware about the sounds of the foreign language and its general "feeling".

Isik (2016) says that according to psychologists, stories are an essential need for children. They are related with the cognitive struggles of children and coping with problematic situations.

He adds that stories can help teachers to teach new vocabulary, revise new phrases, sentence structures, memorise new phrases, etc. When children are listening to stories, they learn how to follow rhythm, stresses, and punctuations of the second language.

Those stories introduce children to different items or sentences of the language in a more natural way than following the guidelines to expect to use a new element of the language at a certain moment. When the time comes for using those items or sentences comes, children will not have a problem as those concepts will not be new for them(Wright, 1995).

But Wright also warns about the use of the word “story” to introduce to the practise different elements of the language while neglecting the story. This will lead children to lose interest and trust on the teacher when this one introduces the story. We can focus on the features of the language without ignoring the story. This can be possible because, in the stories, everything has context. Furthermore, the use of stories encourages critical thinking skills, lexicon, and language pattern. (Zabel, 1991).

Stories find solutions for problems children can face and help them become a part of their surroundings in a social way. Stories are still fictional, and many elements are far from the world’s reality, but they still help children by forcing the limits of their cognitive comprehensions. (Isik, 2016).

Isik continues by saying that one of the elements for learning a second language through stories is repetition, as this element is relevant and important in stories. They provide essential elements for practicing as well as feedback for teachers.

Oral storytelling offers considerable benefits to children’s socio-emotional development. It can provide important opportunities for the representation of oneself through the development of narrative ability and emotional vocabulary. (Hibbin, 2016)

An oral narration allows children to have a better point of view to understand themselves through story characters. This allows children to confront main concerns they might have and overcome emotional dissonance. It also helps them to understand the emotions they and others can have. (Alexander, 2001). In addition, stories allow

readers to understand the emotions of the characters, this encourages and promotes the development of having empathy because it is easier for children to put themselves in the characters' shoes.

6. PROPOSAL

6.1. CONTEXT

The proposal will take place between April 26th to May 10th, with two sessions per week. The context where I based to create this proposal is a 1st grade classroom of a state school with Bilingual Education (Spanish and English) in Palencia. The bilingual section of the school involves the areas of Arts and Crafts, Natural Science, and Physical Education, and two hours of English Language per week for the 1st grade of Primary Education as it is established in the Decree 26/2016, of 21st July.

The said classroom has a total of 17 students, 10 of these students are girls, and 7 are boys. One of the students has been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), and has a prescription. Despite improving his performance with the medication, he still needs to catch up to his peers' level of performance.

Of course, we take into account diversity and we plan different types of activities, respecting the different learning styles of our students.

6.2. METHODOLOGY

In this proposal I will work with Vygotsky's (1978) Social-Constructivism Theory. Students actively develop their knowledge with social interactions that will be encouraged in the class with the proposal of different activities, such as role-play because it offers an approximation of a social situation that can happen in real life. This methodology is the principal one, as it settles some principles that will be used in other applied methodologies for this proposal.

Role-play, encouraging students to recall moments that make them feel an emotion, or encourage them to express their feelings, will help students to live through different experiences in class or recall them. Due to this, I will use Kolb's (1984) Experiential

Learning methodology as well. This methodology describes the importance of learners living different experiences for their learning process because that is how learning in a person's daily life works.

Moreover, this proposal will have an active and meaningful learning as well. Referring to the last one, it consists on associating the previous knowledge with the new knowledge that will be learned. The previous knowledge influences the acquisition of new knowledge, and this new learning will influence and reconstruct some of the previously acquired information. For example, students possess previous knowledge about the emotions and can name some of them, but they do not know how to manage them. This methodology intends to learn the said management of emotions while adding new concepts to the previously learned concepts they had.

As I said before, the learning will be active as well. That is why I implement Weimer's Learner-centred Approach in the methodology. Because learners are active, they bring their previous knowledge, experiences, and ideas to the class. For example, they will share experiences that evoke a certain feeling in them or they will share with the class how to express some feelings.

And lastly, the application of Communicative Language Teaching (CLT). This methodology consists on encouraging interaction between students in order to learn a language and develop communicative competence. This is especially relevant in the proposal because students will have to communicate through different activities rather than just repeating the given lexicon. For example, the role-play is an activity which fits perfectly within CLT, as it involves authentic language, promotes interaction and takes place in linguistic and situational contexts, which, according to Canale and Swain (1980), these are the three conditions that a communicative activity should have.

6.3. COMPETENCES

As LOMLOE establishes the need to follow a Competence-Based Approach, I will expose which competences students will develop through my proposal.

- Competence in linguistic communication: I use this competence while I am working in class with language to communicate, as emotions are an essential part of social interactions. I work with it in different formats: I use a literary book to introduce students to the emotions that are going to be used, I prompt verbal and non-verbal language to identify or express different emotions, and they use artistic expressions to communicate their feelings. Some activities are made individually and some in pairs, as I can work with this competence in different situations regarding communication.
- Plurilingual competence: This competence uses different languages in an appropriate and effective way for learning and communication. In this proposal, students will use not only English, but also their body language. They are required to use their experience to share it with other classmates and develop mechanisms to communicate.
- Learning to learn: Students are protagonists of their own learning and, in this case, they will evaluate themselves with the self-assessment and one of their peers with the peer-assessment, they have a conscious afterthought of their learning process in the end of the unit. During the book's reading, there are moments for students to be aware of their previous knowledge and what to expect from the story, as well as moments to check if their affirmations prior to the storytelling were right or not, and activities to sum up and follow the story after the storytelling.
- Social and civic competences: This competence is about ensuring the preparation of people in social and civic life, and ensure the participation of the democratic function of the society. This competence becomes especially relevant

when students have to work in groups for a common objective in the proposed activities. In this case, I am working with emotions and how to express and identify them with verbal and non-verbal language in a civic way, as this knowledge is crucial to become functional members of society and to establish relationships between other people. The said competence also relates to the personal and collective well-being, knowing how oneself or others feel is important to reach a good state of mental health as it contributes to a healthier environment.

- Cultural awareness and expressions: This competence refers the ability to appreciate the importance of appreciating different cultural and artistic manifestations. It also includes the student's ability to create and dominate the use of different artistic abilities with the purpose of personal communication and expression. In my unit, there are different moments where students express what they learned in the lesson through different artistic expressions such as drawing or acting.

6.4. OBJECTIVES

In this part I expose the general and specific objectives I pretend to develop in the proposal.

- To value the foreign language as an instrument of communication with other people
- To know specific and significant sociocultural and socio-linguistic aspects, and apply them to a written production of the context, respecting basic courtesy rules.
- To participate in a basic form in brief conversations that require a direct exchange of information about familiar themes, mostly using expressions and phrases of frequent usage.
- To know and use a limited repertory of oral lexical of high frequency relative to daily situations, habitual and specific themes related with the interests, experiences, and necessities.

- To express feelings and emotions using verbal and non-verbal language, listening and respecting the expositions or ideas of other people.
- To establish positive interpersonal relationships using social abilities, developing and strengthening the implicit feelings in group relationships.

6.5. EXPECTATIONS

The proposal will have three levels of expectations: all children must, most of the children should, and some of the children could:

All children must

- Be able to tell some feelings
- Participate actively in the lessons
- Participate in the routine
- Associate some gestures to the respective feelings

Most of the children should

- Follow the teacher's guidelines to do the activity
- Answer some questions in English
- Observe how other children express emotions
- Appreciate the importance of knowing other people's feelings to coexist

Some of the children could

- Add more techniques to calm down or express feelings
- Help other students to participate in the lessons
- Acquire habits to respect others and coexist
- Know what can make a person feel happy

6.6. CONTENTS

In this part I will expose the worked contents of the proposal:

- Verbal and non-verbal language
- Emotions and the different facial and body expressions
- Use of language and paralanguage to comprehend oral texts
- Controlled expression of the feelings
- Initiation of representing the different situations and feelings through role-play
- Use of previous knowledge to work with a story: *Big Feelings*
- Strategies to anticipate, comprehend the structure of the story, and remembering it

6.6.1. Cross-curricular topics

The Royal Decree 157/2022 of March 1st in article 6 establishes the cross-curricular elements. For the proposal they are going to be:

- Oral and written expression: Students will have to communicate using oral and written expressions in the English language with the proposed activities in class. There will be different activities to make this possible, like role-play, saying pleasant things to other classmates, or the final task.
- Emotional education and values: Through the lessons, the correct expression of feelings towards other people, strategies to calm down, or remember different situations that evoke one feeling in specific are present. Activities are made to not only acquire the respective lexicon, but also to develop the students' emotional intelligence.
- Education for peace: Related with being able to express and communicate feelings in a healthy way, students will learn the importance of communication to achieve peace. Their first contact will be through the storytelling because the selected story presents a book that talks about solving conflicts and considering how other people feel.

6.7. ACTIVITIES

This proposal is made of five activities that will work the different feelings and the different ways to express them. The final task, will be used to assess the students. The different resources and materials (except the used book for the storytelling) were created by me. In addition, I begin every activity with the day and weather routine to help students orientate in class.

Lesson 1: Pre-introductory Activity

Timing: 30 minutes

Description of the activity:

Since this unit does not belong to the textbook, I decided to start with a pre-introductory lesson to check the students' previous knowledge about the feelings. I start by introducing part of the lexicon related to this topic with two resources:

The first one will be a song named *Share My Emotions*. With this song I will introduce part of the lexicon students have learned previously to review it, and some other concepts that I am going to teach in further lessons such as different situations that make the students evoke a determined emotion. Furthermore, the song offers a visual support for students because the animated characters of the video express different emotions and use different body language in the different situations they live.

The second resource will be the usage of flashcards to introduce them to all the lexicon (happy, sad, tired, angry, nervous, and scared). These flashcards are images of real children that experience an emotion, and the written word. The introduction of the flashcards will lead to a memory game. Firstly, I will flip down the flashcards to lead students to a memory game. Secondly, I will call students to come and start taking two cards (one with the picture and other with the word) per turn until all of the students had participated in the game.

After the activities, I will hang students a photocopy with different activities. They will have to do this activity individually and I will take it when they finish. This activity, along with the other proposed ones for this lesson, will give me an approximated idea to see, by observation in class and by the photocopy, if students present difficulties telling

the different presented emotions or if they can associate the body language with the respective feelings.

Lesson 2: Storytelling

Timing: 55 minutes

Description of the activity:

I will start this lesson showing the cover of the book *Big Feelings*, by Alexandra Penfold, before I start the storytelling. By showing the cover and ask different questions related with the book's cover, I will encourage them to anticipate the events of the book such as what is it about, the characters, how students think it will end, etc. For this, I will use an anticipation guide that has different affirmations about the book's content. With this, students will create a previous idea about the book and will have some ideas about the story that can or cannot be affirmed after the storytelling.

By making them think and share with the class their ideas about what can the book be about, they will have to check in the storytelling if they were right or not. Which will make students pay attention to the story. During the storytelling, I will pause and point at the different pictures the book offers while asking students what is happening in the picture.

After finishing with the storytelling, I will hang students a story map that they will have to answer making different drawings of four, chronologically ordered, moments of the story. With the story map already given, I will re-read the story with the students to show the different moments of it, and to allow students to review the story.

Before finishing the lesson, and related to the book's topic, I will propose different moments (for example: I fight with my friend, I get a hug, I go to school, etc.) that students can live in their daily life. Students will have to answer how would they feel in those situations using the given lexicon.

To finish with the lesson, I will introduce a routine for further lessons. This routine will consist on asking them "How do you feel?", and students will have to answer "I feel..." and one of the words of the lexicon (happy, sad, tired, angry, nervous, and scared) before starting with that day's lesson.

Also, I will sing with students the song “If You Are Happy” song with the different emotions. This will be a way to introduce the expression of feelings that will become more relevant in further lessons. The phrases I am going to use for this song will be:

- “If you are happy and you know it clap your hands”
- “If you are angry and you know it stomp your feet”
- “If you are scared and you know it say *oh no!*”
- “If you are tired and you know it take a nap”
- “If you are sad and you know it say *Boohoo*”
- “If you are nervous and you know it shake your body”

Lesson 3: “I feel...”

Timing: 55 minutes

Description of the activity:

I will start this lesson with the routine that was set in the previous lesson: encourage students to say “I feel” according to their feelings that day. For this, I will use the different flashcards as a visual support, this will help them express themselves better and allow them the opportunity to share their feelings with the class

After concluding with the routine, I will proceed to remember the story with the students, but this time they can participate and interact more, as they already know it. For this, I will use different images of the book that correspond with a different moment in the story. Firstly, I will show the pictures to the students, and then I will put them on the whiteboard. Secondly, I will encourage students to come and order the different images of the book (only one per student). This will be done with all the students.

Later, I will propose an activity with the students that will consist on saying pleasant or nice words to a classmate. Firstly, I will propose a student and guide the class to respect the classmates’ turn to speak and say good things about the proposed student. And then, I will ask if someone wants to come next, repeating this activity until everyone participated. After finishing with this activity, I will ask students how did they feel when their peers were saying nice words about them.

I will continue the lesson with an activity that allows students to show to their peers how do they express the different emotions that are viewed in this unit. I will ask the different students to show to the rest of the class how do they act. For example, if I ask how a student acts when he or she is happy, this student can express it by smiling and raising his or her hands. I will take special care to those expressions related with anger, and redirect them if it is necessary, as Wright (1987) claims, one of the roles of the teacher is to monitor the classroom.

In general terms, this activity will provide students examples of how to express emotions in a healthy way without getting over carried or out of control. They can observe other students to get feedback or introduce new examples.

Related with this activity, I will introduce some mindfulness strategies to teach students breathing exercises that they can use when they, mostly, feel angry or nervous to calm down. I will turn off the lights of the class and direct students to breath in or breath out using a 4-4-8 breathing technique: count to four to take air, count to four to hold the breath, and counting to eight to release the breath.

Lesson 4: Role-play

Timing: 55 minutes

Description of the activity:

Just like in the last lesson, I will begin with the routine. Again, students will have to say how do they feel after I ask them “How do you feel?”. They will have the lexicon’s flashcards as a visual support to help them express their feelings.

Also, I will insist on the activity that consisted in telling pleasant words to a student. It will be brief and it will be conducted the same way as the other lesson. A student will be selected, encourage the student’s peers to say nice things, and ask if someone else wants to do it. Again, after finishing I will ask students how did they feel when they heard pleasant things about them.

After finishing with these activities, I will proceed to introduce a role-play activity. Firstly, I will do it individually, asking students to express one by one how would they feel in different situations (you play, you forgot something, you fight...), and express

them through body language. After doing it individually, I will group students in pairs, and again I will give them different situations (you help your friend, you say something bad to him/her...). I will call the students by pairs to show to their peers their physical reactions and ask them what emotion was the one the students expressed in the role-play.

After finishing with the role-play, I will practice with the students breathing exercises again. I will guide them and use the 4-4-8 method with them.

Lesson 5: Final Task

Timing: 55 minutes

Description of the activity:

Before starting with the final task for this unit, I will review briefly the emotions with the students using the routine in which students will say “I feel...” and one of the emotions that are shown in the flashcards. This visual support will be kept for the final task.

I will start the final task by giving students the photocopies of what they need to cut. Guiding them step by step.

1. Write your name on the cover's line.
2. Now, cut the rectangles.
3. Draw yourselves on the cover.
4. Draw how do you feel in the different situations.
5. Write the name of the feelings on the line.
6. Colour it.
7. Hand me the pages so I can staple them.

After I staple the pages of their booklet, I will give them back. The next part of this final task will be to ask students one by one to share the emotions they put in their booklet with the rest of the class. They will say “I feel...” and make the physical gestures while showing the booklet's picture.

Before finishing the lesson, I will hand students the photocopies for the self and peer assessment. I will lead them how to do it. First, I will begin with the self-assessment, giving them the different instructions and explaining it. Then, I will continue with the peer-assessment, telling them which classmate they have to assess and, again, explaining the different parts of the photocopy. (See Annex III)

6.8. ASSESSMENT

6.8.1. Continuous assessment

In this proposal, students will have a continuous evaluation and direct observation. To accomplish this, I will observe if students have an adequate progression through the unit, as LOMLOE states that assessment needs to be continuous and global. Therefore, we will focus on the process and progress of student. As I established in the context, one of the students presents learning difficulties and I will adapt my assessment to that particular student taking into account his capacities.

To keep record of the direct observation, I made an observation grid with grades between 0 and 4 (See Annex II)

6.8.2. Assessment of the final task

In the end of the proposal, I will assess their knowledge based on the final task students present. Students will also assess themselves and a peer in their self and peer assessment. In this case, the grading will be between 0 and 4. (See Annex II)

7. CONCLUSIONS

Depending on their level, children are more or less aware of the reality that surrounds them. The current events of the world had exposed them to a variety of feelings and reactions in their nearby environment. This can confuse or disorient them as they cannot fully understand what is going on around them or in their minds when they face a new situation. When it comes to emotional education, my opinion is that is important to begin teaching it from a young age or, at least, teach the basic notions of it. I consider early childhood the best time to this because children will develop with time more complex knowledge of this topic and it can prevent some deficiencies.

This topic is extensive and requires not only to be taught in way considering other people's feelings, it also needs to be taught in a way to self-discovery. We cannot expect people to establish healthy relationships with others, understand, or have a close guess of what do they feel in different situations if they are not sure about how to interpret or express their own feelings.

Furthermore, a healthy relationship with other people cannot be accomplished if we did not take the first step: knowing ourselves. And, nowadays, people need to establish better relationships and know themselves in order to reach healthier environments to avoid conflicts or other hurtful situations. This does not mean that feeling negative emotions are going to avoidable if we establish good relationships with people. People can experience, in certain points of their lives, negative emotions, and the acceptance of said emotions contributes to a more realistic notion of people and, most importantly, oneself.

The encouragement of having a good self-esteem is also important. It does not have to be low or overly high. Self-esteem can encourage people to keep learning about a specific topic if they feel confident enough to learn more, or to abandon it if they do not feel capable enough. This can apply to academic contexts when it is necessary that children learn some topics. But it also applies to more personal contexts, such as learning about how to interact properly with others and develop intrapersonal and interpersonal relationships.

Again, knowing oneself, and developing the right mechanisms to boost self-esteem will be not only beneficial for the individual but it also can give an idea of how to boost

another person's self-esteem and develop better strategies to work in teams. This is important in an individual's life because people, generally, will be needed to work together to accomplish a common objective. We cannot expect to, for example, reach peace with other individuals if we work individually. Eventually, people will find themselves in the situation of working together, even if they want to avoid it at all costs.

Beginning to work in groups and develop attitudes to work in that way at a young age seems adequate. Again, encouraging those habits in a young age will result in the development of different strategies and social skills that will be useful throughout the child's life.

Teaching how to verbalise those feelings in a controlled way or show some examples of how can we identify them with non-verbal language is also important. Literature and role-play are good resources to accomplish this.

On the first hand, literature will offer examples that can be useful about how to verbalise emotions in young children. It also offers children to experience what the characters of the books feel, making the reading process more personal and making it easier to develop empathy.

On the other hand, role-play is also a useful resource to express and verbalise because it is not necessary to wait for a specific situation to observe the student's social skills and reactions. And since it is a simulated situation, this means students will not have the pressure of acting in a real-life context, and will not face the same risks they can usually face while they enjoy and experiment different interactions. Nevertheless, role-play prepare students for taking part in society. This will have a positive influence for their self-esteem because children can check they are capable of doing the same things in real-life contexts.

However, language and cultural differences can influence to the way people express their feelings, and it can make people feel disoriented in a foreign context. But they can also enrich the perspective of a person and can apport new methods to express feelings in a healthy way. Using storytelling is a good resource for students to introduce them to the English culture and acquire some resources to be able to orientate themselves in other contexts.

This resource is also a good choice to introduce a story to students that are starting to acquire a foreign language and did not develop that agility to read in other languages. Moreover, it can encourage students to read in the future and develop a liking for it while they work with different structures and vocabulary that are proper of the English language.

The maturing of this project was hard for me at the beginning. While developing this unit I found some limitations. The first one being that students did not read books in English, this made me use storytelling instead to work with the selected book. This limitation also affected the criteria of the chosen book, because it could not be that extensive and needed to be clear giving a message for the students. However, with research and perseverance I could take into account my students' needs and plan a proposal according to them.

Also, I was anticipating that the COVID-19 regulations in the school will be a problem for students to express verbally and non-verbally. Thankfully, with the evolution of the situation and the removal of the regulations, children were able to use their non-verbal language more than they were used to do before.

Finally, I would like to mention that this project has been useful for my personal and professional life as a teacher, as I was able to implement a meaningful proposal for students, as it is a relevant issue in society nowadays. As it was the first time, I mainly deal with emotions and I introduced mainly self-esteem. However, for later research, I would go deeper in fostering self-esteem in students, as it is paramount for their healthy growth.

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RESOURCES

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The images for the flashcards had been extracted from *Freepik*
(<https://www.freepik.com/>)

9. APPENDIX

9.1. APPENDIX I: DEVELOPED UNIT

About the unit/ Where this unit fits

These lessons do not belong to the project. It starts after Easter break, and finishes on May, so it lasts from 26th April to 10th May. Because emotions are not a topic that is worked on the classroom, I am going to start with a pre-introductory activity.

The main goal of the proposal is to express feelings in different ways and boost the self-esteem of the students.

Prior Learning

Language used in the unit

Important Resources

Students know the different lexicon related with the emotions.

They have some notions about coexisting with their classmates and how to behave.

- Words related with emotions
- Words related with the routines

- Visual supports
- Book
- Smartboard
- Photocopies

Expectations

At the end of this unit all the children must

- Be able to tell some feelings

	<ul style="list-style-type: none"> - Participate actively in the lessons - Participate in the routine - Associate some gestures to the respective feelings
At the end of this unit most of the children should	<ul style="list-style-type: none"> - Follow the teacher's guidelines to do the activity - Answer some questions in English - Observe how other children express emotions - Appreciate the importance of knowing other people's feelings to coexist
At the end of this unit some of the children could	<ul style="list-style-type: none"> - Add more techniques to calm down or express feelings - Help other students to participate in the lessons - Acquire habits to respect others and coexist - Know what can make a person feel happy

Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> - Remember the emotions lexicon - Follow the song 	<ul style="list-style-type: none"> - Recall the different emotions - Associate the emotions with facial gestures 	Emotions' activity	<ul style="list-style-type: none"> - Identify the emotions' lexicon - Follow the instructions

2	<ul style="list-style-type: none"> - Follow the story with help - Identify the different moments in the story - Sequence the story - Follow the song with body language and verbal language 	<ul style="list-style-type: none"> - Anticipate what can happen in the story - Understand the ideas of the story 	Storytelling	<ul style="list-style-type: none"> - Understand the story
	<ul style="list-style-type: none"> - Recall the story - Learn different situations that make feel an emotion - Follow the relaxation techniques 	<ul style="list-style-type: none"> - Participate and share experiences that make them feel an emotion - Pay attention to classmates and teacher to manage emotions 	Emotion management activity	<ul style="list-style-type: none"> - Identify the moments of the story - Demonstrate they know how to express their emotions properly

4	<ul style="list-style-type: none"> - Express the reaction of different hypothetical situations with body language - Work in pairs to express a situation with body language - Follow the relaxation techniques 	<ul style="list-style-type: none"> - Be able to express different and controlled emotions in different situations - Pay attention to other classmate's representations 	Role-play activity	<ul style="list-style-type: none"> - Participate in the role-play activity individually and in pairs - Respect other classmate's representations
	<ul style="list-style-type: none"> - Use art as a way to expression - Be able to orally express feelings 	<ul style="list-style-type: none"> - Follow the instructions for the final task - Apply their knowledge about emotions 	Booklet of feelings (final task)	<ul style="list-style-type: none"> - Present the booklet in a clean way - Be able to share with the class the selected feelings for the booklet

Lesson 1

Learning objectives		Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> - Remember the emotions lexicon - Follow the song 		<ul style="list-style-type: none"> - Recall the different emotions - Associate the emotions with facial gestures 	<ul style="list-style-type: none"> - Feelings' activity - Observation grid
Discourse/Text targeted		Language targeted- Non-verbal L Targeted	
<p>[Emotions' song]</p> <p>Hello children! Today I have a video for you. Let's watch it.</p> <p>Look at his/her face. Which emotion is that? (Repeat with every emotion in the song)</p> <p>Do you remember all the emotions? Yes? Let's find out.</p> <p>[Memory game]</p> <p>I put the cards upside down to play memory.</p>		<p>Eye contact, intonation, gaze, illustrators, and emblems.</p>	

<p>Remember to look very carefully at the images.</p> <p>(Call a student) do you want to start?</p> <p>Brilliant! (Call another student) it's your turn!</p> <p>(Repeat with all the students)</p> <p>Oh, very good! You did great!</p> <p>[Photocopy activity]</p> <p>I am giving you this. Please put your name.</p> <p>I'll explain the different activities, please listen.</p> <p>(Explain the different activities)</p> <p>When you finish, you need to give me the photocopy.</p> <p>Thank you.</p>	
Outline of leading activities (1 st session)	
<ul style="list-style-type: none"> - Emotions' song - Memory game 	

- Photocopy activity

Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	3'	Whole group	Listen to the song	Play the song	Smartboard https://youtu.be/GQFWg0hafIA
	12'	Whole group	Play the memory game	Show the emotions flashcards and prompt students to play	Flashcards Whiteboard
	15'	Individually	Do the activities	Hang the photocopies and explain the activity	Photocopies

<p>All children must be able to</p> <ul style="list-style-type: none"> - Identify the emotions - Be able to participate and memorise the facial expressions of the emotions 	<p>Most of the children will be able to</p> <ul style="list-style-type: none"> - Recall some of the emotions 	<p>Some of the children could</p> <ul style="list-style-type: none"> - Recall all the emotions - Be able to relate the emotions with their facial expressions
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Lesson 2

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> - Follow the story with help - Identify the different moments in the story - Sequence the story <p>Follow the song with body language and verbal language</p>	<ul style="list-style-type: none"> - Anticipate what can happen in the story <p>Understand the ideas of the story</p>	<ul style="list-style-type: none"> - Anticipation guide - Story map - Observation grid

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
<p>[Anticipation of the story]</p> <p>Today I'll read you a story. Are you ready? Good.</p> <p>I give you this anticipation guide.</p> <p>Can you tell me what happens on the cover? Do you think children are going to fight? Do they look the same? Are they outside?</p> <p>Ok, now mark the boxes. Mark the true or false box</p> <p>Perfect. Please, hand me the anticipation guide.</p> <p>[Storytelling]</p> <p>Now listen, let's find out what happens in the story.</p> <p>(Read aloud the story)</p> <p>Who can tell me what happened?</p> <p>Very good!</p> <p>[Story map]</p>	<p>Eye contact, intonation, gaze, illustrators, and emblems.</p>

You know the story, let's make a story map. I am reading it again, pay attention. You need to draw what happens at the beginning, then next, then after it, and in the end.

(re-read the story)

Please, hand me the story map.

[Questions about feelings]

(Call a student) How do you feel when you... get a hug?

Oh, good.

(Repeat with other students and different situations)

[Routine introduction]

To ask how does a person feel we say "How do you feel?" And you have to answer "I feel..." Tomorrow I'll ask you how do you feel.

[Song]

Let's sing a song before finishing!

(Sing the "if you are happy and you know it" song)	
Outline of leading activities (2 nd session)	
<ul style="list-style-type: none"> - Anticipation of the story - Storytelling - Story map - Questions about feelings - Routine introduction - Song 	

Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	5'	Whole group	Observe the book's cover and anticipate what can happen	Show the book's cover and ask questions	<ul style="list-style-type: none"> - Book - Anticipation guide
	15'	Whole group	Listen to the storytelling	Read aloud the story and show the different pictures while reading it	<ul style="list-style-type: none"> - Book

	20'	Whole group	Do the story map	Re-read the story for the students	<ul style="list-style-type: none"> - Book - Story map
	5'	Whole group	Answer the questions	Ask students how would they feel in different situations	<ul style="list-style-type: none"> - Flashcards
	5'	Whole group	Listen to the teacher	Introduce the "I feel" routine	<ul style="list-style-type: none"> - Flashcards
	5'	Whole group	Dance and sing with the teacher	Sing the "If you are happy and you know it" song	<ul style="list-style-type: none"> - Flashcards
All children must be able to <ul style="list-style-type: none"> - Follow the story with help - Follow the song - Do the story map with help 			Most of the children will be able to <ul style="list-style-type: none"> - Observe the cover and anticipate the story with help - Understand the story - Identify some of the feelings of the story 		Some of the children could <ul style="list-style-type: none"> - Explain what do they think it's going to happen in the story

		- Help their peers to understand the story
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Lesson 3

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> - Recall the story - Learn different situations that make feel an emotion <p>Follow the relaxation techniques</p>	<ul style="list-style-type: none"> - Participate and share experiences that make them feel an emotion - Pay attention to classmates and teacher to manage emotions 	<p>Observation grid</p>
Discourse/Text targeted		Language targeted- Non-verbal L Targeted
<p>[Routine]</p> <p>Hello children. How do you feel? (Ask students one by one)</p> <p>Perfect!</p>		<p>Eye contact, intonation, gaze, illustrators, and emblems.</p>

<p>[Organise the story]</p> <p>Do you remember the story?</p> <p>Let's order it! (call a student) do you want to start?</p> <p>Brilliant (call other student) come next!</p> <p>Very good! You remember it well.</p> <p>[Say pleasant things to other classmates]</p> <p>Let's say something nice about... (student). I start: he/she is a very good student. Now you.</p> <p>Very good! Now about... (repeat with the rest of the students)</p> <p>How do you feel when you hear nice things?</p> <p>[Emotion expression]</p> <p>(Call a student) What do you do when you are angry? (Repeat with other emotions and feelings)</p> <p>[Breathing technique]</p>	
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Now follow me. Breath in... hold... breath out... Let's calm down	
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Outline of leading activities (3rd session)

<ul style="list-style-type: none"> - Routine - Organise the story - Say pleasant things to other classmates - Emotion expression - Breathing technique

Classroom Management					
	Timing	Grouping	Pupils	Teacher	Resources
	5'	Whole group	Start with the routine "I feel..."	Encourage the routine	- Flashcards
	15'	Whole group	Remember and organise the story	Explain the activity	

					<ul style="list-style-type: none"> - Pictures of the book
	10'	Whole group	Say pleasant things to the classmates	Explain the activity and guide students	<ul style="list-style-type: none"> - Flashcards
	20'	Whole group	Show to their peers how do they express different feelings	Observe students and guide them	<ul style="list-style-type: none"> - Flashcards
	5'	Whole group	Breathe following the teacher's instructions	Give instructions to breathe and calm down	
All children must be able to <ul style="list-style-type: none"> - Recall the story - Apply the routine - Say something nice to a classmate - Express the emotions the teacher asks 			Most of the children will be able to <ul style="list-style-type: none"> - Listen to the teacher's advice - Follow the breathing techniques - Help their peers to say something nice 		Some of the children could <ul style="list-style-type: none"> - Value the importance of being nice with other classmates - Apply and remember the

		breathing techniques
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Lesson 4

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> - Express the reaction of different hypothetical situations with body language - Work in pairs to express a situation with body language - Follow the relaxation techniques 	<ul style="list-style-type: none"> - Be able to express different and controlled emotions in different situations - Pay attention to other classmate's representations 	<ul style="list-style-type: none"> - Observation grid
Discourse/Text targeted		Language targeted- Non-verbal L Targeted
<p>[Routine]</p> <p>Hello children. How do you feel? (Ask students one by one)</p> <p>Perfect!</p> <p>[Say pleasant things to other classmates]</p>		<p>Eye contact, intonation, gaze, illustrators, and emblems.</p>

Let's say something nice again. Let's start with... (student). I start: he/she is a very good student. Now you.

Very good! Now about... (repeat with the rest of the students)

How do you feel when you hear nice things?

[Individual role-play]

You have to tell me with your body how do you feel. (student), how do you feel when you fight? (Ask different students and different situations)

[Role-play in pairs]

Now, let's do it in pairs. How do you feel when you forget something?

Show it to your classmates.

Very good.

[Breathing technique]

Let's calm down. Follow me. Breath in... hold... breath out...

Outline of leading activities (4th session)

- Routine
- Say pleasant things to classmates
- Individual role-play
- Role-play in pairs
- Breathing technique

Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	5'	Whole group	Start with the routine "I feel"	Encourage the routine	- Flashcards
	10'	Whole group	Say pleasant things to the classmates	Explain the activity and guide students	- Flashcards

	15'	Individually	Express their feelings through body language	Tell them different situations and observe students	- Flashcards
	20'	Pairs	Express the feelings through body language and working together	Tell them different situations and observe students	- Flashcards
	5'	Whole group	Breathe following the teacher's instructions	Give instructions to breathe and calm down	
All children must be able to <ul style="list-style-type: none"> - Be able to tell how do they feel that day - Tell something pleasant to a classmate - Express their feelings physically 			Most of the children will be able to <ul style="list-style-type: none"> - Organise with their classmates for the role-play in pairs - Follow the instructions for breathing 		Some of the children could <ul style="list-style-type: none"> - Help students during the role-play

Lesson 5

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> - Use art as a way to expression - Be able to orally express feelings 	<ul style="list-style-type: none"> - Follow the instructions for the final task 	

	- Apply their knowledge about emotions	
Discourse/Text targeted		Language targeted- Non-verbal L Targeted
<p>[Routine]</p> <p>Hello children. How do you feel? (Ask students one by one)</p> <p>Perfect!</p> <p>[Final task]</p> <p>Now, follow my instructions.</p> <p>Write your name on the cover. Very good.</p> <p>Now, cut the rectangles following the line.</p> <p>Draw yourselves on the cover.</p> <p>Good, now draw yourselves with different emotions on the other papers.</p> <p>Colour the drawings!</p> <p>Don't forget to write the names of the emotions!</p>		<p>Eye contact, intonation, gaze, illustrators, and emblems.</p>

<p>I staple the drawings.</p> <p>Let's show our feelings to the class!</p> <p>[Self and peer assessment]</p> <p>Now I hand you a copy. You have to play teacher and put a grade on yourselves on the first part. Write your name please.</p> <p>Now, on you have to put a grade to your classmate, write your classmate's name.</p> <p>Can you hand them back to me please?</p>	
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Outline of leading activities (5th session)

<ul style="list-style-type: none"> - Routine - Final task - Self and peer assessment

Classroom	Timing	Grouping	Pupils	Teacher	Resources
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	5*	Whole group	Start with the routine “I feel”	Encourage the routine	- Flashcards
	5'	Individually	Write their name	Hand the copies for the final task and tell students to write their name	
	10'	Individually	Cut the rectangles of the copy	Guide students to cut the rectangle	
	15'	Individually	Make the drawings on the cover and pages, and write the name of the emotions	Tell students to first make the drawing on the cover, and then on the rest of the pages. Tell them to finally write the name of the emotions	- Flashcards
	10'	Individually	Share with the class the emotions they picked	Staple the booklet and hand to students	

	10'	Individually and in pairs	Do the self and peer assessment	Guide students and pair them	- Self and peer assessment copies
All children must be able to <ul style="list-style-type: none"> - Name and identify all the emotions - Listen to their peers while exposing - Do the self and peer assessment 			Most of the children will be able to <ul style="list-style-type: none"> - Follow the instructions the teacher gives - Be able to express the emotions that they are exposing 		Some of the children could <ul style="list-style-type: none"> - Help other classmates to draw or cut








9.2. APPENDIX II: ASSESSMENT

Observation grid

Student's name:				
	1	2	3	4
Participation on the lessons				
Attitude in class				
Respect for his peers				
Shows interest on the topic				
Presents the activities in a clean way and respects the material				

Self-assessment




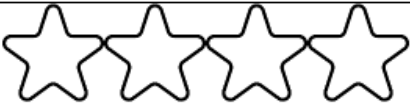


Name:

I know new words 	
My behaviour  	
I was kind with my classmates 	

Peer assessment

Your name:

Your classmate's name:

Helping others 	
Work in pairs 	
Treat classmates nicely 	

9.3. APPENDIX III: RESOURCES FOR THE DIDACTIC UNIT

Flashcards

Tired

Angry

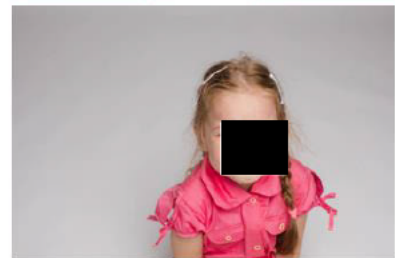
Nervous



Happy

Sad

Scared





Anticipation guide

Name:

Date:

Anticipation guide



Statements	True 	False 
The kids in the cover play outside.		
All the kids look the same.		
When kids are fighting, they are happy.		
Only I have big feelings.		
If we have a problem, we can talk.		
We can help working together.		
The kids don't solve their problems.		

Story map

Name:

Date:

Story Map

1. First:

2. Next:

3. Then:

4. Last:

Reviewing the story





Final task

**My book of
feelings**

Name: _____



I feel _____



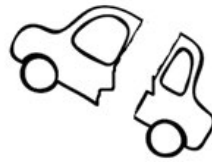
I feel _____



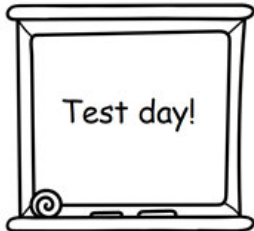
I feel _____



I feel _____



I feel _____



I feel _____